

# SPECIFICATION

**IAO Level 2 Certificate in Hospitality and Catering Principles  
(Food and Beverage Service)  
Qualification number: 600/2706/X**



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

**Active Leisure**  
**Business and Management**  
**Childcare**  
**Employability**  
**Retail**

**Health and Social Care**  
**Hospitality and Catering**  
**IT**  
**Logistics**  
**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date

[www.innovateawarding.org](http://www.innovateawarding.org)

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

---

*“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”*

---

## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	600/2706/X
<b>Qualification review date</b>	30 <sup>th</sup> June 2019
<b>Guided Learning Hours (GLH)</b>	Minimum 110 hours
<b>Total Qualification Time (TQT)</b>	160 hours
<b>RQF level</b>	2
<b>Qualification credit value</b>	16 credits
<b>Minimum credits at/above level</b>	10 credits
<b>Assessment requirements</b>	Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

### **Aims and objectives of the qualification**

The Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service) (RQF) is designed for Learners employed in hospitality roles such as bar staff/managers, conference and banqueting assistants/managers or waiters/waitresses, who already have some knowledge and basic skills in the catering industry - from a role where they work under supervision – and wanting a formal qualification to help them in their hospitality career.

This is a work-based qualification, which will allow Learners to develop the generic knowledge, skills and understanding essential for working in a hospitality environment, such as maintaining a safe, hygienic and secure working environment, working effectively as part of a hospitality team, maintaining food safety and giving customers a positive impression of themselves and their organisation in a hospitality environment. Learners are required to take five mandatory units which cover the generic knowledge and understanding needed in a hospitality environment. They then have a choice of optional units covering different areas within food and beverage service and general activities.

### **Entry guidance**

This qualification is suitable for learners aged 16 and above.

This qualification is suitable for those who work within the hospitality sector. It provides Learners with an opportunity to demonstrate their competence in a wide range of job roles

**Progression opportunities**

Learners who achieve this qualification could progress to:

- IAO Level 2 NVQ Diploma in Food and Beverage Service (RQF)
- IAO Level 2 NVQ Diploma in Beverage Service (RQF)
- IAO Level 2 NVQ Diploma in Food Service (RQF)
- IAO Level 2 NVQ Diploma in Hospitality Services (RQF)
- IAO Level 3 Award in Hospitality Supervision and Leadership Principles (RQF)

**Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/skills-funding-agency>

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org)

### **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### **Complaints**

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

### **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### **Enquiries and appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website

**Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification Level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification Size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

## **Credit values**

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1 credit represents 10 notional learning hours**

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

## **RQF terminology**

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

## **Rules of Combination (RoC)**

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.



## **Qualification structure**

Learners must achieve 16 credits in total: 8 credits from Mandatory units group A, at least 1 credit from Optional units group B, at least 1 credit from Optional units group C and the remaining 6 credits from Optional units groups B, C or D.

The Total Guided Learning Hours (GLH) for this qualification is from 110 to 153 hours.

## **Unit structures**

All units are listed below.

### Mandatory units group A

Unit ref	Unit title	Level	Credit value	GLH
R/600/0615	Safe, hygienic and secure working environments in hospitality	1	2	16
Y/600/0616	Effective teamwork	1	2	19
D/600/0617	Giving customers a positive impression	2	2	18
H/502/0132	Food safety in catering	2	1	9
T/600/1059	Principles of customer service in hospitality leisure travel and tourism	2	1	10

### Optional units group B

Unit ref	Unit title	Level	Credit value	GLH
T/502/8297	Principles of providing a counter and takeaway service	1	1	6
A/502/8298	Principles of providing a silver service	2	1	8
M/502/8296	Principles of providing a buffet and carvery service	2	1	6
T/600/0624	Service of food at table	2	1	10

### Optional units group C

Unit ref	Unit title	Level	Credit value	GLH
Y/502/8308	Principles of preparing and serving cocktails	2	1	8
M/502/8265	Principles of preparing and serving wines	2	2	15
H/502/8327	Principles of preparing and serving dispensed and instant hot drinks	2	1	6
D/502/8309	Principles of preparing and serving hot drinks using specialist equipment	2	2	10
J/600/0627	Service of alcoholic and non-alcoholic drinks	2	1	10

**Optional units group D**

Unit ref	Unit title	Level	Credit value	GLH
F/600/0626	Preparation and clearing of service areas	2	3	26
R/502/8260	Principles of preparing and clearing areas for table service	2	2	15
R/502/8307	Principles of maintaining cellars and kegs	2	2	12
J/502/8319	Principles of cleaning drink dispense lines	2	2	12
M/502/8315	Principles of receiving, storing and issuing drinks stock	2	1	6
Y/502/8261	Principles of preparing and clearing bar areas	2	2	15
Y/502/8311	Principles of promoting additional services or products to customers	2	2	10
L/600/1133	Dealing with payments	2	1	9
K/502/8314	Principles of maintaining customer service through effective handover	2	2	15
A/502/8317	Principles of resolving customer service problems	2	2	10

<b>Title:</b>	<b>R/600/0615 Safe, hygienic and secure working environments in hospitality</b>
<b>Level:</b>	<b>1</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH</b>	<b>16</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know their personal responsibilities under the Health and Safety at Work Act	1.1 State personal responsibility for health and safety when in the workplace 1.2 Identify the importance of following safety procedures in the workplace 1.3 State reporting procedures in the case of personal illness
2. Know why it is important to work in a safe and hygienic way	2.1 State why it is important to maintain good personal hygiene 2.2 State why correct clothing, footwear and headgear should be worn at all times 2.3 State why, and to whom, accidents and near accidents should be reported. 2.4 Describe safe lifting and handling techniques that must be followed 2.5 State why it is important to report all unusual/non-routine incidents to the appropriate person
3. Know about hazards and safety in the workplace	3.1 Identify the types of common hazards found in the workplace 3.2 Identify types of emergencies that may happen in the workplace 3.3 Describe why first aid procedures should be in place 3.4 Identify possible causes of fire in the workplace 3.5 Describe Fires Safety procedures 3.6 Describe security procedures
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit has been written to cover the knowledge relating to the basic health, hygiene, safety and security, which they can apply in a hospitality environment
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	1GEN1

<b>Title:</b>	<b>Y/600/0616 Effective teamwork</b>
<b>Level:</b>	<b>1</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH</b>	<b>19</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to organise their own work	1.1 State the order of work to complete a task 1.2 Describe situations when it is appropriate to ask for help 1.3 Describe situations when it is appropriate to help and support others 1.4 State the importance of working to deadlines 1.5 State why it is important to follow instructions accurately 1.6 State the importance of keeping work areas clean and tidy
2. Know how to support the work of a team	2.1 State the benefits of helping team members 2.2 State the importance of passing information to the relevant people 2.3 State the importance of clear communication 2.4 Describe ways to maintain good working relationships in a team 2.5 State problems in working relationships that should be reported to line managers
3. Know how to contribute to their own learning and development	3.1 List benefits of self-development 3.2 State the importance of feedback from team members 3.3 Describe how a learning plan could improve aspects of work 3.4 List types of activities that help learning
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit will provide learners with the knowledge to make useful contributions to the work of a team
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	1GEN4

<b>Title:</b>	<b>D/600/0617 Giving customers a positive impression</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to establish positive relationships with customers	1.1 Identify the importance of correct appearance and behaviour 1.2 Describe the importance of recognising customer needs and expectations 1.3 State the importance of product knowledge when relating to customers 1.4 Identify signs of when a customer is angry or confused
2. Understand why organisations have standards and procedures	2.1 Describe the legal frameworks by which organisations provide goods and services to customers 2.2 State the importance of contractual agreements that customers have with organisations 2.3 State the importance of codes of practice and standards that affect the way products and services are delivered to customers
3. Know how to communicate information to customers	3.1 State why there are limits to an individual's responsibilities when dealing with customers 3.2 State the importance of clear, polite and confident communication 3.3 Identify different methods of communication 3.4 Describe when the different methods of communication are used
<b>Additional information about this unit</b>	
N/A	



<b>Unit aim (s)</b>	This unit will give learners the knowledge to communicate with customers and give a positive impression of themselves and an organisation
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	2GEN1, 2R1, 2R2, 2FS2

<b>Title:</b>	<b>H/502/0132 Food Safety in Catering</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>1</b>
<b>GLH</b>	<b>9</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how individuals can take personal responsibility for food safety	1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour 1.2 Describe how to report food safety hazards 1.3 Outline the legal responsibilities of food handlers and food business operators
2. Understand the importance of keeping him/herself clean and hygienic	2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination 2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illness, cuts and wounds
3. Understand the importance of keeping the work areas clean and hygienic	3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal 3.2 State how work flow, work surfaces and equipment can reduce contamination and aid cleaning 3.3 Outline the importance of pest control
4. Understand the importance of keeping food safe	4.1 State the sources and risks to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards 4.2 Explain how to deal with food spoilage including recognition, reporting and disposal 4.3 Describe safe food handling practices and procedures for storing, preparing,

	<p>cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.4 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit will provide candidates with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the unit at level 2 will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole.</p> <p>This unit provides candidates with a range of food safety skills directly relevant to the catering and hospitality industry.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a></p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>People1st</p>

<b>Title:</b>	<b>T/600/1059 Principles of Customer Service in Hospitality, Leisure, Travel and Tourism</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>1</b>
<b>GLH</b>	<b>10</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	1.1 Describe the role of the organisation in relation to customer service 1.2 Identify the characteristics and benefits of excellent customer service 1.3 Give examples of internal and external customers in the industries 1.4 Describe the importance of product knowledge and sales to organisational success 1.5 Describe the importance of organisational procedures for customer service.
2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	2.1 Identify the benefits of excellent customer service for the individual 2.2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service 2.3 Describe the importance of personal presentation within the industries 2.4 Explain the importance of using appropriate types of communication 2.5 Describe the importance of effective listening skills.
3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	3.1 Identify what is meant by customer needs and expectations in the industries 3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations 3.3 Describe the factors that influence the customers' choice of products and services 3.4 Describe the importance of meeting and exceeding customer expectations

	<p>3.5 Describe the importance of dealing with complaints in a positive manner</p> <p>3.6 Explain the importance of complaint handling procedures.</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit will provide the introductory knowledge to customer service in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for Learners engaging with internal and/or external customers.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a></p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>People 1st</p>

<b>Title:</b>	<b>T/502/8297 Principles of providing a counter and takeaway service</b>
<b>Level:</b>	<b>1</b>
<b>Credit value:</b>	<b>1</b>
<b>GLH</b>	<b>6</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to serve customers at the counter	1.1 Describe safe and hygienic working practices for serving customers and its importance 1.2 State the importance of controlling portions when serving customers 1.3 State the importance of giving accurate information to customers 1.4 Describe the types of unexpected situations that might occur when serving customers
2. Know how to maintain counter and service areas	2.1 Describe safe and hygienic working practices for clearing counter and service areas 2.2 State the importance of keeping counter preparation areas and dining areas tidy and free from rubbish and food debris throughout the service 2.3 State the importance of maintaining a constant stock of service items 2.4 Describe the types of unexpected situations that might occur when clearing away
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of how to serve food and drink on a counter or takeaway basis and how to maintain the counter and service areas.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st assessment strategy and evidence

	requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	People 1st

<b>Title:</b>	<b>A/502/8298 Principles of providing a silver service</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>1</b>
<b>GLH</b>	<b>8</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how to silver serve food	1.1 Describe safe and hygienic working practices when providing a silver service 1.2 Explain the importance of being familiar with the available menu items 1.3 Describe the operational procedures for serving courses 1.4 Describe the types of unexpected situations that might occur when providing silver service
2. Know how to clear finished courses when providing a silver service	2.1 Describe safe and hygienic working practices when clearing finished courses 2.2 Describe procedures for clearing finished courses 2.3 Describe the hygiene aspects of clearing tables 2.4 Describe the types of unexpected situations that might occur when clearing courses
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of how to silver serve various foods including soups and sauces, bread rolls, potatoes, meat and poultry, vegetables and sweets, and how to clear finished courses including cutlery, crockery and other table items such as glassware.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>





**Details of the relationship of the unit and relevant national occupational standards**

People 1st

<b>Title:</b>	<b>M/502/8296 Principles of providing a buffet and carvery service</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>1</b>
<b>GLH</b>	<b>6</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to prepare and maintain a buffet and carvery display	1.1 Describe safe and hygienic working practices when preparing and maintaining a buffet or carvery display 1.2 Describe procedures for maintaining dining service areas and service equipment 1.3 State the importance of checking table items for damage and cleanliness before service 1.4 Describe the types of unexpected situations that might occur when preparing and maintaining a buffet or carvery
2. Know how to serve and assist customers at a buffet and carvery display	2.1 Describe safe and hygienic working practices when maintaining dining area and serving customers at a buffet or carvery display 2.2 State the importance of giving accurate information to customers when serving food items 2.3 State the importance of controlling portions when serving customers 2.4 Describe the types of unexpected situations that might occur when serving customers from a buffet or carvery display
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of how to prepare and maintain a buffet and carvery display by arranging table items, service equipment and food items and how to serve and assist customers at a buffet and carvery display
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	People 1st

<b>Title:</b>	<b>T/600/0624 Service of food at table</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>1</b>
<b>GLH</b>	<b>10</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to greet customers and take orders	1.1 State the importance of greeting customers appropriately 1.2 State the importance of giving accurate menu information 1.3 Describe how to provide appropriate assistance to customers with different needs 1.4 Describe how to respond to types of unexpected situations that may occur when greeting customers and dealing with their orders
2. Know how to serve customers in a dining area	2.1 Describe safe and hygienic working practices when serving customers' orders 2.2 List correct condiments, accompaniments and service equipment for different menu items 2.3 State the importance of arranging and presenting food in line with menu specifications 2.4 State the importance of maintaining the dining and service area 2.5 Describe how to respond to types of unexpected situations that may occur when serving food at table
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit gives learners knowledge on greeting and providing customers with information in choosing food. It also covers serving customer orders, providing customers with items such as cutlery and condiments and keeping the dining area clean, tidy and safe during service.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	2FS2

<b>Title:</b>	<b>Y/502/8308 Principles of preparing and serving cocktails</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>1</b>
<b>GLH</b>	<b>8</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to prepare service areas and equipment for serving cocktails	1.1 Describe safe and hygienic working practices when preparing areas and equipment for making cocktails 1.2 State the importance of keeping preparation areas and equipment hygienic when preparing cocktails 1.3 State the importance of having all the ingredients ready before preparing cocktails 1.4 Describe the types of unexpected situations that might occur when preparing areas and equipment to make cocktails
2. Know how to prepare and serve cocktails	2.1 Outline the different ingredients that can be used when mixing cocktails 2.2 Describe the different methods used to mix cocktails 2.3 State current relevant legislation relating to licensing and weights and measures legislation 2.4 Describe safe and hygienic working practices when preparing and serving cocktails 2.5 State the importance of following safe working practices when preparing and serving cocktails 2.6 State the importance of offering customers accurate information 2.7 Describe the types of unexpected situations that might happen when preparing and serving cocktails
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of how to prepare service areas, equipment and ingredients for serving cocktails and how to prepare and serve cocktails and give customers accurate information.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	People 1st

<b>Title:</b>	<b>M/502/8265 Principles of preparing and serving wines</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH</b>	<b>15</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to prepare service areas, equipment and stock for wine service	1.1 Describe safe and hygienic working practices when preparing service areas, equipment and stock for wine service 1.2 Identify equipment and glassware needed for different types of wine 1.3 Identify suitable temperatures for the storage of different types of wine 1.4 Describe procedures for preparing service areas, equipment and stock 1.5 Describe the types of unexpected situations that might happen when preparing service areas
2. Know how to promote and serve wines to meet relevant legislation and customer needs	2.1 State current relevant legislation relating to the sale of wine 2.2 State the importance of maximising sales through up-selling and how to do this 2.3 Describe how to interpret the wine label information 2.4 Identify what factors to consider when providing advice to customers on choice of wine 2.5 Outline under what circumstances customer must not be served with alcohol



<p>3. Know how to present and serve wine to meet relevant legislation and customer needs</p>	<p>3.1 State relevant licensing weights, measures and trades description legislation</p> <p>3.2 Identify glassware and handling procedures used in the service of different types of wine</p> <p>3.3 Identify the recommended temperatures for the storage of different types of wine during service</p> <p>3.4 Describe the correct method of service for white, red, rose and sparkling wines</p> <p>3.5 Describe the types of unexpected situations that might occur when serving wine</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>The aim of this unit is to enable learners to gain knowledge of how to prepare service areas, equipment and stock for wine service, how to determine customer requirements for wine, the promotion of wines and how to present and serve wine at the correct temperature.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a></p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>People 1st</p>

<b>Title:</b>	<b>H/502/8327 Principles of preparing and serving dispensed and instant hot drinks</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>1</b>
<b>GLH</b>	<b>6</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to prepare work area and equipment for service	1.1 Describe safe and hygienic working practices when preparing the work area and equipment for service 1.2 Describe the importance of having drink ingredients and accompaniments available and ready for immediate use 1.3 Describe the importance of checking all work areas and service equipment for damage before taking orders 1.4 Describe the types of unexpected situation that might occur when preparing work areas and equipment for the preparation of hot drinks
2. Know how to prepare and serve instant hot drinks	2.1 Describe safe and hygienic working practices when preparing and serving hot drinks 2.2 State the importance of giving accurate information about products to customers 2.3 Identify the techniques for mixing and preparing different types of beverages 2.4 State the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of how to prepare the work area and preparation, service and other equipment for service and how to prepare and serve dispensed and instant hot drinks such as coffee, tea and hot chocolate.

---

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	People 1st

<b>Title:</b>	<b>D/502/8309 Principles of preparing and serving hot drinks using specialist equipment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH</b>	<b>10</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to prepare work area and equipment for service	1.1 Describe safe and hygienic working practices when preparing work area and equipment for service 1.2 State the importance of having drink ingredients and accompaniments available and ready for immediate use 1.3 State the importance of checking all work areas and service equipment for damage before taking orders 1.4 Describe the types of unexpected situation that might occur when preparing work areas and equipment for the preparation of hot drinks
2. Know how to prepare and serve hot drinks using specialist equipment	2.1 Describe safe and hygienic working practices when preparing and serving hot drinks and maintaining hot drink making equipment 2.2 Describe the techniques for mixing and preparing different types of beverages 2.3 State the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment 2.4 Describe the types of unexpected situation that might occur when preparing and serving hot drinks and maintaining hot drinks equipment
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of how to prepare work area and equipment such as espresso machines, bean grinders and cafetières and how to prepare and serve hot drinks such as coffee, tea and hot chocolate.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	People 1st

<b>Title:</b>	<b>J/600/0627 Service of alcoholic and non-alcoholic drinks</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>1</b>
<b>GLH</b>	<b>10</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to take customer orders	1.1 State the importance of serving customers in order of arrival where possible 1.2 Identify the importance of accuracy when taking drink orders 1.3 Describe how to respond to a customer who might have special requirements 1.4 Describe different service styles that can be used when serving drinks 1.5 State how to deal with violent/disorderly customers
2. Know how to serve alcoholic and non-alcoholic drinks	2.1 State the importance of checking glassware for damage 2.2 State the correct temperature for storing and serving the range of drinks offered within the operation 2.3 Describe how to serve different drinks including bottled drinks, draft beers, free pouring and optic based 2.4 State appropriate types of glass for serving different drinks
3. Know the appropriate legislation that relates to the serving of alcoholic drinks	3.1 Describe the implications of current relevant legislation relating to licensing, weights and measures 3.2 Identify when a customer should not be served with alcohol 3.3 Describe how to respond to someone who might be under the influence of drugs or buying/selling drugs
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit provides knowledge on serving alcoholic and non-alcoholic drinks, and identifies the appropriate legislation that needs to be complied with
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	2DS2

<b>Title:</b>	<b>F/600/0626 Preparation and clearing of service areas</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH</b>	<b>26</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to prepare service areas and equipment for food and drink service	1.1 Describe safe and hygienic working practices for preparing service areas and equipment 1.2 Describe procedures for maintaining food service items and equipment 1.3 Describe the procedures for maintaining drink service items and equipment 1.4 State the importance of correct handling and disposal of waste 1.5 Describe how to respond to types of unexpected situations that may occur during preparation of service areas
2. Know how to prepare customer areas for food and drink service	2.1 Describe safe and hygienic working practices when preparing customer dining areas for table service 2.2 State the importance of checking customer areas before service 2.3 State the importance of checking environmental controls before service 2.4 Describe how to respond to types of unexpected situations that may occur when preparing customer dining areas
3. Know how to clear food and drink service areas after service	3.1 Describe safe and hygienic working practices when clearing service areas 3.2 State the importance of procedures to be followed after service 3.3 Describe how to respond to types of unexpected situations that may occur when clearing service areas



4. Know how to clean and store glassware	<p>4.1 Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials</p> <p>4.2 State the importance of correct handling of glassware</p> <p>4.3 Describe the procedure for disposing of broken glass</p> <p>4.4 Describe how to respond to types of unexpected situations that may occur when handling and cleaning glassware</p>
<b>Additional information about this unit</b> N/A	
<b>Unit aim (s)</b>	The aim of this unit is to enable learners to understand how to prepare food and drink service areas and equipment for service before customers arrive, and appropriately clear down after they have left.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	2FS1, 2DS1

<b>Title:</b>	<b>R/502/8260 Principles of preparing and clearing areas for table service</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH</b>	<b>15</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to prepare service areas and equipment for table service	1.1 Describe safe and hygienic working practices when preparing areas and equipment for table service 1.2 Describe procedures for storage and stock rotation of food service items 1.3 Describe procedures for maintaining service equipment 1.4 Describe the types of unexpected situations that might occur when preparing service areas and equipment
2. Know how to prepare customer and dining areas for table service	2.1 Describe safe and hygienic working practices when preparing customer dining areas for table service 2.2 State the importance of checking table items and menus before service 2.3 State the importance of checking heating/air conditioning/ ventilation and lighting before use when preparing customer dining areas for table service 2.4 Describe the types of unexpected situations that might occur when preparing customer dining areas
3. Know how to clear dining and service areas after table service	3.1 Describe safe and hygienic working practices when clearing dining and service areas 3.2 Describe the procedures for handling and disposing of waste correctly 3.3 Identify the security procedures that should be followed 3.4 Describe the types of unexpected situations that might occur when clearing dining and service areas

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of how to prepare and clear areas and equipment for table service including checking stock levels, prepare customer dining areas for table service including laying tables and clearing dining and service areas such as stacking cutlery for cleaning.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	People 1st

<b>Title:</b>	<b>R/502/8307 Principles of maintaining cellars and kegs</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH</b>	<b>12</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to maintain cellars	1.1 Describe safe and hygienic practices when maintaining cellars 1.2 State the importance of following specific security procedures for going in and out of the cellar 1.3 State the importance of securing cellars against unauthorised access at all times 1.4 State the importance of keeping the cellar clean and tidy and at a recommended temperature at all times 1.5 Describe the types of unexpected situations that might happen when maintaining cellars
2. Know how to prepare kegs and gas for use	2.1 Describe safe and hygienic working practices when preparing kegs and gas cylinders for use and dealing with mixed gases 2.2 State the importance of turning off the gas supply before disconnecting the keg 2.3 Describe how to tell if stock is out of condition 2.4 State the importance of checking date stamp on stock 2.5 Describe the types of situations that might happen when preparing kegs and gas cylinders
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of how to maintain cellars, keeping them clean, ensuring that equipment such as refrigeration units is in working order, and that conditions are correct, and how to connect and disconnect kegs and gas cylinders and check they are functioning properly.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	People 1st

<b>Title:</b>	<b>J/502/8319 Principles of cleaning drink dispense lines</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH</b>	<b>12</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to clean drink dispense lines to the correct standard	1.1 State current legislation regarding safe and hygienic working practices when cleaning drink dispense lines 1.2 Identify dangers of mishandling kegs and gas cylinders 1.3 State the importance of testing on-line beverages after cleaning pipes and lines 1.4 Describe procedures for cleaning and maintaining post-mix dispense systems 1.5 Describe the types of unexpected situations that may occur when cleaning lines
2. Know how to safely use cleaning agents and equipment	2.1 State current legislation regarding the use of cleaning agents and equipment 2.2 Outline health and safety issues when working with line cleaning chemicals 2.3 State the importance of checking that cleaning agents are correctly diluted 2.4 Identify equipment needed to clean drink dispense lines 2.5 Describe the types of unexpected situations that may occur when using cleaning agents and equipment
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of how and why to clean drink dispense lines to the correct standard and how to safely use cleaning agents and equipment to ensure lines are free from damage and in good working order.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st assessment strategy and

	evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	People 1st

<b>Title:</b>	<b>M/502/8315 Principles of receiving, storing and issuing drinks stock</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>1</b>
<b>GLH</b>	<b>6</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to receive drinks deliveries	1.1 Describe safe and hygienic working practices when receiving drinks deliveries 1.2 State the importance of securing receiving areas from unauthorised access 1.3 State the importance of checking that deliveries match the order and delivery documentation 1.4 Identify what documentation must be retained for records 1.5 Describe the types of unexpected situations that might occur when receiving drinks stock
2. Know how to store and issue drinks stock	2.1 Describe safe and hygienic working practices when storing and issuing drinks 2.2 State the importance of securing storage areas from unauthorised access at all times 2.3 State the importance of following correct storage and rotation procedures and maintaining a minimum stock of drink items 2.4 State the importance of receiving the correct documentation before stock is issued 2.5 Describe the types of unexpected situations that might occur when storing and issuing drinks
<b>Additional information about this unit</b>	
N/A	



<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of how to prepare for and check drinks deliveries, the documentation that should be received and the importance of stock rotation
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	People 1st

<b>Title:</b>	<b>Y/502/8261 Principles of preparing and clearing bar areas</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH</b>	<b>15</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to prepare customer and service areas	1.1 Describe safe and hygienic working practices when preparing customer and service areas 1.2 State the importance of securing service areas from unauthorised access at all times 1.3 Describe the procedures for maintaining service and electrical equipment 1.4 State the importance of following correct storage procedures and maintaining constant stocking, restocking and rotating of drinks and accompaniments 1.5 Describe the types of unexpected situations that may occur when preparing the customer and service areas
2. Know how to clear customer and service areas	2.1 Describe safe and hygienic working practices when clearing customer and service areas 2.2 State the importance of turning off selected electrical equipment after service 2.3 State the importance of securing service areas from unauthorised access after service 2.4 State the importance of following correct storage procedures for food and drink stocks 2.5 Describe the types of unexpected situations that may occur when clearing the customer and service areas

<p>3. Know how to clean and store glassware</p>	<p>3.1 Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials</p> <p>3.2 State the importance of handling glassware with care</p> <p>3.3 Identify the correct procedure for disposing of broken glass</p> <p>3.4 Describe how to maintain glass washing equipment</p> <p>3.5 Describe the types of unexpected situations that may occur when handling and cleaning glassware</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>The aim of this unit is to enable learners to gain knowledge of how to prepare and clear customer and service areas by preparing stock and equipment before service and clearing down and how to clean and store glassware and deal with broken glass in a safe and hygienic manner.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a></p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>People 1st</p>

<b>Title:</b>	<b>Y/502/8311 Principles of promoting additional services or products to customers</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH</b>	<b>10</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know the importance of promoting additional services or products that are available	1.1 State the importance of accurate services or products knowledge when dealing with customers 1.2 State the importance of checking with colleagues when unsure about new service or product details 1.3 State the importance of identifying appropriate services or products that may interest customers 1.4 State the importance of informing customers of additional services or products that will improve the customer experience
2. Know how to promote additional services or products to customers to benefit organisations and its customers	2.1 Describe appropriate procedures and systems for encouraging customers to use additional services or products 2.2 Describe how the use of additional services or products will benefit organisations and its customers 2.3 Identify factors that influence customers to use additional services or products 2.4 Describe how to introduce additional services or products to customers outlining its benefits, overcoming any reservations and agreeing to provide the additional services or products
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of the importance of promoting additional services or products that are available to increase customer satisfaction and how to promote additional services or products to customers to the benefit of organisations and its customers.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	People 1st

<b>Title:</b>	<b>L/600/1133 Dealing with payments</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>1</b>
<b>GLH</b>	<b>9</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to set up a payment point	1.1 Identify the materials needed to set up and maintain a payment point 1.2 State the importance of having procedures for collecting the contents of the payment point
2. Know how to operate a payment point	2.1 Describe the correct procedures for handling payments 2.2 State the importance of reporting errors that may occur during payment 2.3 Identify security procedures for handling cash and other types of payments. 2.4 State the legal requirements for
3. Know the problems that may occur at the payment point	3.1 Describe the types of problems that might happen when dealing with a payment 3.2 State the importance of telling the customer about any delays during the payment process
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit is about providing knowledge for maintaining and dealing with payments
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	1GEN2

<b>Title:</b>	<b>K/502/8314 Principles of maintaining customer service through effective handover</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH</b>	<b>15</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know about responsibilities in a customer service team	1.1 Identify services or products that rely on effective teamwork 1.2 Identify customer service delivery process stages that rely on exchange of information between self and colleagues 1.3 Describe the importance of agreeing how information should be exchanged with colleagues to enable completion of customer service actions 1.4 Describe ways of retaining information when passing responsibility to colleagues for completing a customer service action
2. Know how to follow up customer service actions	2.1 State the importance of checking that a customer service action has been completed 2.2 State the importance of knowing all details of customer service actions that colleagues were due to complete 2.3 State the importance of asking colleagues about the outcome of completing the customer service action as agreed 2.4 Describe how to review the way customer service actions are shared with colleagues
3. Know how to maintain customer service through effective handover	3.1 Describe appropriate customer service procedures for the delivery of services or products 3.2 State the importance of passing responsibility to appropriate colleagues for completing particular customer service actions 3.3 State the importance of carefully checking with a colleague whether the

	<p>expected customer service actions have been completed</p> <p>3.4 Know how to review the way customer service actions are shared in customer service processes</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>The aim of this unit is to enable learners to gain knowledge of the responsibilities in a customer service team and this is organised, how to follow up customer service actions and how to maintain customer service through effective handover by checking completion of actions with colleagues.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a></p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>People 1st</p>



<b>Title:</b>	<b>A/502/8317 Principles of resolving customer service problems</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH</b>	<b>10</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know about customer service problems	1.1 Describe how to respond to a customer service problem when it is raised 1.2 State the importance of recognising repeated problems and alerting the appropriate person 1.3 State the importance of sharing customer feedback with others to identify potential problems before they happen 1.4 Identify options for resolving a customer service problem 1.5 State the importance of keeping the customer fully informed about what is happening to resolve the problem
2. Know how to resolve customer service problems	2.1 Describe organisational procedures and systems for dealing with customer service problems 2.2 Describe how to resolve potentially difficult situations 2.3 Describe how to negotiate with others to resolve problems 2.4 Describe the limitations of what can be offered to a customer to resolve a problem 2.5 Describe types of action that may make a customer problem worse and that should be avoided
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of how to recognise and resolve customer service problems

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	People 1st