



Unit pack

# BIIAB Level 2 NVQ Diploma in Food and Beverage Service (QCF)

Q601/5687/9

Version 1.3

## Contents

### Optional Group B

<b>Unit No</b>	<b>Unit Title</b>
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SFT	Serve food at the table
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P3	Provide a buffet and carvery service

### Optional Group C

<b>Unit No</b>	<b>Unit Title</b>
SASD	Serve alcoholic and soft drinks
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PS3	Prepare and serve dispensed and instant hot drinks
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## Optional Group D

<b>Unit No</b>	<b>Unit Title</b>
PC1	Prepare and clear areas for counter and takeaway service
PC2	Prepare and clear areas for table service
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MCK	Maintain cellars and kegs
CDDL	Clean drink dispense lines
RSIDS	Receive, store and issue drinks stock
CFAQ55	Resolve customer service problems
CFAQ48	Promote additional services or products to customers
DCALD	Deal with customers across a language divide
CFAQ54	Maintain customer service through effective handover
MDP	Maintain and deal with payments
ERRHLTS	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Provide a counter and takeaway service</b> <b>P1</b> <b>1</b> <b>3</b> <b>30</b> <b>L/601/5016</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
1 Be able to serve customers at the counter	<p>The assessor <b>must</b> assess assessment criteria 1.1-1.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• <b>one</b> from <b>customers</b> <ul style="list-style-type: none"> <li>a) customers with routine needs</li> <li>b) customers with non-routine needs</li> </ul> </li> <li>• at least <b>two</b> from <b>information:</b> <ul style="list-style-type: none"> <li>a) items available</li> <li>b) ingredients</li> <li>c) prices, special offers and promotions</li> </ul> </li> <li>• at least <b>two</b> from <b>food and drink items:</b> <ul style="list-style-type: none"> <li>a) hot food</li> <li>b) cold food</li> <li>c) hot drinks</li> <li>d) cold drinks</li> </ul> </li> <li>• at least <b>two</b> from <b>condiments and accompaniments:</b> <ul style="list-style-type: none"> <li>a) seasonings</li> <li>b) sugars/sweeteners</li> <li>c) prepared sauces/dressings</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Provide a counter and takeaway service</b> <b>P1</b> <b>1</b> <b>3</b> <b>30</b> <b>L/601/5016</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
3 Be able to maintain counter and service areas	<p>The assessor <b>must</b> assess assessment criteria 3.1-3.6 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• At least <b>three</b> from <b>service items</b>:             <ul style="list-style-type: none"> <li>a) service utensils</li> <li>b) food containers/dispensers</li> <li>c) trays</li> <li>d) crockery</li> <li>e) cutlery</li> <li>f) disposable items</li> </ul> </li> <li>• At least <b>two</b> from food and <b>drink items</b>:             <ul style="list-style-type: none"> <li>a) hot food</li> <li>b) cold food</li> <li>c) hot drinks</li> <li>d) cold drinks</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Serve food at the table</b> <b>SFT</b> <b>2</b> <b>4</b> <b>31</b> <b>H/601/4986</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to greet customers and take orders	1.1	Greet customers and identify their requirements and check any booking records as appropriate to the service operation
	1.2	Provide customers with assistance when they arrive
	1.3	Make sure customers have access to the correct menu
	1.4	Give accurate information on individual dishes according to customer requirements
	1.5	Maximise the order using appropriate sales techniques
	1.6	Assist customers to make a choice where appropriate
	1.7	Identify, record and deal with orders promptly
2 Understand how to greet customers and take orders	2.1	Describe organisational standards for customer service
	2.2	State why menus should be checked before use
	2.3	Explain why information about the menu should be given accurately to customers
	2.4	Explain why it is important to have knowledge about food being served
	2.5	Describe the types of assistance that customers may need when they arrive and how to deal with these
	2.6	Outline the types of unexpected situations that may occur when greeting customers and dealing with orders and how to deal with them
3 Be able to serve customers' orders and maintain the dining area	3.1	Provide customers with the correct table items for the food to be served at the appropriate times
	3.2	Serve food with clean and undamaged service equipment of the appropriate type
	3.3	Serve food of the type, quality and quantity required using the appropriate service method
	3.4	Keep customer area tidy and clean
	3.5	Remove and replace used table items as required and maintain the correct stocks
	3.6	Remove leftover food items, condiments and accompaniments from the table when required and deal with them correctly
	3.7	Carry out work with the minimum of disturbance to customers

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Serve food at the table</b> <b>SFT</b> <b>2</b> <b>4</b> <b>31</b> <b>H/601/4986</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Understand how to serve customers' orders and maintain the dining area	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9	Describe safe and hygienic working practices when serving customer orders State which condiments and accompaniments best complement each menu item State which service equipment is appropriate for different menu items Explain why food should be arranged and presented in line with the menu specifications Describe safe and hygienic working practices when maintaining dining and service areas State why dining and service areas must be kept tidy and free from rubbish and food debris State why waste must be handled and disposed of correctly Explain why a constant stock of linen, table items and accompaniments must be maintained Outline the types of unexpected situations that may occur when serving food at table and how to deal with these

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Serve food at the table</b> <b>SFT</b> <b>2</b> <b>4</b> <b>31</b> <b>H/601/4986</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to greet customers and take orders</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.6 and 1.7 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>one</b> from <b>customers</b> <ul style="list-style-type: none"> <li>a) with special requirements</li> <li>b) without special requirements</li> </ul> </li> <li>• at least <b>two</b> from <b>customer requirements</b> <ul style="list-style-type: none"> <li>a) correct number of place settings</li> <li>b) dietary requirements</li> <li>c) special seating requirements</li> </ul> </li> <li>• at least <b>one</b> from <b>service operations</b> <ul style="list-style-type: none"> <li>a) table service</li> <li>b) function service</li> </ul> </li> <li>• at least <b>two</b> from <b>information</b> <ul style="list-style-type: none"> <li>a) dishes available</li> <li>b) dish composition and method of cooking</li> <li>c) prices</li> <li>d) special offers and promotions</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>



<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Serve food at the table</b> <b>SFT</b> <b>2</b> <b>4</b> <b>31</b> <b>H/601/4986</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>3 Be able to serve customers' orders and maintain the dining area</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1-3.7 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>table items</b> <ul style="list-style-type: none"> <li>a) crockery</li> <li>b) cutlery and silverware</li> <li>c) glassware</li> <li>d) napkins</li> <li>e) condiments and accompaniments</li> </ul> </li> <li>• at least <b>two</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) dishes/linens, flats</li> <li>b) trays/trolley service cutlery and silverware</li> <li>c) service cloths/linen</li> </ul> </li> <li>• at least <b>one</b> from <b>service method</b> <ul style="list-style-type: none"> <li>a) plated items</li> <li>b) served items</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b>	<b>Provide a silver service</b>	
<b>BIIAB Reference</b>	<b>P2</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>51</b>	
<b>Unit Reference No.</b>	<b>J/601/4950</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to silver serve food	1.1	Make sure that service equipment is clean and undamaged and ready for service according to the service operation
	1.2	Make sure that the food to be served is of the type and quantity required and that it is arranged allowing for easy service
	1.3	Portion, serve and arrange the food items using the recommended service equipment
	1.4	Deal with surplus food items and used service equipment correctly
	1.5	Carry out work with the minimum of disturbance to customers
2 Understand how to silver serve food	2.1	Describe safe and hygienic working practices when providing a silver service
	2.2	State why it is important to be familiar with the available menu items
	2.3	Describe the operational procedures for serving courses
	2.4	State what food has to be carefully portioned during service
	2.5	Explain why care has to be taken to serve and arrange food correctly
	2.6	State why care should be taken to avoid accidents
	2.7	State why and to whom all customer incidents should be reported
	2.8	Outline the types of unexpected situations that may occur when providing silver service and how to deal with these
3 Be able to clear finished courses	3.1	Clear finished courses, crockery and cutlery systematically from the table at the appropriate time according to the service operation
	3.2	Check crockery, cutlery and other table items and replace or remove them as appropriate
	3.3	Clear waste and food debris from the table in line with the service operation
4 Know how to clear finished courses	4.1	Describe safe and hygienic working practices when clearing finished courses
	4.2	Describe the operational procedures for clearing finished courses
	4.3	State why and to whom any incidents or accidents should be reported
	4.4	Outline what the hygienic aspects are to clearing tables
	4.5	Outline the types of unexpected situations that may occur when clearing courses and how to deal with these

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Provide a silver service</b> <b>P2</b> <b>2</b> <b>6</b> <b>51</b> <b>J/601/4950</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
1 Be able to silver serve food	<p>The assessor <b>must</b> assess assessment criteria 1.1-1.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) dishes/liners/flats</li> <li>b) service cutlery/silverware</li> <li>c) service cloths/linen</li> </ul> </li> <li>• at least <b>one</b> from <b>silver operation</b> <ul style="list-style-type: none"> <li>a) function silver service</li> <li>b) restaurant silver service</li> <li>c) buffet/carvery silver service</li> </ul> </li> <li>• at least <b>five</b> from <b>food items</b> <ul style="list-style-type: none"> <li>a) soups</li> <li>b) gravies/sauces</li> <li>c) bread rolls/potatoes/other solid items</li> <li>d) sliced meat/poultry</li> <li>e) rice/vegetables/other small chopped items</li> <li>f) pies/tarts/flans/gateaux</li> <li>g) puddings/spooned desserts</li> <li>h) cheese</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Provide a silver service</b> <b>P2</b> <b>2</b> <b>6</b> <b>51</b> <b>J/601/4950</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>3 Be able to clear finished courses</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1-3.3 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>all</b> from <b>courses</b> <ul style="list-style-type: none"> <li>a) starter</li> <li>b) main course</li> <li>c) dessert</li> </ul> </li> <li>• at least <b>one</b> from <b>service operation</b> <ul style="list-style-type: none"> <li>a) function silver service</li> <li>b) restaurant silver service</li> <li>c) buffet/carvery silver service</li> </ul> </li> <li>• at least <b>two</b> from <b>table items</b> <ul style="list-style-type: none"> <li>a) glassware</li> <li>b) condiments and accompaniments</li> <li>c) table decorations</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Provide a buffet and carvery service</b> <b>P3</b> <b>2</b> <b>4</b> <b>32</b> <b>A/601/4945</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
<b>1</b> Be able to prepare and maintain a buffet & carvery display	<b>1.1</b> <b>1.2</b> <b>1.3</b> <b>1.4</b> <b>1.5</b> <b>1.6</b>	Make sure the carvery & buffet table is clean, undamaged and positioned according to the serve style Make sure table items are clean and undamaged and arrange them correctly for food service Make sure service equipment is clean, undamaged and position it ready for use Display food items ready for service Display and store food items according to food safety requirements Replenish food items as necessary and keep the carvery or buffet free from food debris during food service
<b>2</b> Understand how to prepare and maintain a buffet & carvery display	<b>2.1</b> <b>2.2</b> <b>2.3</b> <b>2.4</b> <b>2.5</b> <b>2.6</b> <b>2.7</b>	Describe safe and hygienic working practices when preparing and maintaining a carvery or buffet display Explain why food items should be replenished and displayed correctly throughout service State why dining service areas must be kept tidy and free from rubbish and food debris State why service equipment should be turned on before service State why heating, air conditioning & ventilation and lighting should be checked before use when preparing areas for service State why table items should be checked for damage and cleanliness before service Outline the types of unexpected situations that may occur when preparing and maintaining the carvery or buffet and how to deal with these
<b>3</b> Be able to serve and assist customers at the carvery & buffet	<b>3.1</b> <b>3.2</b> <b>3.3</b> <b>3.4</b> <b>3.5</b> <b>3.6</b> <b>3.7</b>	Give information that meets the customers' needs and promotes the products and service of organisation Serve food with service equipment of the appropriate type that is clean and undamaged using correct service style Serve only food items that are of the required type and quality Portion and arrange food in line with organisation style and customer requirements Keep customer dining areas tidy and free from rubbish and food debris Clear any used table items and left over food items when necessary Carry out work with the minimum of disturbance to customers

<b>Unit Title</b>	<b>Provide a buffet and carvery service</b>	
<b>BIIAB Reference</b>	<b>P3</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>32</b>	
<b>Unit Reference No.</b>	<b>A/601/4945</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Understand how to serve and assist customers at the carvery & buffet	4.1	Describe safe and hygienic working practices when serving customers at buffet or carvery
	4.2	State why portions should be controlled when serving food to customers
	4.3	State why information given to customers should be accurate
	4.4	Explain why maintaining food at the correct temperature is important and how you can ensure this
	4.5	State why and to whom all customer incidents should be reported
	4.6	Describe safe and hygienic working practices when maintaining a customer dining area
	4.7	State why waste must be handled and disposed of correctly
	4.8	State why and to whom breakages should be reported
	4.9	Outline the types of unexpected situations that may occur when serving customers from the carvery or buffet and how to deal with them

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Provide a buffet and carvery service</b> <b>P3</b> <b>2</b> <b>4</b> <b>32</b> <b>A/601/4945</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to prepare and maintain a buffet &amp; carvery display</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1-1.6 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>one</b> from <b>service style</b> <ul style="list-style-type: none"> <li>a) served buffet/carvery</li> <li>b) self-service buffet/carvery</li> </ul> </li> <li>• at least <b>three</b> from <b>table items</b> <ul style="list-style-type: none"> <li>a) crockery</li> <li>b) cutlery/silverware</li> <li>c) glassware</li> <li>d) table coverings</li> <li>e) napkins</li> <li>f) decorative items</li> <li>g) flowers</li> </ul> </li> <li>• at least <b>two</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) dishes/flats/plates</li> <li>b) service cutlery/silverware</li> <li>c) service cloths/linen</li> </ul> </li> <li>• at least <b>two</b> from <b>food items</b> <ul style="list-style-type: none"> <li>a) hot food</li> <li>b) cold food</li> <li>c) accompaniments</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Provide a buffet and carvery service</b> <b>P3</b> <b>2</b> <b>4</b> <b>32</b> <b>A/601/4945</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>3 Be able to serve and assist customers at the carvery &amp; buffet</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1-3.7 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>one</b> from <b>service style</b> <ul style="list-style-type: none"> <li>a) served buffet/carvery</li> <li>b) self-service buffet/carvery</li> </ul> </li> <li>• at least <b>two</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) dishes/flats/plates</li> <li>b) service cutlery/silverware</li> <li>c) service cloths/linen</li> </ul> </li> <li>• at least <b>two</b> from <b>food items</b> <ul style="list-style-type: none"> <li>a) hot food</li> <li>b) cold food</li> <li>c) accompaniments</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>



<b>Unit Title</b>	<b>Serve alcoholic and soft drinks</b>	
<b>BIIAB Reference</b>	<b>SASD</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>46</b>	
<b>Unit Reference No.</b>	<b>J/601/4978</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to take customers' orders	1.1	Deal with customers in order of arrival where possible
	1.2	Maintain focus on the customer and their needs
	1.3	Offer customers accurate information on available drinks
	1.4	Take the opportunity to maximise sales through up-selling in line with current best practice and/or legislation
	1.5	Identify customer requirements accurately and offer them drink accompaniments appropriate to the type of drink
	1.6	Provide alcoholic drinks to permitted people only
	1.7	Deal with customer incidents effectively and inform the proper person where necessary
2 Understand how to take customers' orders	2.1	State the Licensing Objectives relevant to the country working within
	2.2	State current relevant legislation to licensing and weights and measures
	2.3	State why it is important to check glassware for damage
	2.4	Explain why drinks should be stored at the correct temperature
	2.5	Describe how to deal with violent/disorderly customers
	2.6	Explain why it is important to offer customers accurate information e.g. about strength of drinks and their basic characteristics
	2.7	State why it is important to offer customer accurate information about special offers and promotions
	2.8	State what legal measures must be used to serve alcohol and why they must be used
	2.9	State what law is in relation to serving underage drinkers and how this affects the bar staff
	2.10	State what law is in relation to the times of day/night that alcohol may be served
	2.11	Describe symptoms that indicate when a customer has drunk excessive amounts and what the legal responsibilities are in relation to this
	2.12	State under what circumstances customers must not be served with alcohol
	2.13	Describe how to respond to signs that someone might be under the influence of drugs or buy/selling drugs
	2.14	Describe what procedures to follow in response to people smoking in a no smoking area
	2.15	Describe the type of non-routine needs that customers may have and how to deal with them
	2.16	Describe organisations' standards for customer service
	2.17	Describe different service styles within organisation
	2.18	Describe why customers should be dealt with in order of arrival where possible

<b>Unit Title</b>	<b>Serve alcoholic and soft drinks</b>	
<b>BIIAB Reference</b>	<b>SASD</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>46</b>	
<b>Unit Reference No.</b>	<b>J/601/4978</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
3 Be able to serve alcoholic and non-alcoholic drinks	3.1	Select a glass in which to serve the drink according to organisations' procedures and customer requirements
	3.2	Check that the glass is clean and undamaged
	3.3	Pour drink according to the product that is being served
	3.4	Ensure that the drink is at the correct temperature before serving
	3.5	Promote additional products to the customer as appropriate
4 Understand how to serve alcoholic and non-alcoholic drinks	4.1	Describe the correct way to open capped, screw top and corked bottles and how to use the appropriate equipment
	4.2	State why the bottle should be left facing the customer
	4.3	Describe the correct way to pour and serve different draught drinks
	4.4	Describe the correct way to pour and serve different drinks for free or optic pouring
	4.5	Describe types of glasses available to serve drinks and which ones to use according to organisations procedures and customer requirements
	4.6	State correct temperature for different types of drinks

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

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

<b>Unit Title</b>	<b>Prepare and serve cocktails</b>	
<b>BIIAB Reference</b>	<b>PS1</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>40</b>	
<b>Unit Reference No.</b>	<b>L/601/4982</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to prepare areas and equipment for serving cocktails	1.1	Make sure that work areas are clean, tidy and ready to use
	1.2	Make sure that cocktail-making equipment is clean and undamaged
	1.3	Prepare and store cocktail ingredients ready to use
	1.4	Store cocktail accompaniments ready to use
2 Know how to prepare areas and equipment for serving cocktails	2.1	Describe safe and hygienic working practices when preparing areas and equipment for making cocktails
	2.2	State why it is important to keep preparation areas and equipment hygienic when preparing cocktails
	2.3	State what safe working practices should be followed when preparing cocktails
	2.4	State why it is important to have all the ingredients ready before preparing cocktails
	2.5	Outline the types of unexpected situations that may happen when preparing areas and equipment to make cocktails
3 Be able to serve cocktails	3.1	Identify customer requirements
	3.2	Provide customers with accurate information about cocktails as required
	3.3	Promote cocktails to customers at appropriate times
	3.4	Assemble cocktails using the recommended measures, techniques, equipment and accompaniments
	3.5	Finish cocktails and serve them using the recommended equipment and accompaniments
	3.6	Serve alcoholic cocktails to permitted people only

<b>Unit Title</b>	<b>Prepare and serve cocktails</b>	
<b>BIIAB Reference</b>	<b>PS1</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>40</b>	
<b>Unit Reference No.</b>	<b>L/601/4982</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Understand how to serve cocktails	4.1	State current relevant legislation relating to licensing and weights and measures legislation
	4.2	Describe safe and hygienic working practices when serving cocktails
	4.3	State why and to whom any customer incidents should be reported
	4.4	Describe how to respond to signs that someone might be under the influence of drugs or buying/selling drugs
	4.5	Describe how to deal with violent/disorderly customers
	4.6	State what procedures to follow in response to people smoking in a non-smoking area
	4.7	State where and from whom health and safety and food legislation can be obtained
	4.8	State why it is important to offer customers accurate information eg about strength of drinks and their basic characteristics
	4.9	State why it is important to offer customers accurate information about special offers and promotions
	4.10	State why correct information must be provided to customers at all times
	4.11	State why it is important to recognise the name of different cocktails
	4.12	Describe the different techniques for mixing cocktails
	4.13	State different measures for different types of cocktails
	4.14	State why it is important to use the correct measures when preparing cocktails
	4.15	State when it is permissible to free-pour when making cocktails
	4.16	State what legal measures must be used to serve alcohol and why they must be used
	4.17	State what the law is in relation to serving underage drinkers and how this affects the bar staff
	4.18	State what the law is in relation to the times of day/night that alcohol may be served
	4.19	Describe what symptoms indicate that a customer has drunk excessive amounts and what the legal responsibilities are in relation to this
	4.20	State under what circumstances customers must not be served with alcohol
	4.21	Outline the types of unexpected situations that may happen when preparing and serving cocktails and how to deal with these

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and serve cocktails</b> <b>PS1</b> <b>2</b> <b>5</b> <b>40</b> <b>L/601/4982</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to prepare areas and equipment for serving cocktails</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1-1.4 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>five</b> from <b>equipment</b> <ul style="list-style-type: none"> <li>a) pourers</li> <li>b) blenders</li> <li>c) shakers/mixers</li> <li>d) stirring equipment</li> <li>e) squeezers and strainers</li> <li>f) knives and chopping board</li> <li>g) glasses/jugs</li> <li>h) ice scoops</li> <li>i) cocktail list/menu</li> </ul> </li> <li>• at least <b>three</b> from <b>ingredients</b> <ul style="list-style-type: none"> <li>a) fruit</li> <li>b) fruit juices/soft drinks</li> <li>c) cream/milk</li> <li>d) alcohol</li> </ul> </li> <li>• at least <b>three</b> from <b>accompaniments</b> <ul style="list-style-type: none"> <li>a) ice</li> <li>b) food garnish</li> <li>c) salt/sugar</li> <li>d) decorative items</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and serve cocktails</b> <b>PS1</b> <b>2</b> <b>5</b> <b>40</b> <b>L/601/4982</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>3 Be able to serve cocktails</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.4, 3.5 and 3.6 by directly observing the learner’s work. The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner’s work for:</p> <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>information</b> <ul style="list-style-type: none"> <li>a) price</li> <li>b) ingredients</li> <li>c) relative strength</li> <li>d) measures</li> </ul> </li> <li>• at least <b>three</b> from <b>methods</b> <ul style="list-style-type: none"> <li>a) shaken</li> <li>b) mixed</li> <li>c) stirred</li> <li>d) blended</li> <li>e) built/poured</li> </ul> </li> <li>• at least <b>four</b> from type of <b>cocktails</b> <ul style="list-style-type: none"> <li>a) spirit based</li> <li>b) non-alcoholic</li> <li>c) cream based cocktail</li> <li>d) champagne based cocktail</li> <li>e) gin/vodka based cocktail</li> <li>f) tequila based cocktail</li> <li>g) fruit juice based cocktail</li> <li>h) sour cocktail</li> </ul> </li> <li>• at least <b>two</b> from <b>accompaniments</b> <ul style="list-style-type: none"> <li>a) ice</li> <li>b) food garnish</li> <li>c) salt/sugar</li> <li>d) decorative items</li> </ul> </li> </ul>



<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and serve cocktails</b> <b>PS1</b> <b>2</b> <b>5</b> <b>40</b> <b>L/601/4982</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
3 Be able to serve cocktails	<ul style="list-style-type: none"> <li>• at least <b>five</b> from <b>equipment</b> <ul style="list-style-type: none"> <li>a) pourers</li> <li>b) blenders</li> <li>c) shakers/mixers</li> <li>d) stirring equipment</li> <li>e) squeezers and strainers</li> <li>f) knives and chopping board</li> <li>g) glasses/jugs</li> <li>h) ice scoops</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b>	<b>Prepare and serve wines</b>	
<b>BIIAB Reference</b>	<b>PS2</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>41</b>	
<b>Unit Reference No.</b>	<b>K/601/4939</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to prepare service areas, equipment and stock for wine service	1.1	Make sure there are sufficient stocks of service linen, table items, service equipment and wine list
	1.2	Make sure service linen, table items, service equipment and wine lists are clean and ready for use
	1.3	Make sure there is sufficient wine stock
	1.4	Make sure the wine stock is free from damage, available for service and stored at the recommended serving temperature
2 Understand how to prepare service areas, equipment and stock for wine service	2.1	Describe safe and hygienic working practices when preparing service areas, equipment and stock for wine service
	2.2	State what equipment is necessary for different types of wine
	2.3	State what glassware is necessary for different types of wine
	2.4	State what temperatures different types of wine should be stored and maintained at before service
	2.5	State what organisational procedures relate to preparing service areas, equipment and stock
	2.6	Outline the types of unexpected situations that may happen when preparing service areas and how to deal with them
3 Be able to determine customer requirements for wine	3.1	Present the wine list to the customer when they are considering their order
	3.2	Establish an effective rapport with the customer and maintain it throughout the service
	3.3	Take the opportunity to maximise sales through up-selling in line with current best practice and or legislation
	3.4	Give accurate wine list information to meet the requirements of the customer
	3.5	Refer customer queries outside own area of responsibility to the proper person
	3.6	Take customers' orders according to organisation's procedures

<b>Unit Title</b>	<b>Prepare and serve wines</b>	
<b>BIIAB Reference</b>	<b>PS2</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>41</b>	
<b>Unit Reference No.</b>	<b>K/601/4939</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Understand how to determine customer requirements for wine	4.1	State current relevant legislation relating to trades description and legislation when serving wine
	4.2	Describe how to deal with and report customer incidents
	4.3	State the importance of maximising sales through up-selling and how to do this
	4.4	Explain how to interpret the wine label information
	4.5	Describe the basic characteristics of the wines available within the establishment
	4.6	State how to describe wine characteristics to the customer
	4.7	List what factors to consider when providing advice to customers on choice of wine
	4.8	State what techniques to use to promote wines to customers
	4.9	State what legal measures can be used to serve wine and which ones are most appropriate to organisation
	4.10	State under what circumstances customer must not be served with alcohol
	4.11	Describe what symptoms indicate that a customer has drunk excessive amounts and what are the legal responsibilities in relation to this
	4.12	Describe how to refuse to serve customers displaying inappropriate behaviour
5 Be able to present and serve wine	5.1	Handle the wine and present it to the customer in a style and manner appropriate to the style of service
	5.2	Open the wine using the appropriate method
	5.3	Serve the wine at the recommended temperature using the correct service equipment
	5.4	Deal with routine customer queries and comments
	5.5	Refill customers' wine glasses in line with their requirements and establishment procedures

<b>Unit Title</b>	<b>Prepare and serve wines</b>	
<b>BIIAB Reference</b>	<b>PS2</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>41</b>	
<b>Unit Reference No.</b>	<b>K/601/4939</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
6 Understand how to present and serve wine	6.1	Describe safe and hygienic working practices, relevant licensing weights and trades description legislation
	6.2	Describe the various safety procedures involved in opening a bottle of champagne or sparkling wine
	6.3	Describe the correct procedures for handling glassware and which glassware is appropriate for use in the service of different types of wine
	6.4	State the recommended temperatures for maintaining different types of wine during service
	6.5	State what the correct method of service (etiquette) is for white wine, red wine and sparkling wine
	6.6	State how many measures of wine are obtainable from standard bottles of wine
	6.7	Describe the types of unexpected situations that may happen when serving wine and how to deal with them
	6.8	State what the indicators are when wine is not suitable for drinking

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and serve wines</b> <b>PS2</b> <b>2</b> <b>5</b> <b>41</b> <b>K/601/4939</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to prepare service areas, equipment and stock for wine service</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1-1.4 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>four</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) glassware</li> <li>b) trays</li> <li>c) service cloths/linen</li> <li>d) corkscrews/bottle opener</li> <li>e) ice buckets/stands</li> <li>f) chillers/coolers</li> </ul> </li> <li>• at least <b>two</b> from <b>wine</b> <ul style="list-style-type: none"> <li>a) red</li> <li>b) white/rosé</li> <li>c) sparkling/semi-sparkling</li> <li>d) dessert</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
<p>3 Be able to determine customer requirements for wine</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.4 and 3.6 by directly observing the learner's work. The assessor may assess assessment criterion 3.3 and 3.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>wine list information</b> <ul style="list-style-type: none"> <li>a) name and type of wine</li> <li>b) price</li> <li>c) style characteristics</li> <li>d) country of origin</li> </ul> </li> <li>• at least <b>one</b> from <b>customer needs</b> <ul style="list-style-type: none"> <li>a) customer taste and style</li> <li>b) price</li> <li>c) occasion</li> <li>d) matching wine to menu items</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and serve wines</b> <b>PS2</b> <b>2</b> <b>5</b> <b>41</b> <b>K/601/4939</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>5 Be able to present and serve wine</p>	<p>The assessor <b>must</b> assess assessment criteria 5.1, 5.2, 5.3 and 5.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>four</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) glassware</li> <li>b) trays</li> <li>c) service cloths/linen</li> <li>d) corkscrews/bottle openers</li> <li>e) ice buckets/stands</li> <li>f) chillers/coolers</li> </ul> </li> <li>• at least <b>two</b> from <b>wine</b> <ul style="list-style-type: none"> <li>a) red</li> <li>b) white/rosé</li> <li>c) sparkling/semi-sparkling</li> <li>d) dessert</li> </ul> </li> <li>• at least <b>two</b> from <b>style of service</b> <ul style="list-style-type: none"> <li>a) by the glass</li> <li>b) by the bottle</li> <li>c) by the carafe/decanter</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and serve hot drinks using specialist equipment</b> <b>PS4</b> <b>2</b> <b>4</b> <b>36</b> <b>F/601/4932</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to prepare work area and equipment for service	1.1	Make sure that preparation, service and other equipment is clean, free from damage and ready for service
	1.2	Clean work areas, leaving them tidy and ready for use
	1.3	Arrange promotional and display materials correctly
	1.4	Store sufficient drink ingredients and accompaniments ready for use
2 Know how to prepare work area and equipment for service	2.1	Describe safe and hygienic working practices when preparing preparation and service areas
	2.2	State why drink, ingredients and accompaniments must be available and ready for immediate use
	2.3	State why it is important to check for damage in all work areas and service equipment before taking orders
	2.4	Outline the types of unexpected situations that may occur when preparing preparation and service areas and how to deal with them
3 Be able to prepare and serve hot drinks	3.1	Identify customer requirements
	3.2	Provide customers with accurate information on drinks as required
	3.3	Maximise sales through up-selling
	3.4	Make drinks using recommended equipment and ingredients
	3.5	Serve the drink in company style, offering the correct accompaniments
	3.6	Clean and maintain preparation and service equipment
	3.7	Maintain stocks of drink ingredients and accompaniments

<b>Unit Title</b>	<b>Prepare and serve hot drinks using specialist equipment</b>	
<b>BIIAB Reference</b>	<b>PS4</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>36</b>	
<b>Unit Reference No.</b>	<b>F/601/4932</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Know how to prepare and serve hot drinks	4.1	Describe safe and hygienic working practices when preparing and serving hot drinks
	4.2	State why information about products given to customers should be accurate
	4.3	Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements
	4.4	State why and to whom all customer incidents should be reported
	4.5	Describe how to deal safely with breakages and spillages
	4.6	State why and to whom all breakages/spillages must be reported
	4.7	Explain why customer and service areas should be kept clean, tidy and free from rubbish and used equipment
	4.8	Outline the types of unexpected situations that may occur when preparing and serving hot drinks and how to deal with them
	4.9	Describe safe and hygienic working practices when maintaining hot drink making equipment
	4.10	State why a constant level of stock must be maintained
	4.11	State to whom any stock deficiencies should be reported
	4.12	Describe how to use cleaning materials correctly
	4.13	State the dangers of misusing cleaning equipment
	4.14	State what tests should be carried out after cleaning preparation equipment
	4.15	Outline the types of unexpected situations that may occur when maintaining hot drinks equipment and how to deal with them



<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and serve hot drinks using specialist equipment</b> <b>PS4</b> <b>2</b> <b>4</b> <b>36</b> <b>F/601/4932</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to prepare work area and equipment for service</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1-1.4 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>four</b> from <b>preparation equipment</b> <ul style="list-style-type: none"> <li>a) espresso machine</li> <li>b) cream whipper</li> <li>c) knock out box</li> <li>d) bean grinders</li> <li>e) filter system</li> <li>f) cafetière</li> <li>g) blender</li> <li>h) steamer</li> <li>i) urn</li> </ul> </li> <li>• at least <b>two</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) cutlery</li> <li>b) glassware</li> <li>c) crockery</li> <li>d) trays</li> </ul> </li> <li>• at least <b>two</b> from <b>other equipment</b> <ul style="list-style-type: none"> <li>a) dish washers</li> <li>b) fridges/freezers</li> <li>c) thermometers</li> <li>d) temperature records</li> </ul> </li> <li>• at least <b>one</b> from <b>promotional and display material</b> <ul style="list-style-type: none"> <li>a) menus</li> <li>b) leaflets</li> <li>c) posters</li> </ul> </li> <li>• at least <b>three</b> from <b>drinks</b> <ul style="list-style-type: none"> <li>a) coffee</li> <li>b) hot chocolate</li> <li>c) tea</li> <li>d) steamed milk drinks</li> <li>e) iced drinks</li> </ul> </li> </ul>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and serve hot drinks using specialist equipment</b> <b>PS4</b> <b>2</b> <b>4</b> <b>36</b> <b>F/601/4932</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
	<ul style="list-style-type: none"> <li>• at least <b>five</b> from <b>drink ingredients</b> <ol style="list-style-type: none"> <li>a) freshly ground coffee beans</li> <li>b) pre-ground coffee beans</li> <li>c) syrups</li> <li>d) chocolate powder</li> <li>e) milk</li> <li>f) ice cream</li> <li>g) spray cream</li> <li>h) tea</li> <li>i) ice</li> </ol> </li> <li>• at least <b>two</b> from <b>drink accompaniments</b> <ol style="list-style-type: none"> <li>a) sugar</li> <li>b) dusting/topping powder</li> <li>c) cream</li> </ol> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
<b>3 Be able to prepare and serve hot drinks</b>	<p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.4, 3.5, 3.6 and 3.7 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>one</b> from <b>information</b> <ol style="list-style-type: none"> <li>a) price</li> <li>b) relative strength</li> <li>c) ingredients</li> <li>d) origin of drink</li> </ol> </li> <li>• at least <b>three</b> from <b>drinks</b> <ol style="list-style-type: none"> <li>a) coffee</li> <li>b) hot chocolate</li> <li>c) tea</li> <li>d) steamed milk drinks</li> <li>e) iced drinks (i.e. frappe/iced tea)</li> </ol> </li> </ul>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and serve hot drinks using specialist equipment</b> <b>PS4</b> <b>2</b> <b>4</b> <b>36</b> <b>F/601/4932</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
	<ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>preparation equipment</b> <ul style="list-style-type: none"> <li>a) espresso machine</li> <li>b) cream whipper</li> <li>c) knock out box</li> <li>d) bean grinders</li> <li>e) filter system</li> <li>f) cafetière</li> <li>g) blender</li> <li>h) steamer</li> <li>i) urn</li> </ul> </li> <li>• at least <b>two</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) cutlery</li> <li>b) glassware</li> <li>c) crockery</li> <li>d) trays</li> </ul> </li> <li>• at least <b>five</b> from <b>drink ingredients</b> <ul style="list-style-type: none"> <li>a) freshly ground coffee beans</li> <li>b) pre-ground coffee beans</li> <li>c) syrups</li> <li>d) chocolate powder</li> <li>e) milk</li> <li>f) ice cream</li> <li>g) spray cream</li> <li>h) tea</li> <li>i) ice</li> </ul> </li> <li>• at least <b>two</b> from <b>drink accompaniments</b> <ul style="list-style-type: none"> <li>a) sugar</li> <li>b) dusting/topping powder</li> <li>c) cream</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and clear areas for counter and takeaway service</b> <b>PC1</b> <b>1</b> <b>3</b> <b>25</b> <b>F/601/4994</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Be able to prepare areas for counter and takeaway service	1.1 Check that the work area and service equipment are hygienic, clean, free from damage and ready for use 1.2 Check that sufficient stock of service items are clean, free from damage and arranged ready for service 1.3 Switch on appropriate service equipment in time to reach the recommended operating temperature 1.4 Prepare and display condiments and accompaniments ready for service where appropriate 1.5 Display promotional materials ready for customer use 1.6 Check that refuse and waste food containers are hygienic, empty and ready for use 1.7 Display food immediately before service, in line with operational procedures
2 Know how to prepare areas for counter and takeaway service	2.1 Describe safe and hygienic working practices when preparing take-away areas for counter/take-away service and why these are important 2.2 State why waste must be handled and disposed of correctly 2.3 State why presentation standards must be maintained in the display of food 2.4 State how to display hot and cold food safely and why this is important 2.5 State why it is important to check expiry dates on appropriate food and drink items 2.6 State why all promotional material should be checked before use 2.7 State why it is important to have the correct serving equipment available for service 2.8 Outline the types of unexpected situations that may occur when preparing areas and how to deal with them
3 Be able to clear areas for counter and takeaway service	3.1 Deal with service equipment according to workplace's procedures 3.2 Assemble for cleaning or store any reusable service items from the food service 3.3 Store condiments and accompaniments for future use in line with food hygienic legislation where appropriate 3.4 Dispose of rubbish, used disposables and waste food following recommended procedures 3.5 Check that the work area and service equipment are clean, free from damage and ready for future use

<b>Unit Title</b>	<b>Prepare and clear areas for counter and takeaway service</b>	
<b>BIIAB Reference</b>	<b>PC1</b>	
<b>Level</b>	<b>1</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>25</b>	
<b>Unit Reference No.</b>	<b>F/601/4994</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Know how to clear areas for counter and takeaway service	4.1	Describe safe and hygienic working practices when clearing areas for counter/take-away and why these are important
	4.2	State why certain electrical and gas equipment should be turned off after service
	4.3	State why waste must be handled and disposed of correctly
	4.4	State why all perishable food and drink items should be returned to the kitchen and storage area immediately after service
	4.5	State why service areas should be left clean after service
	4.6	Outline the types of unexpected situations that may occur when clearing areas and how to deal with them

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and clear areas for counter and takeaway service</b> <b>PC1</b> <b>1</b> <b>3</b> <b>25</b> <b>F/601/4994</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to prepare areas for counter and takeaway service</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3, 1.6 and 1.7 by directly observing the learner’s work. The assessor may assess assessment criteria 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner’s work for:</p> <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>work area</b> <ul style="list-style-type: none"> <li>a) serving area</li> <li>b) seated area</li> <li>c) waiting area</li> </ul> </li> <li>• at least <b>two</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) display units</li> <li>b) heated units</li> <li>c) refrigerated units</li> <li>d) beverage equipment</li> </ul> </li> <li>• at least <b>four</b> from <b>service items</b> <ul style="list-style-type: none"> <li>a) trays</li> <li>b) straws</li> <li>c) service utensils</li> <li>d) food containers</li> <li>e) take-away food packaging</li> <li>f) disposable serviettes</li> <li>g) crockery</li> <li>h) cutlery</li> </ul> </li> <li>• at least <b>one</b> from <b>condiments and accompaniments</b> <ul style="list-style-type: none"> <li>a) seasonings</li> <li>b) sugars and sweeteners</li> <li>c) prepared sauces and dressings</li> </ul> </li> <li>• at least <b>one</b> from <b>promotional materials</b> <ul style="list-style-type: none"> <li>a) menus</li> <li>b) posters</li> <li>c) black/white board</li> <li>d) illustrated menus board</li> <li>e) promotional materials showing special offers</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and clear areas for counter and takeaway service</b> <b>PC1</b> <b>1</b> <b>3</b> <b>25</b> <b>F/601/4994</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to clear areas for counter and takeaway service</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.4 and 3.5 by directly observing the learner’s work.</p> <p>The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner’s work for:</p> <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) display units</li> <li>b) heated units</li> <li>c) refrigerated units</li> <li>d) beverage equipment</li> </ul> </li> <li>• at least <b>two</b> from <b>re-usable service items</b> <ul style="list-style-type: none"> <li>a) trays</li> <li>b) service utensils</li> <li>c) food containers</li> <li>d) crockery</li> <li>e) cutlery</li> </ul> </li> <li>• <b>one</b> from <b>condiments and accompaniments</b> <ul style="list-style-type: none"> <li>a) seasonings</li> <li>b) sugars and sweeteners</li> <li>c) prepared sauces and dressings</li> </ul> </li> <li>• at least <b>two</b> from <b>work areas</b> <ul style="list-style-type: none"> <li>a) serving area</li> <li>b) seated area</li> <li>c) waiting area</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b>	<b>Prepare and clear areas for table service</b>	
<b>BIIAB Reference</b>	<b>PC2</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>32</b>	
<b>Unit Reference No.</b>	<b>F/601/4915</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to prepare service areas and equipment for table service	1.1	Check that service areas are hygienic, undamaged and ready to use in line with the service operation
	1.2	Check that service equipment is clean, undamaged, positioned ready to use and turned on where appropriate
	1.3	Check that there are sufficient stocks of table items and stored in line with service operation
	1.4	Prepare condiments and accompaniments ready for service and store them in line with food hygiene regulations
	1.5	Check refuse and waste food containers are clean and ready for use
2 Understand how to prepare service areas and equipment for table service	2.1	Describe safe and hygienic working practices when preparing service areas and equipment for table service
	2.2	State why a constant stock of food service items has to be maintained
	2.3	State why it is important to check expiry dates on items and how to do so
	2.4	Outline organisations procedures for storage and stock rotation
	2.5	State why service equipment should be turned on before service
	2.6	State why waste must be handled and disposed of correctly
	2.7	State where and from whom health and safety and food hygiene information can be obtained
	2.8	Outline the types of unexpected situations that may occur when preparing service areas and equipment and how to deal with them
3 Be able to clear dining and service areas after table service	3.1	Check dining furniture, table linen and table items are clean and undamaged
	3.2	Arrange restaurant furniture according to the food service operation
	3.3	Lay up tables according to cover lay up
	3.4	Check the menus and ensure that they contain accurate information and are ready for customer use
	3.5	Check that condiment containers are clean, full and ready for customer use



<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and clear areas for table service</b> <b>PC2</b> <b>2</b> <b>4</b> <b>32</b> <b>F/601/4915</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Understand how to clear dining and service areas after table service	4.1	Describe safe and hygienic working practices when preparing customer dining areas
	4.2	State why it is essential to check table linen and table items before service
	4.3	State why menus should be checked before use
	4.4	State why heating/air conditioning/ventilation and lighting should be checked before use when preparing customer dining areas for table service
	4.5	Outline the types of unexpected situations that may occur when preparing customer dining areas and how to deal with them
5 Be able to prepare customer and dining areas for table service	5.1	Arrange table items used in food service area for cleaning or store them as required
	5.2	Prepare service and table linen for dispatch to laundry or clean down and remove disposable items
	5.3	Store food items and accompaniments for future use in line with food hygiene regulations
	5.4	Dispose of rubbish and waste food correctly
	5.5	Make sure that service equipment is clean and turned off or stored
	5.6	Leave dining and food service areas tidy and ready for cleaning
6 Understand how to prepare customer and dining areas for table service	6.1	Describe safe and hygienic working practices when clearing dining and service areas
	6.2	State why all dining and service areas should be left clean after service
	6.3	State why certain electrical equipment should be turned off after service
	6.4	State why waste must be handled and disposed of correctly
	6.5	Describe how to dispose of broken glass and crockery safely
	6.6	State the security procedures that should be followed
	6.7	Outline the types of unexpected situations that may occur when clearing dining and service areas and how to deal with them

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and clear areas for table service</b> <b>PC2</b> <b>2</b> <b>4</b> <b>32</b> <b>F/601/4915</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
1 Be able to prepare service areas and equipment for table service	<p>The assessor <b>must</b> assess assessment criteria 1.1-1.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>one</b> from <b>service operations</b> <ul style="list-style-type: none"> <li>a) restaurant table service</li> <li>b) function service</li> </ul> </li> <li>• at least <b>four</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) service cutlery/silverware</li> <li>b) glassware</li> <li>c) service dishes/flats</li> <li>d) refrigerated units</li> <li>e) hot/cold beverage service containers</li> <li>f) trays/trolleys</li> <li>g) sideboards/side tables/service station</li> </ul> </li> <li>• at least <b>one</b> from <b>condiments and accompaniments</b> <ul style="list-style-type: none"> <li>a) dry seasonings/flavourings</li> <li>b) mustards, sauces and salad dressings</li> <li>c) prepared bread items</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and clear areas for table service</b> <b>PC2</b> <b>2</b> <b>4</b> <b>32</b> <b>F/601/4915</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>3 Be able to clear dining and service areas after table service</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1-3.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>four</b> from <b>table items</b> <ul style="list-style-type: none"> <li>a) crockery</li> <li>b) cutlery/silverware</li> <li>c) glassware</li> <li>d) menus/menu folders</li> <li>e) table decorations</li> <li>f) condiments and accompaniments</li> <li>g) napkins and table coverings</li> </ul> </li> <li>• at least <b>one</b> from <b>service operations</b> <ul style="list-style-type: none"> <li>a) restaurant table service</li> <li>b) function service</li> </ul> </li> <li>• at least <b>one</b> from <b>cover lay-up</b> <ul style="list-style-type: none"> <li>a) full place settings for a la carte menu</li> <li>b) full place settings for table d'hôte menu</li> <li>c) full place settings for function</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and clear areas for table service</b> <b>PC2</b> <b>2</b> <b>4</b> <b>32</b> <b>F/601/4915</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>5 Be able to prepare customer and dining areas for table service</p>	<p>The assessor <b>must</b> assess assessment criteria 5.1-5.6 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>four</b> from <b>table items</b> <ul style="list-style-type: none"> <li>a) cutlery/silverware</li> <li>b) glassware</li> <li>c) menus/menu holders</li> <li>d) table decorations</li> <li>e) condiments and accompaniments</li> <li>f) napkins and table coverings</li> </ul> </li> <li>• at least <b>two</b> from <b>food service areas</b> <ul style="list-style-type: none"> <li>a) customer dining areas</li> <li>b) sideboards/side tables/trolleys</li> <li>c) service preparation areas</li> </ul> </li> <li>• at least <b>three</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) hot plates/plates</li> <li>b) warmers</li> <li>c) refrigerated units</li> <li>d) hot/cold beverage service containers</li> <li>e) trays/trolleys</li> <li>f) sideboards/side tables/service station</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b>	<b>Prepare and clear the bar area</b>	
<b>BIIAB Reference</b>	<b>PC3</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>29</b>	
<b>Unit Reference No.</b>	<b>Y/601/4922</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to prepare customer and service area	1.1	Check stocks for drinks service, restock and rotate them in line with workplace procedures
	1.2	Prepare and store the drink accompaniments, ready for service
	1.3	Make sure that service and electrical equipment is clean, free from damage and displayed as required
	1.4	Make sure that menus and promotional material are accurate, clean, free from damage and displayed as required
	1.5	Make sure service areas are clean, tidy and ready for service
2 Understand how to prepare customer and service area	2.1	Describe safe and hygienic practices when preparing customer and service areas
	2.2	State why and to whom breakages should be reported
	2.3	Explain why it is essential to check the expiry dates on stock items
	2.4	State why refrigeration units should be maintained at the correct temperature
	2.5	State why correct storage and rotation procedures should be followed
	2.6	State why service areas must be secure from unauthorised access at all times
	2.7	State why maintenance should not be attempted on electronic items
	2.8	State why a constant stock of drinks and accompaniments must be maintained
	2.9	State why stocks of drinks must be rotated
	2.10	Outline the types of unexpected situations that may occur when preparing the bar area and how to deal with these
3 Be able to clear customer and service area	3.1	Store, restock, or dispose of drinks stocks and drink accompaniments, in line with workplace procedures
	3.2	Ensure that service equipment is clean and stored as required
	3.3	Make sure electrical equipment and machines are left in the correct condition
	3.4	Ensure that customer and service areas are tidy, free from rubbish and ready for cleaning

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and clear the bar area</b> <b>PC3</b> <b>2</b> <b>4</b> <b>29</b> <b>Y/601/4922</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Understand how to clear customer and service area	4.1	Describe safe and hygienic working practices when clearing customer and service areas
	4.2	Explain why service areas should be left tidy and free from rubbish after service
	4.3	State why waste must be handled and stored correctly
	4.4	State why certain electrical equipment must be turned off after service
	4.5	State why maintenance must not be attempted on electrical equipment
	4.6	State why customer service areas must be secure from unauthorised access after service
	4.7	State why spillages and breakages must be reported to the appropriate person
	4.8	State why correct storage procedures must be followed for food and drink stocks
	4.9	Outline the types of unexpected situations that may occur when clearing the bar area and how to deal with them
5 Be able to clean and store glassware	5.1	Empty glassware and position it ready for cleaning
	5.2	Check that cleaning equipment or machinery is clean, safe, free from damage and ready for use
	5.3	Clean glassware at the recommended temperature using appropriate cleaning method
	5.4	Check that finished glassware is clean, dry and free from damage
	5.5	Dispose of damaged or broken glassware following recommended procedures
	5.6	Dispose of waste or dirty water following recommended procedures
	5.7	Check that cleaning equipment or machines are left clean, dry undamaged and ready for future use
	5.8	Keep storage areas clean, tidy and free from rubbish
6 Understand how to clean and store glassware	6.1	Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials
	6.2	Explain why glassware should be handled carefully
	6.3	State why glassware should be cleaned at the correct temperature
	6.4	Describe the proper procedure for disposing of broken glass
	6.5	Describe how to maintain glass washing equipment
	6.6	Outline the types of unexpected situations that may occur when handling and cleaning glassware and how to deal with them

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

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



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

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Maintain cellars and kegs</b> <b>MCK</b> <b>2</b> <b>3</b> <b>23</b> <b>M/601/4909</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to maintain cellars	1.1	Make sure that cellar surfaces are free from dirt, rubbish, spillages and mould
	1.2	Make sure that the floors are clean and that drains, gullies and sumps are free from blockages
	1.3	Make sure that cellar equipment is clean and in good working order
	1.4	Use the recommended cleaning equipment and materials and store them correctly after use
	1.5	Maintain cellar environmental conditions in line with service operations
	1.6	Secure the cellar against unauthorised access
2 Understand how to maintain cellars	2.1	Describe safe and hygienic practices when maintaining cellars
	2.2	Explain why there are specific security procedures for going in and out of the cellar
	2.3	State why cellars should be secured against unauthorised access at all times
	2.4	State why the cellar should be kept clean and tidy at all times
	2.5	State why the cellar must be kept at a recommended temperature and what that temperature should be
	2.6	Outline the types of unexpected situations that may happen when maintaining cellars and how to deal with them
3 Be able to prepare kegs and gas for use	3.1	Position the full keg or gas cylinder for convenience at the appropriate time
	3.2	Disconnect empty keg or gas cylinder using the recommended method
	3.3	Check that the new keg or gas cylinder contains the correct product and shows the correct date
	3.4	Connect keg or gas cylinder using the recommended method
	3.5	Check that new keg or gas cylinder is working properly
	3.6	Store used keg or gas cylinder ready for dispatch
	3.7	Deal with leakages in keg or gas cylinder effectively and inform the proper person where necessary

<b>Unit Title</b>	<b>Maintain cellars and kegs</b>	
<b>BIIAB Reference</b>	<b>MCK</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>23</b>	
<b>Unit Reference No.</b>	<b>M/601/4909</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Understand how to prepare kegs and gas for use	4.1	Describe safe and hygienic working practices when preparing kegs and gas cylinders for use
	4.2	Describe the risks of mishandling kegs and gas cylinders
	4.3	State why the correct and safe lifting techniques must be used
	4.4	State why gas cylinders for use must be chained or strapped to the wall
	4.5	State why and to whom any signs of damage to kegs/cylinders must be reported
	4.6	State why it is essential to turn off the gas supply before disconnecting the keg
	4.7	State what the safety considerations are in dealing with mixed gases
	4.8	Describe procedures in an event of an emergency
	4.9	Describe how to determine if kegs/cylinders are leaking
	4.10	State why it is important to check date stamp on stock
	4.11	Describe how to tell if stock is out of condition
	4.12	Outline the types of situations that may happen when preparing kegs and gas cylinders and how to deal with them

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Maintain cellars and kegs</b> <b>MCK</b> <b>2</b> <b>3</b> <b>23</b> <b>M/601/4909</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to maintain cellars</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1-1.6 by directly observing the learner's work.</p> <p>There must be learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>equipment</b> <ul style="list-style-type: none"> <li>a) racks/shelves/cradles</li> <li>b) refrigeration/cooling units</li> <li>c) environmental conditions</li> <li>d) cleaning systems</li> <li>e) equipment to control</li> </ul> </li> <li>• <b>all</b> from <b>environmental conditions</b> <ul style="list-style-type: none"> <li>a) humidity</li> <li>b) ventilation</li> <li>c) lighting</li> <li>d) temperature</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
<p>3 Be able to prepare kegs and gas for use</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1-3.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>kegs or gas cylinders</b> <ul style="list-style-type: none"> <li>a) beer</li> <li>b) cider</li> <li>c) lager</li> <li>d) real ales</li> <li>e) carbon dioxide/mixed gas cylinders</li> <li>f) bulk gas</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Clean drink dispense lines</b> <b>CDDL</b> <b>2</b> <b>3</b> <b>26</b> <b>H/601/4907</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
<b>1</b> Be able to clean drink dispense lines	<b>1.1</b> <b>1.2</b> <b>1.3</b> <b>1.4</b> <b>1.5</b>	Prepare the drink dispense line system ready for cleaning Clean drink dispense line using correctly diluted cleaning agents and recommended equipment Make sure that cleaned pipes and taps are free from debris, cleaning agent, detergent and water Make sure the cleaned drink dispense line system is free from damage and in good working order Ensure that the drink is of the correct quality for service
<b>2</b> Understand how to clean drink dispense lines	<b>2.1</b> <b>2.2</b> <b>2.3</b> <b>2.4</b> <b>2.5</b> <b>2.6</b> <b>2.7</b> <b>2.8</b> <b>2.9</b>	State current legislation regarding safe and hygienic working practices when cleaning drink dispense lines Explain why it is important to clean drink dispense lines Describe the dangers of mishandling kegs and gas cylinders State why it is important to make sure cleaning agents are correctly diluted Describe what equipment is needed to clean drink dispense lines State why on-line beverages should be tested after cleaning pipes and lines State why lines should be thoroughly rinsed with clean water after cleaning and before use Describe organisations' procedures for cleaning and maintaining post-mix dispense systems Describe the types of unexpected situations that may happen when cleaning lines and how to deal with them

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Clean drink dispense lines</b> <b>CDDL</b> <b>2</b> <b>3</b> <b>26</b> <b>H/601/4907</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
1 Be able to clean drink dispense lines	<p>The assessor <b>must</b> assess assessment criteria 1.1-5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• All from drinks dispense line             <ul style="list-style-type: none"> <li>a) beer/stout/lager/cider dispense lines</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Receive, store and issue drinks stock</b> <b>RSIDS</b> <b>2</b> <b>3</b> <b>24</b> <b>T/601/4975</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to receive drink deliveries	1.1	Prepare receiving and storage areas for deliveries
	1.2	Make sure that drink deliveries tally with documentation
	1.3	Make sure that drink deliveries are undamaged, of good quality and do not exceed their expiry dates
	1.4	Make sure that goods remain undamaged during transportation to the storage areas
	1.5	Keep receiving areas clean, tidy, free from rubbish and secured against unauthorised access
	1.6	Complete delivery documentation accurately and retain a copy for organisations' records
2 Understand how to receive drink deliveries	2.1	Describe safe and hygienic working practices when receiving drink deliveries
	2.2	State why receiving areas should be secured from unauthorised access
	2.3	Explain why and to whom breakages should be reported
	2.4	State where and from whom health and safety information can be obtained
	2.5	Explain why deliveries should tally with both order and delivery documentation
	2.6	State what documentation must be retained for records
	2.7	Outline the types of unexpected situations that may occur when receiving drinks stock and how to deal with them
3 Be able to store and issue drinks stock	3.1	Maintain stock storage conditions and follow stock rotation procedures correctly
	3.2	Maintain accurate records of drink items that have been received, stored and issued
	3.3	Issue drinks items in line with operational requirements
	3.4	Report low stock levels to proper person
	3.5	Keep storage areas clean, tidy, free from rubbish and secured against unauthorised access

<b>Unit Title</b>	<b>Receive, store and issue drinks stock</b>	
<b>BIIAB Reference</b>	<b>RSIDS</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>24</b>	
<b>Unit Reference No.</b>	<b>T/601/4975</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Understand how to store and issue drinks stock	4.1	Describe safe and hygienic working practices when storing and issuing drinks
	4.2	State why storage areas should be secured from unauthorised access at all times
	4.3	Explain why correct storage and rotation procedures should be followed
	4.4	State why broken bottles should be retained
	4.5	State why correct and safe lifting techniques must be used
	4.6	State why stock should be stacked correctly
	4.7	Explain why a minimum stock of drink items must be maintained
	4.8	State to whom low level of stock should be reported and why
	4.9	State why the correct documentation must be received before stock is issued
	4.10	Outline the types of unexpected situations that may occur when storing drinks and how to deal with them



<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Receive, store and issue drinks stock</b> <b>RSIDS</b> <b>2</b> <b>3</b> <b>24</b> <b>T/601/4975</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<b>1</b> Be able to receive drink deliveries	<p>The assessor <b>must</b> assess assessment criteria 1.1-1.6 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>four</b> from <b>deliveries</b> <ul style="list-style-type: none"> <li>a) crated bottled drinks</li> <li>b) boxed bottled drinks</li> <li>c) beer kegs</li> <li>d) gas cylinders</li> <li>e) bar equipment</li> <li>f) glasses</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
<b>3</b> Be able to store and issue drinks stock	<p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2 and 3.5 by directly observing the learner's work. The assessor may assess assessment criteria 3.3 and 3.4 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>four</b> from <b>storage conditions</b> <ul style="list-style-type: none"> <li>a) lighting</li> <li>b) ventilation</li> <li>c) temperature</li> <li>d) cleanliness</li> </ul> </li> <li>• at least <b>three</b> from <b>drink items</b> <ul style="list-style-type: none"> <li>a) crated bottled drinks</li> <li>b) boxed bottled drinks</li> <li>c) bottled wines</li> <li>d) bottled spirits</li> <li>e) keg beers</li> <li>f) cask beers</li> </ul> </li> </ul> <p>Evidence for the remaining points assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b>	<b>Resolve customer service problems</b>	
<b>BIIAB Reference</b>	<b>CFAQ55</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>40</b>	
<b>Unit Reference No.</b>	<b>M/601/1511</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Spot customer service problems	1.1	Listen carefully to customers about any problem they have raised
	1.2	Ask customers about the problem to check their understanding
	1.3	Recognise repeated problems and alert the appropriate authority
	1.4	Share customer feedback with others to identify potential problems before they happen
	1.5	Identify problems with systems and procedures before they begin to affect customers
2 Pick the best solution to resolve customer service problems	2.1	Identify the options for resolving a customer service problem
	2.2	Work with others to identify and confirm the options to resolve a customer service problem
	2.3	Work out the advantages and disadvantages of each option for their customer and the organisation
	2.4	Pick the best option for their customer and the organisation
	2.5	Identify for their customer other ways that problems may be resolved if they are unable to help
3 Take action to resolve customer service problems	3.1	Discuss and agree the options for solving the problem with their customer
	3.2	Take action to implement the option agreed with their customer
	3.3	Work with others and their customer to make sure that any promises related to solving the problem are kept
	3.4	Keep their customer fully informed about what is happening to resolve the problem
	3.5	Check with their customer to make sure the problem has been resolved to the customer's satisfaction
	3.6	Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction
4 Know how to resolve customer service problems	4.1	Describe organisational procedures and systems for dealing with customer service problems
	4.2	Explain how to defuse potentially stressful situations
	4.3	Describe how to negotiate
	4.4	Identify the limitations of what they can offer their customer
	4.5	Describe types of action that may make a customer problem worse and should be avoided

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Promote additional services or products to customers</b> <b>CFAQ48</b> <b>2</b> <b>6</b> <b>40</b> <b>D/601/0936</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Identify additional services or products that are available	1.1	Update and develop their knowledge of their organisation's services or products
	1.2	Check with others when they are unsure about new service or product details
	1.3	Identify appropriate services or products that may interest their customer
	1.4	Spot opportunities for offering their customer additional services or products that will improve the customer experience
2 Inform customers about additional services or products	2.1	Choose the best time to inform their customer about additional services or products
	2.2	Choose the best method of communication to introduce their customer to additional services or products
	2.3	Give their customer accurate and sufficient information to enable them to make a decision about the additional services or products
	2.4	Give their customer time to ask questions about the additional services or products
3 Gain customer commitment to using additional services or products	3.1	Close the conversation if the customer shows no interest
	3.2	Give information to move the situation forward when their customer shows interest
	3.3	Secure customer agreement and check customer understanding of the delivery of the service or product
	3.4	Take action to ensure prompt delivery of the additional services or products to their customer
	3.5	Refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility
4 Understand how to promote additional services or products to customers	4.1	Describe the organisation's procedures and systems for encouraging the use of additional services or products
	4.2	Explain how additional services or products will benefit their customers
	4.3	Explain how their customer's use of additional services or products will benefit their organisation
	4.4	Identify the main factors that influence customers to use their services or products
	4.5	Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products
	4.6	State how to give appropriate, balanced information to customers about services or products

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Deal with customers across a language divide</b> <b>DCALD</b> <b>2</b> <b>8</b> <b>53</b> <b>A/601/1219</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Prepare to deal with customers with a different first language	1.1 1.2 1.3 1.4 1.5 1.6	Identify the language or languages other than their own that they are most likely to come across when dealing with customers Learn a greeting, an expression of thanks and a farewell phrase in the language they expect to encounter Identify a source of assistance with a language they expect to encounter when delivering customer service Agree with colleagues informal signing options that may be used for key aspects of their services or products when dealing with somebody with a different first language Log useful words and phrases to support their dealings with a customer with a different first language Learn an appropriate phrase to explain to a customer in their first language that they do not speak that language fluently
2 Deal with customers who speak a different first language from their own	2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Identify their customer's first language and indicate to the customer that they are aware of this Establish the expectations of the customer regarding whether they expect to deal in the learner's first language or theirs Speak clearly and slowly if using a language which is not the first language for either them or their customer Maintain a consistent tone and volume when dealing with somebody across a language divide Listen closely to their customer to identify any words they may be using in a way that differs from the way the learner would generally use the same words Check their understanding of specific words with their customer using questions for clarification Seek appropriate assistance from colleagues if they are unable to complete a customer transaction because of language barriers Reword a question or explanation if their customer clearly does not understand their original wording Use a few words of their customer's first language to create a rapport

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Deal with customers across a language divide</b> <b>DCALD</b> <b>2</b> <b>8</b> <b>53</b> <b>A/601/1219</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
3 Know how to deal with customers across a language divide	3.1 3.2 3.3 3.4 3.5 3.6	List the languages that they are most likely to encounter among groups of their customers State how to greet, thank and say farewell to customers in their first languages Explain the importance of dealing with customers in their first language if possible Describe how to explain to a customer that they cannot hold an extended conversation in their first language Explain the importance of tone, pace and volume when dealing with customers across a language divide Identify possible sources of assistance to use when a language barrier demands additional language skills

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Maintain customer service through effective handover</b> <b>CFAQ54</b> <b>2</b> <b>4</b> <b>27</b> <b>Y/601/1227</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Agree joint responsibilities in a customer service team	1.1 Identify services or products they are involved in delivering that rely on effective teamwork 1.2 Identify steps in the customer service delivery process that rely on exchange of information between them and their colleagues 1.3 Agree with colleagues when it is right to pass responsibility for completing a customer service action to another 1.4 Agree with colleagues on how information should be exchanged between them to enable another to complete a customer service action 1.5 Identify ways of reminding themselves when they have passed responsibility to a colleague for completing a customer service action
2 Check that customer service actions are seen through by working together with colleagues	2.1 Access reminders to identify when to check that a customer service action has been completed 2.2 Ensure that they are aware of all details of customer service actions their colleague was due to complete 2.3 Ask their colleague about the outcome of them completing the customer service action as agreed 2.4 Identify the next customer service actions if their colleagues have been unable to complete the actions they had previously agreed 2.5 Work with colleagues to review the way in which customer service actions are shared
3 Understand how to maintain customer service through effective handover	3.1 Explain their organisation's customer service procedures for the services or products they are involved in delivering 3.2 Identify the appropriate colleagues to pass responsibility to for completing particular customer service actions 3.3 Describe ways of ensuring that information is passed between them and their colleagues effectively 3.4 Identify ways to remind themselves of actions that need to be checked when they have passed on responsibility to a colleague 3.5 Explain the importance of checking tactfully with a colleague whether they have completed the customer service actions they were expecting 3.6 Identify opportunities for contributing to review the way customer service actions are shared in customer service processes

<b>Unit Title</b>	<b>Maintain and deal with payments</b>	
<b>BIIAB Reference</b>	<b>MDP</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>30</b>	
<b>Unit Reference No.</b>	<b>M/601/5039</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to maintain and deal with payments	1.1	Make sure payment point is working and that all materials needed are available
	1.2	Maintain the payment point and restock it when necessary
	1.3	Enter/scan information into the payment point correctly
	1.4	Tell the customer how much they have to pay
	1.5	Acknowledge the customer's payment and validate it where necessary
	1.6	Follow correct procedure for chip and pin transactions
	1.7	Put the payment in the right place according to organisational procedures
	1.8	Give correct change for cash transactions
	1.9	Carry out transactions without delay and give relevant confirmation to the customer
	1.10	Make the payment point content available for authorised collection when asked to
2 Know how to maintain and deal with payments	2.1	State the legal requirements for operating a payment point and taking payments from customers
	2.2	Describe organisational security procedures for cash and other types of payments
	2.3	Describe how to set up a payment point
	2.4	Describe how to get stocks of materials needed to set up and maintain the payment point
	2.5	State the importance of telling the customer of any delays and how to do so
	2.6	Describe the types of problems that might happen with a payment point and how to deal with these
	2.7	Describe how to change till/debit/credit machine rolls
	2.8	Describe the correct procedures for handling payments
	2.9	Describe what to do if there are errors in handling payments
	2.10	Describe the procedures for dealing with hand held payment devices at tables
	2.11	State what procedure must be followed with regards to a payment that has been declined
	2.12	State what might happen if errors are not reported
	2.13	Describe the types of problems that may happen when taking payments and how to deal with these
	2.14	Describe the procedure for collecting the content of payment point and who should hand payments over to

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Maintain and deal with payments</b> <b>MDP</b> <b>2</b> <b>4</b> <b>30</b> <b>M/601/5039</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to maintain and deal with payments</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1 and 1.3 -1.10 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.2 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>materials</b> <ul style="list-style-type: none"> <li>a) cash</li> <li>b) cash equivalents</li> <li>c) relevant stationery</li> <li>d) till/credit/debit rolls</li> </ul> </li> <li>• at least <b>two</b> from <b>payments</b> <ul style="list-style-type: none"> <li>a) cash</li> <li>b) cheques</li> <li>c) credit cards</li> <li>d) debit cards</li> <li>e) cash equivalents</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>



<b>Unit Title</b>	<b>Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector</b>	
<b>BIIAB Reference</b>	<b>ERRHLTS</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>2</b>	
<b>GLH</b>	<b>16</b>	
<b>Unit Reference No.</b>	<b>T/601/7214</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Know employer and employee rights, responsibilities and own organisational procedures	1.1	State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health & Safety and other relevant legislation
	1.2	State importance of having employment rights and responsibilities
	1.3	Describe organisational procedures for health & safety, including documentation
	1.4	Describe organisational procedures for equality & diversity, including documentation
	1.5	Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support
2 Know factors that affect own organisation and occupation	2.1	Describe the role played by own occupation within organisation and industry
	2.2	Describe career pathways available to them
	2.3	State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry
	2.4	Identify sources of information and advice on own industry, occupation, training and career
	2.5	Describe principles, policies and codes of practice used by own organisation and industry
	2.6	Describe issues of public concern that affect own organisation and industry

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