



**Technical and Vocational Education and Training (TVET) Council**



## **Occupational Standards of Competence**

# **Bar Service Level 1**

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**National Vocational Qualification (NVQ)**

**Barbados**

**In**

**Bar Service**

**Level 1**

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**Qualification Overview**  
**NVQ**  
**in**  
**Bar Service**  
**Level 1**

## Qualification Overview

### Who is the qualification for?

The NVQ in Bar Service Level 1 is for individuals whose Bar Service role requires well developed behavioural competence, but whose scope for independent decision making and for bringing about change is limited. They are likely to be in roles where for example they:

- Assist bartenders by keeping the serving area stocked with supplies
- Replenish the supply of clean glassware
- Keep the bar stocked with glasses, liquor, ice and drink garnishes
- Keep the bar equipment clean and wash glasses
- Perform a range of varied, routine activities under supervision

Normally, persons working at **Level 1** should be able to competently carry out simple and routine work activities and to collaborate with others through work groups or teams. The qualification covers the competencies of providing bar service by preparing, setting up, providing a drink service and closing down bar, while working in a safe and hygienic manner.

Relevant occupations include:

- Assistant Bartender
- Bar Steward

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

### How the qualification is structured:

To achieve the full qualification, candidates must complete seven (7) units in total made up of six (6) mandatory units plus one (1) optional unit.

## Qualification Overview

<u>Mandatory Units (All must be completed)</u>	<u>TVETC Number</u>
<b>1 Create and maintain effective working relationships</b>	<b>U00106</b>
1.1 Gain the trust and support of colleagues and team members	
1.2 Gain the trust and support of one's immediate manager	
<b>2 Maintain customer care</b>	<b>U00206</b>
2.1 Handle customers	
2.2 Handle customer complaints	
2.3 Handle customer incidents	
<b>3 Maintain a safe and secure working environment</b>	<b>U00306</b>
3.1 Maintain personal health and hygiene	
3.2 Carry out procedures in the event of a fire	
3.3 Deal with the discovery of suspicious items/packages	
3.4 Carry out procedures in the event of an accident	
3.5 Maintain a safe work environment for customers, staff and visitors	
3.6 Maintain a secure work environment for customers, Staff and visitors	
<b>4 Prepare and clear area for drinks service in licensed premises</b>	<b>U05101</b>
4.1 Prepare customer and service area	
4.2 Clear customer and service area	
<b>5 Clean and store glassware</b>	<b>U05201</b>
5.1 Clean and store glassware	
5.2 Store glassware	
<b>6 Set up, clean and close down bar</b>	<b>U05301</b>
6.1 Set up bar	
6.2 Clean bar equipment and utensils	
6.3 Close down bar	



## Qualification Overview

### Optional Units (Choose 1)

- |          |  |               |
|----------|--|---------------|
| <b>7</b> | <b>Maintain payment point for cash and non-cash payments</b> | <b>U00406</b> |
| 7.1      | Maintain payment point for cash and non-cash payments        |               |
| 7.2      | Handle cash and non-cash payments                            |               |
| <b>8</b> | <b>Provide a drinks service for licensed premises</b>        | <b>U05401</b> |
| 8.1      | Prepare and serve alcoholic and non alcoholic drinks         |               |
| 8.2      | Maintain customer and service areas during drinks service    |               |

## Qualification Overview

### Evidence Requirements

For a candidate to be judged competent in a unit, the evidence presented must satisfy:

- All the performance criteria in each element
- All the range in each element
- All the evidence requirements
- All the relevant knowledge and understanding listed

Competence must be demonstrated consistently in the workplace over a period of time

The candidate must produce varied performance evidence and knowledge evidence derived from different situations over a period of time in the workplace.

Unless otherwise stated within the evidence requirements, all performance evidence must come from **real work** within the workplace. **Work** being defined as real if the provision of a service or product by the candidate that if not carried out, would require the organization to employ someone else to execute the task.

### Simulation

Unless otherwise stated in the evidence requirements, simulation is acceptable only as a supplementary form of evidence for certain range statements and performance criteria. These situations may include generic health and safety, fire and contingency activities for which the opportunity for assessment is often minimal in the workplace. It **should not** include routine activities which should be covered by performance evidence.

Where assessment is to be carried out through activities performed under simulation, the internal verifier must agree to the use of simulated activities with the assessor(s) and external verifier before they take place and must sample all performance evidence produced through simulated activities.

## U00106

## Create and maintain effective working relationships

## Unit Descriptor:

This unit describes the competence required to ensure that teams and individuals have effective working relationships. It covers what you should be doing to gain the trust and support of colleagues and team members and to gain the trust of your immediate manager.

**The unit describes the essential abilities of:**

- Team building
- Communicating effectively

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

1. Gain the trust and support of colleagues and team members

- 1.1 Communications with **colleagues** and **team members** about proposed activities take place at appropriate times and in a manner which encourages open frank discussion.
- 1.2 Colleagues and team members are sufficiently informed about organizational plans and activities.
- 1.3 Commitments made to colleagues and team members are realistic and honoured.
- 1.4 The manner in which colleagues and team members are treated shows respect for individuals and the need for confidentiality
- 1.5 Colleagues and team members receive sufficient support to achieve work objectives.
- 1.6 Evaluations of output and behavior at work are discussed with colleagues and team members promptly and directly.
- 1.7 expected situations are dealt with effectively and the appropriate persons are informed where necessary.

- 1.8 All work is carried out in an organized and efficient manner in accordance with organizational procedures.
2. Gain the trust and support of one's immediate manager
  - 2.1 The immediate manager receives timely and accurate reports on activities, issues, progress, results and achievements.
  - 2.2 The **immediate manager** receives clear, accurate and timely information about emerging threats and opportunities.
  - 2.3 The immediate manager is consulted about organizational policies and ways of working at appropriate times.
  - 2.4 **Proposals** for action are realistic, clear and presented at an appropriate time.
  - 2.5 Where there are **disagreements** with the immediate manager, constructive efforts are made to resolve them.
  - 2.6 Unexpected situations are dealt with effectively and the appropriate persons informed where necessary
  - 2.7 All work is carried out in an organized and efficient manner in accordance with organizational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Gain the trust and support of colleagues and team members****A. Colleagues:**

- (i) persons working at a lower level
- (ii) persons working at higher level
- (iii) persons working at the same level as the individual

**B. Team Members:**

- (i) persons with whom individual works to fulfill line or functional responsibilities

**Element 2: Gain the trust and support of one's immediate manager****C. Immediate Manager:**

- (i) the person(s) to whom the individual reports
- (ii) the organization or authority to which the person reports

**D. Proposals:**

- (i) oral
- (ii) written

**E. Disagreements:**

- (i) actual
- (ii) potential

**UNDERPINNING KNOWLEDGE AND SKILLS****Working Relationships**

1. Why gaining the trust and support of colleagues and team members are important for effective performance.
2. How to encourage good working relationships and a feeling that colleagues and team members are respected.
3. Why gaining the trust and support of one's immediate manager is important to effective performance.
4. What types of emerging threats and opportunities the immediate manager needs to be informed about and the degree of urgency attached to these.

**Planning**

5. Why commitments to colleagues need to be realistic and why they should be honoured.
6. What types of support colleagues and team members may require to achieve their objectives and how to respond effectively to these needs.

**Organisational Policies and Procedures**

7. What types of organizational policies and ways of working the manager needs to be informed about and what the appropriate methods of doing so are.

**Communication**

7. How to select appropriate times, methods and styles of consultation according to a range of issues and contexts.
8. What range of issues about which colleagues and team members need to be informed.
9. What range of communication methods is available and how to select methods appropriate to a range of issues and contexts.
10. Which types of information concerning colleagues and team members need to be treated confidentially and what procedures need to be followed to achieve this.
11. How to provide feedback in a way which will lead to a constructive outcome.
12. What types of disagreements may occur with the immediate manager and what are the methods of handling these in an appropriate manner.
13. Why the immediate manager needs to be kept informed of activities, progress, results and achievements.

**Communication.../Cont'd**

14. What range of communication methods can be used to keep the immediate manager informed and how to select an appropriate method according to the range of issues and contexts.
15. Which types of information concerning colleagues and team members need to be treated confidentially and what procedures need to be followed to achieve this.
16. How to provide feedback in a way which will lead to a constructive outcome.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

**Element 1: Gain the trust and support of colleagues and team members**

Totally through performance evidence in the form of observation and/or products of work or by performance evidence to cover all of the performance criteria and a minimum of:

- 2 items from the range of A
- 1 item from the range of B

**Element 2: Gain the trust and support of one's immediate manager**

By performance evidence to cover **all** of the performance criteria and a minimum of:

- 1 item from the range of C
- 1 item from the range of D
- 1 item from the range of E

*The following applies to Elements 1 and 2:*

By supplementary evidence in the form of questioning, and/or personal statement and/or witness testimony to cover the rest of the range.

Evidence to cover underpinning knowledge should be assessed using questioning which may be oral, written or using visual aids.

Performance evidence should be demonstrated on at least two (2) occasions.



**(2) Methods of Assessment**

**Performance Evidence** for this unit could include:

- Observation record by your assessor of you presenting progress reports to, and consulting with those to whom you report.
- Notes and minutes of relevant meetings.
- Papers you have produced.
- Your appraisal reports.
- Documented feedback from those to whom you report.

**Supplementary evidence** for this unit could include:

- Answers to written or oral questions from your assessors.
- Personal statements describing how you resolved disagreements with those to whom you report.
- Witness testimony from those to whom you report on how you enhanced their trust and support.

**Knowledge and understanding evidence** for this unit could include:

- Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence should be collected when you are dealing with real customers, whether internal or external to the organisation:

- when carrying out a real job, whether paid or voluntary;
- in a realistic working environment;
- in a work placement
- Simulation is **not** allowed for any performance evidence within this unit.

**U00206****Maintain customer care**

## Unit Descriptor:

This unit describes the competence required to effectively maintain customer care.

**The unit describes the essential abilities of:**

- Responding to customer needs and feelings
- Communicating effectively
- Problem solving
- Working with organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

## 1. Dealing with customers

- 1.1 **Customers** are dealt with in a polite and helpful manner at all times.
- 1.2 Customers' needs and requirements are acted upon without delay.
- 1.3 Accurate information is given in answer to all customers' enquiries of customer is referred to the relevant alternative information source.
- 1.4 Information given is within scopes of the individual's authority.
- 1.5 Customers' comments are politely acknowledged and passed on where necessary.
- 1.6 **Unexpected situations** are dealt with effectively and the appropriate persons are informed where necessary.
- 1.7 All work is carried out in an organised and efficient manner in accordance with organisational procedures.

2. Dealing with customer complaints
  - 2.1 Dissatisfied **customers** are acknowledged immediately and are attended without delay.
  - 2.2 Customers are dealt with in a polite and helpful manner and at all times.
  - 2.3 Nature of customer complaint is quickly identified and priorities are established.
  - 2.4 Customers are assured that **complaints** will receive immediate attention.
  - 2.5 Complaints which can be resolved within the individual's authority are dealt with immediately.
  - 2.6 Complaints which cannot be resolved within the individual's authority are referred to the appropriate person (s)
  - 2.7 Complaints are reported and dealt with in accordance with organizational procedures.
  - 2.8 Follow up action is taken in a timely manner and in accordance with organizational procedures.
  - 2.9 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 2.10 All work is carried out in an organized and efficient manner in accordance with organizational procedures.
3. Dealing with customer incidents
  - 3.1 Nature of **customer incident** is quickly identified and priorities are established.
  - 3.2 **Customers** are dealt with in a polite and helpful manner at all times
  - 3.3 Customers are assured that incident will receive immediate attention.

- 3.4 Customers are assured that incident will receive immediate attention.
- 3.5 Customers' incidents which can be resolved within the individual's authority are dealt with as soon as possible in a calm manner.
- 3.6 Customers' incidents which cannot be resolved within the individual's authority are referred to the appropriate authority.
- 3.7 Customers' incidents are dealt with and reported in accordance with organizational and legal requirements.
- 3.8 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
- 3.9 All work is carried out in an organized and efficient manner in accordance with organisational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Dealing with customers:****A. Customers:** *(Also applies to Elements 2 and 3)*

- (i) adults
- (ii) children
- (iii) persons with special needs (e.g., visually impaired, hearing impaired, mobility impaired, persons with medical conditions, e.g., diabetic)

**B. Unexpected situations:** *(Also applies to Elements 2 and 3)*

- (i) customers complaints
- (ii) customer incidents

**Element 2: Dealing with customer complaints****C. Complaints:** *(Also applies to Elements 2 and 3)*

- (i) unusual situations, e.g. weather
  - a. service related incidents
  - b. physical facilities

**Element 3: Dealing with customer incidents****D. Customer Incidents:**

- (i) spillage
- (ii) breakage
- (iii) lost property
- (iv) equipment faults
- (v) sudden illness/injury

**E. Report Format:**

- (i) written
- (ii) oral

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. Why it is important to comply with health and safety regulations.
2. Where and from whom information on current health and safety regulations can be obtained.

**Customer Care**

3. Why it is important that information given to customers is accurate and disclosable.
4. Why customer comments should be reported to the appropriate person.
5. Why customer complaints should be dealt with without delay.
6. How to source relevant information to deal with customer enquiries.

**Customer Incidents**

7. Why customer incidents should be dealt with without delay.
8. Why and to whom all customer incidents should be reported.

**Communication**

9. When to seek assistance and when to use own initiative in meeting customer's needs.
10. What the formal and informal methods to satisfy customer needs within the resources available are and when it is appropriate to use them.
11. How to interpret customer feelings through body language, sensitive questioning and observation.
12. What customer complaints should be dealt with without delay.
13. Why it is important to establish priorities when dealing with customer complaints.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

**Element 1: Dealing with customers**

Totally through performance evidence in the form of observation and/or products of work or performance evidence to cover performance criteria 1,2,3 and a minimum of:

- 2 items from the range of A (*also applies to element 2 and 3*)

**Element 2: Dealing with customer complaints**

Totally through performance evidence in the form of observation and/or by performance evidence to cover performance criteria 1 to 8 and a minimum of:

- Relevant items from the range of B

**Element 3: Dealing with customer incidents**

Totally through performance evidence in the form of observation and/or by performance evidence to cover performance criteria 1 to 6 and a minimum of:

- 2 items from the range of D

*The following applies to: Elements 1, 2 and 3*

By performance evidence in the form of observation and/or supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the performance criteria and range.

Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.

Performance evidence should be demonstrated on at least two (2) occasions for this unit.

**(2) Methods of Assessment**

**Performance Evidence** for this unit could include:

- Observation record by your assessor of you presenting progress reports to, and consulting with those to whom you report.
- Notes and minutes of relevant meetings.
- Papers you have produced.
- Your appraisal reports.
- Documented feedback from those to whom you report.

**Supplementary evidence** for this unit could include:

- Answers to written or oral questions from your assessors.
- Personal statements describing how you resolved disagreements with those to whom you report.
- Witness testimony from those to whom you report on how you enhanced their trust and support.

**Knowledge and understanding evidence** for this unit could include:

- Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence should be collected when you are dealing with real customers, whether internal or external to the organisation:

- when carrying out a real job, whether paid or voluntary;
- in a realistic working environment;
- in a work placement
- Simulation is **not** allowed for any performance evidence within this unit.



**U00306: Maintain a safe and secure working environment**

Unit Descriptor:

This unit describes the competence required to contribute to maintaining a safe and secure working environment.

**The unit addresses the essential abilities of:**

- Communicating effectively
- Working in a safe and hygienic manner
- Problem solving
- Keeping records
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Maintain personal health and hygiene | 1.1 Clean, smart and appropriate clothing is worn.   |
|   | 1.2 Hair is neat and tidy and worn in accordance with organisational requirements.                                       |
|   | 1.3 Jewellery, perfume and cosmetics are worn in line with organisational requirements.                                  |
|   | 1.4 Cuts, grazes and wounds are correctly treated by the appropriate person.   |
|   | 1.5 Illness and infections are reported promptly to the appropriate person.  |
|   | 1.6 All work is carried out in accordance with hygiene practices that must be adhered to within the working environment. |

- |  |     |   |
|--|-----|---|
|  | 1.7 | All work is carried out in an efficient and organised manner in accordance with appropriate organisational procedures and <b>legal requirements</b> . |
| 2. Carry out procedures in the event of a fire             | 2.1 | In the event of a <b>fire</b> , the alarm is raised immediately.  |
|  | 2.2 | <b>Fire fighting equipment</b> is correctly used in accordance with manufacturer's instructions and organisation's procedures.                        |
|  | 2.3 | All safety and emergency signs and notices are adhered to.  |
|  | 2.4 | Correct evacuation procedures are followed in a calm, orderly manner and in accordance with organisational procedures.                                |
|  | 2.5 | Designated assembly points are reached and registration done.   |
|  | 2.6 | Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.  |
|  | 2.7 | All work is carried out in an organised and efficient manner in accordance with safety and health <b>regulations</b> and organisational procedures.   |
| 3. Dealing with the discovery of suspicious items/packages | 3.1 | <b>Suspicious items and packages</b> are left untouched.  |
|  | 3.2 | Suspicious items and packages are reported in accordance with organisational procedures.  |
|  | 3.3 | Correct safety and security procedures are followed in calm and orderly manner and in accordance with organisational procedures.                      |

4. Carry out procedures in the event of an accident
- 3.4 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
  - 3.5 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.
  - 4.1 In the event of an **accident, basic first aid** is performed following recommended procedures.
  - 4.2 Assistance from the appropriate **person responsible** for first aid is sought immediately.
  - 4.3 Emergency services are contacted in accordance with organisational procedures.
  - 4.4 **Appropriate action** is taken to ensure safety of injured and uninjured persons.
  - 4.5 Comfort and reassurance are given to injured persons.
  - 4.6 Accidents are reported and documented in accordance with organisational procedures.
  - 4.7 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
  - 4.8 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.

5. Maintain a safe work environment for customers, staff and visitors
- 5.1 **Hazards and potential hazards** to the safety of customers, staff and visitors are promptly identified and rectified.
  - 5.2 Customers, staff and visitors are made aware of all hazards and potential hazards in accordance with organisational procedures.
  - 5.3 Cautionary measures are taken to warn customers, staff and visitors of hazards and potential hazards.
  - 5.4 **Accidents**, damage and non-rectifiable hazards are reported promptly to the appropriate person.
  - 5.5 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
  - 5.6 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.
6. Maintain a secure work environment for customers, staff and visitors
- 6.1 Potential **security risks** are identified and reported to the appropriate person in accordance with organisational procedures.
  - 6.2 **Customer and staff areas** are correctly secured against unauthorized access.
  - 6.3 All establishment **storage and security facilities** are secured against unauthorized access.
  - 6.4 Establishment, staff or customer lost property is promptly reported to the appropriate person.
  - 6.5 Suspicious individuals are politely challenged or reported promptly to the appropriate person.

- 6.6 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
- 6.7 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Maintain personal health and hygiene****A. Legal requirements:**

- (i) current relevant legislation relating to safe and hygienic working practices

**Element 2: Carry out procedures in the event of a fire****B. Fire:**

- (i) all types of fires

**C. Fire Fighting Equipment:**

- (i) fire hose
- (ii) fire blanket
- (iii) foam extinguisher
- (iv) water extinguisher
- (v) sand
- (vi) wet blanket
- (vii) carbon dioxide extinguisher

**D. Regulations: (also applies to elements 3 and 4)**

- (i) legislation
- (ii) manufacturer
- (iii) supplier

**Element 3: Deal with the discovery of suspicious items/packages****E. Suspicious items and packages:**

- (i) all unattended bags, packages and parcels
- (ii) unusual and unaccounted for deliveries

**Element 4: Carry out procedures in the event of an accident****F. Accidents: (Also applies to element 5)**

- (i) all accidents involving injury to customer, staff and visitors

**G. Basic first aid application:**

- (i) bandaging
- (ii) cold pack
- (iii) Heimlich manoeuvre

**Element 4: Carry out procedures in the event of an accident ../Continued****H. Appropriate action:**

- (i) removing and lifting injured person
- (ii) rendering basic first aid

**I. Responsible person:**

- (i) company nurse
- (ii) safety officer

**Element 5: Maintain a safe work environment for customers, staff and visitors****J. Hazards and potential hazards:**

- (i) suspicious items
- (ii) areas and incidents which threaten the safety of customers, staff and visitors

**K. Regulations:**

- (i) current relevant legislation relating to safe and hygienic working practices when maintaining a safe environment for customers, staff and visitors
- (ii) manufacturer
- (iii) supplier

**Element 6: Maintain a secure environment for customers, staff and visitors****L. Security risks:**

- (i) prohibited areas
- (ii) suspicious items
- (iii) unauthorized open entrances/exits
- (iv) missing keys

**M. Customer and staff areas:**

- (i) public facilities
- (ii) public areas
- (iii) work areas
- (iv) staff facilities

**N. Storage and security facilities:**

- (i) storerooms
- (ii) safes
- (iii) cash boxes

**O. Regulations:**

- (i) current relevant legislation relating to safe and hygienic working practices when maintaining a secure environment for customers, staff and visitors.

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. Why it is important to comply with health and safety legislation.
2. Where and from whom information on current health and safety legislation can be obtained.
3. What general hygienic practices must be adhered to in own work environment.
4. Why the correct clothing, footwear and headgear should be worn at all times.
5. Why and to whom illness and infections should be reported.
6. Why it is important to maintain good personal hygiene.
7. What the possible causes are of fire in the working environment.
8. What preventative actions can be taken to minimise risk of fire.
9. What organisational procedures should be followed in the event of fire.
10. Where alarms are located and how to activate them.
11. Why a fire should never be approached unless it is safe to do so.
12. Why suspicious items and packages should be left untouched.
13. Why suspicious items and packages should be reported.
14. What basic first aid should be applied in the event of an accident.
15. Who is the person responsible for first aid.
16. What emergency services are available in the event of an accident and why it is important to contact them.
17. What action should be taken to ensure the safety of the injured and uninjured.
18. What are the organisational procedures for reporting an accident.
19. What cautionary measures can be taken to warn customers, staff and visitors of potential hazards.
20. What the potential hazards are within own working environment.
21. Why suspicious items and packages must not be approached or tampered with.
22. Where first aid equipment and the accident register are located.
23. Why it is important to use correct lifting techniques.
24. What the employee's responsibility is in relation to health and safety regulations.
25. Which keys, property and areas should be secured from unauthorised access at all times.
26. Why it is essential to be aware of potential security risks.
27. Why procedures relating to lost property must be adhered to.

**Communication**

28. Why only disclosable information should be given to customers.
29. Why it is important to report all unusual/non-routine incidents to the appropriate person.



**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Performance evidence is also required for performance criteria 2 and 3 of Element 5.6 showing evidence of dealing with at least one type of **security risk**; working in two types of **customer and staff areas**; and dealing with two types of **storage and security facilities**.

For all other performance criteria and ranges a combination of performance evidence and supplementary evidence for example questioning, witness testimony, case histories can be used to provide evidence.

Underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.

**(2) Methods of Assessment**

**Performance evidence** for this unit could include:

- Observation reports from your assessor
- Photographs of yourself at work
- Entries made by you into the organisation's incident book.
- Correspondence written by you drawing attention to health and safety issues.

**Supplementary evidence** for this unit could include:

- Witness testimony from customers and line managers
- Personal statements from yourself describing how you carry out your duties
- Answers to oral or written questions.

**(3) Context of Assessment**

Evidence of competence should be demonstrated totally through performance evidence if possible.

Simulation may be used to provide performance evidence for Elements 5.2, 5.3 and 5.4.

At a minimum, performance evidence must be provided to cover performance criteria 1 to 3 of Element

**U005101****Prepare and clear area for drinks service in licensed premises**

## Unit Descriptor:

This unit describes the competence required to prepare and clear an area for drinks service in a licensed premises.

**The unit describes the essential abilities of:**

- Ensuring that the service area is clean
- Ensuring that service equipment is clean and ready for use
- Ensuring that drinks stocks and accompaniments are stored, replenished and disposed of correctly.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                       |  |
|---------------------------------------|--|
| 1. Prepare customer and service areas | <p>1.1 <b>Stocks for drinks service</b> are stored, rotated and replenished to the required levels.</p> <p>1.2 <b>Drink accompaniments</b> are prepared and stored ready for service.</p> <p>1.3 <b>Service equipment and electrical equipment</b> required for service are clean, free from damage and ready for use.</p> <p>1.4 <b>Signage and promotional material</b> are accurate, clean and free from damage and displayed correctly.</p> <p>1.5 <b>Customer and service areas</b> are checked and are clean, tidy and ready for service.</p> <p>1.6 Service areas are checked and secured from unauthorized access.</p> <p>1.7 <b>Unsuspected situations</b> are dealt with effectively and the appropriate people informed where necessary</p> |
|---------------------------------------|--|

2. Clear customer and service areas
- 1.8 All work is carried out in an organised and efficient manner in accordance with safety and health regulations and organisational procedures.
  - 2.1 **Drinks stocks** and **drink accompaniments** are stored and replenished or disposed of in line with appropriate organizational procedures.
  - 2.2 **Service equipment** is clean and stored correctly.
  - 2.3 **Electrical equipment** and machines are turned off in line with appropriate organisational/manufacturer procedures.
  - 2.4 **Customer and service areas** are tidy, free from rubbish and ready for cleaning.
  - 2.5 **Customer and service areas** are secured from unauthorised access.
  - 2.6 **Unexpected situations** are dealt with effectively and the appropriate person(s) are informed where necessary
  - 2.7 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare customer and service area****A. Stocks for drinks service:** *(Also applies to Element 2)*

- (i) bottled beers
- (ii) wines
- (iii) spirits
- (iv) soft drinks
- (v) minerals/juices
- (vi) hot drinks
- (vii) sundry items
- (viii) liqueurs

**B. Drink accompaniment:** *(Also applies to Element 2)*

- (i) ice
- (ii) decorative items for drinks
- (iii) food garnishes for drinks
- (iv) accompaniments for hot beverages

**C. Service equipment:** *(Also applies to Element 2)*

- (i) bottle openers/cork screws
- (ii) optics
- (iii) measures/pourers
- (iv) glassware (glasses, ashtrays)
- (v) drip trays and drip mats
- (vi) ice buckets and ice scoops
- (vii) knives and chopping boards
- (viii) coasters and drink mats

**D. Electrical equipment:** *(Also applies to Element 2)*

- (i) refrigerated units
- (ii) glass washers
- (iii) blender
- (iv) ice machine

**E. Signage and promotional material:**

- (i) drinks menu
- (ii) promotional displays

**F. Customer and service areas:** *(Also applies to Element 2)*

- (i) counters and shelves
- (ii) floors
- (iii) waste bins and bottle containers
- (iv) tables and chairs

**G. Unexpected situations:** *(Also applies to Element 2)*

- (i) equipment faults
- (ii) breakages of stock

**H. Legal requirements:** *(Also applies to Element 2)*

- (i) current relevant legislation relating to safe and hygienic working practices when preparing customer and service areas.

**UNDERPINNING KNOWLEDGE AND SKILLS****Working Practices**

1. Why constant stock of drink and accompaniments must be maintained.
2. Why stocks of drinks must be rotated.
3. Why correct storage procedures must be followed for food and drink stocks.

**Health and Safety**

4. Why glassware should be cleaned at correct temperature.

**Food and Hygiene**

5. When it is appropriate to remove left over drinks, condiments and accompaniments from the table.
6. What is the correct way of handling left-over food items, condiments and accompaniments when clearing service area.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

**Element 1: Prepare customer and service areas**

Totally through performance evidence in the form of observation and/or by performance evidence in the form of observation to cover performance criteria 1 to 6 and a minimum of:

- 7 items from the range of A
- 3 item from the range of B
- 7 items from the range of C
- 2 items from the range of D
- 1 item from the range of E
- All items from the range of F

Evidence should cover all relevant electrical equipment

**Element 2: Clear customer and service area**

Totally through performance evidence in the form of observation and/or by performance evidence in the form of observation to cover performance criteria 1 to 5 and a minimum of:

- 7 items from the range of A
- 3 item from the range of B
- 7 items from the range of C
- 1 item from the range of D
- All items from the range of E

*The following applies to Elements 1 and 2:*

By supplementary evidence in the form of questioning, and/or personal statement and/or witness testimony to cover the rest of the range.

Evidence to cover underpinning knowledge should be assessed using questioning which may be oral, written or using visual aids.

Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Methods of Assessment**

**Performance Evidence** for this unit could include:

- Observation reports by your assessor on how you prepare and clear customer and service areas.

**Supplementary evidence** for this unit could include:

- Answers to written or oral questions from your assessors.
- Personal statements describing how you prepare and clear customer and service areas.
- Witness testimony from those to whom you report on how you prepare and clear customer and service area.

**Knowledge and understanding evidence** for this unit could include:

- Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence should be collected when you are dealing with real customers, whether internal or external to the organisation:

- when carrying out a real job, whether paid or voluntary;
- in a realistic working environment;
- in a work placement;
- Simulation is **not** allowed for any performance evidence within this unit.



**U005201****Clean and store glassware**

Unit Descriptor:

This unit describes the competence required to clean and store glassware.

**The unit describes the essential abilities of:**

- Knowing how to clean glassware correctly
- Knowing how to use cleaning equipment and machines correctly
- Ensuring correct handling of damaged or broken glassware
- Knowing how to correctly store glassware.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

## 1. Cleaning glassware

- 1.1 **Glassware** is emptied and assembled ready for cleaning.
- 1.2 Cleaning equipment or machinery is clean, free from damage and ready for use - and correct cleaning materials are diluted where appropriate and ready for use.
- 1.3 Glassware is cleaned, using an appropriate **cleaning method**, at the correct temperature and, finished glassware is clean, dry and free from damage.
- 1.4 Damaged or broken glassware is promptly reported to appropriate person(s) and is disposed of correctly.
- 1.5 Waste or dirty water is disposed of correctly.
- 1.6 Cleaning equipment or machines are left clean, dry and free from damage and ready for future use.

- 1.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) are informed where necessary.
- 1.8 All work is carried out in an organised and efficient manner in accordance with organisational procedures and **legal requirements.**
2. Storing glassware
- 2.1 **Glassware** is handled carefully at all times.
- 2.2 Glassware is clean, dry and free from damage and where appropriate, polished before safe storage in correct locations.
- 2.3 Storage areas are kept clean, tidy and free from rubbish.
- 2.4 Damaged or broken glassware is promptly reported to appropriate person(s) and is disposed of correctly.
- 2.5 **Unexpected situations** are dealt with effectively and the appropriate persons informed where necessary
- 2.6 All work is carried out in an organized and efficient manner in accordance with organizational procedures and **legal requirements.**

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Clean glassware****A. Glassware Collections:** *(Also applies to Element 2)*

- (i) glasses
- (ii) ashtrays
- (iii) water jugs

**B. Cleaning method:**

- (i) by machine
- (ii) by hand

**C. Unexpected situations:** *(Also applies to Element 2)*

- (i) equipment faults
- (ii) breakage
- (iii) accidents

**D. Legal requirements:** *(Also applies to Element 2)*

- (i) Current relevant legislation relating to safe and hygienic working practices when handling cleaning equipment and materials.

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and safety**

1. Why extra care must be taken when washing glassware by hands.
2. Why waste or dirty water must be handled and disposed of correctly.
3. Where the first aid kit is located.
4. Why and to whom breakages should be reported.

**Customer Care**

5. Why it is important to deal with guests in a polite and appropriate manner.

**Organisational procedures**

6. How to dispose of broken glass correctly.
7. Why and to whom accidents should be reported
8. Why storage areas should be kept clean and tidy at all times.
9. Why glassware should be checked for cracks or chips before storage.

**Food Hygiene**

10. Why ashtrays should be cleaned separately from other glassware

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

**Element 1: Clean glassware**

Totally through performance evidence in the form of observation and/or by performance evidence in the form of observation to cover performance criteria 2,3,5,6 and a minimum of:

- 2 items from the range of A
- 1 item from the range of B

**Element 2: Store glassware**

Totally through performance evidence in the form of observation and/or by performance evidence in the form of observation to cover performance criteria 1 to 5 and a minimum of:

- 2 items from the range of A

*The following applies to Elements 1 and 2:*

By supplementary evidence in the form of questioning, and/or personal statement and/or witness testimony to cover the rest of performance criteria and range.

Evidence to cover underpinning knowledge should be assessed using questioning which may be oral, written or using visual aids.

Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Methods of Assessment**

**Performance Evidence** for this unit could include:

- Observation reports by your assessor on how you clean and store glassware.

**Supplementary evidence** for this unit could include:

- Answers to written or oral questions from your assessors.
- Personal statements describing how you clean and store glassware.
- Witness testimony from those to whom you report on how you clean and store glassware.

**Knowledge and understanding evidence** for this unit could include:

- Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence should be collected when you are dealing with real customers, whether internal or external to the organisation:

- when carrying out a real job, whether paid or voluntary;
- in a realistic working environment;
- in a work placement
- Simulation is **not** allowed for any performance evidence within this unit.

**U005301****Set up, clean and close down bar**

Unit Descriptor:

This unit describes the competence required to effectively set up, clean and close down bar.

**The unit describes the essential abilities of:**

- Correctly ordering, receiving and stocking supplies.
- Ensuring bar equipment and utensils are cleaned, sanitized and operable.
- Ensuring that service areas are clean at all times.
- Knowing organisational procedures for setting up and closing down bar.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

1. Set up bar

- 1.1 **Bar is set up** at least fifteen minutes prior to the time of opening.
- 1.2 Service items are of the correct type and quantities.
- 1.3 Glassware is clean, dry and free from damage and where appropriate, polished and displayed in correct location.
- 1.4 Coffee and beverage machines are clean and correctly prepared for use.
- 1.5 Condiment containers are cleaned, polished and appropriately stocked.
- 1.6 Inventory control procedures for opening bar are followed.
- 1.7 Supplies ordered and received are checked and stocked accordingly to organisational procedures.
18. Bottles are cleaned, polished and correctly displayed.

- 1.9 **Bar** equipment and utensils are cleaned, sanitized and operable.
  - 1.10 Refuse and waste containers are hygienic, clean and ready for use.
  - 1.11 Bar counter is clean, items are appropriately displayed in accordance with organisational procedures.
  - 1.12 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.13 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene **regulations** and organisational procedures.
2. Clean bar equipment and utensils
- 2.1 Materials and supplies used for cleaning **bar** equipment and utensils are appropriate.
  - 2.2 Procedures followed for cleaning **bar equipment** and utensils are appropriate.
  - 2.3 **Bar utensils** are clean and free from damage and in adequate supply.
  - 2.4 Bar equipment is clean, free from damage, correctly located and where appropriate, switched on and ready for use.
  - 2.5 Unexpected situations are dealt with effectively and the appropriate persons informed where necessary.
  - 2.6 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene **regulations** and organisational procedures.



3. Close down bar
- 3.1 **Bar** is closed at time specified by management.
  - 3.2 Customers are appropriately notified of bar service termination.
  - 3.3 Bar area is clean, free of dirt, dust and litter and waste is disposed of in accordance with organisational procedure.
  - 3.4 Utensils and equipment are clean and correctly stored and where appropriate, turned off.
  - 3.5 Environmental systems are turned off or set in accordance with organisational procedures.
  - 3.6 Inventory control procedures for closing bar are followed.
  - 3.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) are informed where necessary.
  - 3.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene **regulations** and organisational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Set up Bar****A. At the bar:** *(Also applies to element 2 and 3)*Public Bar

- (i) pool bar
- (ii) hotel main bar
- (iii) guest house
- (iv) clubs
- (v) taverns

Private Bar

- (i) cocktail parties
- (ii) weddings

**At the table:**Public Bars

- (i) pool bar
- (ii) hotel main bar
- (iii) guest house
- (iv) clubs
- (v) taverns

Private Bars

- (i) cocktail parties
- (ii) weddings

**B. Setting up bar:**

- (i) transporting
- (ii) unpacking
- (iii) storing and displaying products
- (iv) preparing
- (v) securing and displaying
- (vi) service items
- (vii) preparing glasses and displaying them

**C. Regulations :** *(Also applies to element 2 and 3)*

- (i) legislation
- (ii) organisation
- (iii) manufacturer
- (iv) supplier

**Element 2: Clean bar equipment and utensils****D. Bar utensils:**

- (i) glassware
- (ii) spoons
- (iii) knives
- (iv) water jugs
- (v) ice buckets
- (vi) ashtrays
- (vii) ice scoops
- (viii) jigger

**E. Bar equipment:**

- (i) blenders
- (ii) mixers, e.g., cocktail shakers

**Element 3: Close down bar****F. Unexpected situations:**

- (i) fire hazards
- (ii) guest complaints
- (iii) lost and found items

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. Why it is important to comply with health and safety regulations.
2. Why service items, equipment and utensils must be clean and undamaged at all times.
3. Where and from whom information on current health and safety regulations can be obtained.
4. Why materials and supplies used for cleaning bar equipment must be appropriate.
5. Why utensils and equipment must be cleaned and correctly stored and where appropriate, turned off.

**Customer Care**

6. Why service areas must be clean at all times.
7. Why refuse and waste containers must be emptied at all times.

**Customer Incidents**

8. Why customer incidents should be dealt with without delay
9. Why and to whom all customer incidents should be reported

**Working Practices**

10. Why bar area must be set up prior to time of opening.
11. Why service items must be polished and displayed at all times.
12. How to operate service equipment and why it must be checked that it is working before use.

**Communication**

13. When to seek assistance and when to use own initiative in meeting customer's needs.
14. What the formal and informal methods to satisfy customer needs within the resources available are and when it is appropriate to use them.
15. How to interpret customer feelings through body language, sensitive questioning and observation.
16. What customer complaints should be dealt with without delay.
17. Why it is important to establish priorities when dealing with customer complaints.

**Administration.../Continued**

18. What is the time specified by management for closing of the bar.
19. What are the inventory control procedures for closing the bar.
20. Why environmental systems must be turned off in accordance with organisational procedures.

**Food Hygiene**

21. Why the bar area must be cleaned and free from dirt, dust and litter at all times.
22. Why waste must be disposed of at all times.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

**Element 1: Set up Bar**

Totally through performance evidence in the form of observation and/or by performance evidence in the form of observation to cover performance criteria 1 to 11 and a minimum of:

- 2 items from the range of A
- All items from the range of B
- 2 items from the range of C

**Element 2: Clean bar equipment and utensils**

Totally through performance evidence in the form of observation or by performance evidence in the form of observation to cover performance criteria 1 to 6 and a minimum of:

- All items from the range of D
- All items from the range of E

**Element 3: Close down bar**

Totally through performance evidence in the form of observation or by performance evidence in the form of observation to cover performance criteria 2 to 6 and a minimum of:

- 2 items from the range of A
- 1 item from the range of F

*The following applies to Elements, 1, 2 and 3:*

By supplementary evidence in the form of questioning, and/or personal statement and/or witness testimony to cover the rest of the range.

Evidence to cover underpinning knowledge should be assessed using questioning which may be oral, written or using visual aids.

Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Methods of Assessment**

**Performance Evidence** for this unit could include:

- Observation reports by your assessor on how you set up a bar, clean bar equipment and utensils and close down bar.
- Copies of written communication to and from customers

**Supplementary evidence** for this unit could include:

- Answers to written or oral questions from your assessors.
- Personal statements describing how you set up a bar, clean bar equipment and utensils and close down.
- Witness statements from customers, colleagues and line managers that provide evidence of how you set up a bar, clean bar equipment and utensils and close down a bar.

**Knowledge and understanding evidence** for this unit could include:

- Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence should be collected when you are dealing with real customers, whether internal or external to the organisation:

- when carrying out a real job, whether paid or voluntary;
- in a realistic working environment;
- in a work placement;
- Simulation is **not** allowed for any performance evidence within this unit.

## U00406

**Maintain payment point for cash and non-cash payments**

Unit Descriptor:

This unit describes the competence required to maintain payment point and handle cash and non-cash payments.

**The unit describes the essential abilities of:**

- Communicating effectively
- Responding to customer needs
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Maintain payment point for cash and non-cash payments | 1.1 All customers are dealt with in a polite and helpful manner at all times.   |
|  | 1.2 All equipment and <b>relevant materials</b> required in the <b>payment point</b> are available and ready for use. |
|  | 1.3 Payment point is maintained during service and replenished with relevant materials at the appropriate time.       |
|  | 1.4 Payment point contents are made available for authorised collection during service.                               |
|  | 1.5 Customers are informed politely and promptly of any delays where appropriate.                                     |
|  | 1.6 The payment point is closed down in accordance with appropriate organisational procedures.                        |
|  | 1.7 Unexpected situations are dealt with effectively and the appropriate persons informed where necessary.            |



2. Handling cash and non-cash payments
- 1.8 All work is carried out in an organized and efficient manner in accordance with organizational procedures.
  - 2.1 Customers are dealt with in a polite and helpful manner at all times.
  - 2.2 All relevant information is entered into the **payment point** correctly.
  - 2.3 The customer is informed of the payment amount.
  - 2.4 Receipt of payment is acknowledged and validated where necessary.
  - 2.5 Non-cash **payments** are accepted, validated, completed accurately and authorized in accordance with organizational procedures.
  - 2.6 Cash payments are accurately transacted and in accordance with statutory regulations.
  - 2.7 Payment documents are stored in a secure, approved location in accordance with organizational procedures.
  - 2.8 The transaction is carried out in the optimum time and the **relevant confirmation** is given to the customer.
  - 2.9 **Unexpected situations** are dealt with effectively and the appropriate person(s) are informed where necessary.
  - 2.10 All work is carried out in an organized and efficient manner in accordance with safety and health regulations and organizational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Maintain payment point for cash and non-cash payments****A. Payment Point:** *(Also applies to element 2)*

- (i) computerised
- (ii) electronic
- (iii) manual

**B. Relevant Materials:**

- (i) cash
- (ii) cash equivalents
- (iii) relevant stationery (e.g. receipt rolls, bills, audit rolls, note pads)

**C. Unexpected Situations:**

- (i) discrepancy in payment
- (ii) discrepancy in change
- (iii) suspected fraud

**D. Legal Requirements:** *(Also applies to element 2)*

- (i) current relevant legislation relating to dealing with cash and non-cash and safe and hygienic working practices.

**Element 2: Handling cash and non-cash payments****E. Payments:**

- (i) cash
- (ii) cheques
- (iii) credit cards
- (iv) debit cards
- (v) cash equivalent
- (vi) charge cards

**F. Relevant confirmation:**

- (i) receipt
- (ii) bill
- (iii) tokens/vouchers

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What security procedures are applicable to the operation of a payment point.

**Working Practices**

2. What appropriate organizational procedures must be adhered to when maintaining a payment point.
3. What the appropriate organizational procedures are regarding the handling of payments.
4. Why it is important to know the procedures to follow when dealing with errors in handling cash and non-cash payments.

**Communication**

5. What the consequences are of unreported errors when maintaining a payment point.
6. What the consequences re of unreported errors when handling cash and non-cash payments.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

**Element 1: Maintain payment point for cash and non-cash payments**

Totally through performance evidence in the form of observation, or by performance evidence in the form of observation to cover criteria 1, 2, 3, 4, 6 or by performance evidence in the form of observation to and a minimum of:

- 1 from the range of A
- 2 from the range of B

**Element 2: Handling cash and non-cash payments**

Totally through performance evidence in the form of observation, or by performance evidence in the form of observation to cover criteria 1 to 6 or by performance evidence in the form of observation to and a minimum of:

- 2 from the range of E
- 1 from the range of F

*The following applies to Elements 1 and 2:*

Supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and the range.

Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.

Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Methods of Assessment****Examples of Performance Evidence**

- Observation reports by assessors of how you handle cash and non-cash payments.
- Copies of written communication to and from customers.

**Examples of Supplementary Evidence**

- Answers to oral or written questions from your assessor (these questions and answers may be recorded by your assessor).
- Witness statements from customers, colleagues, line managers that provide evidence of how you handle cash and non-cash payments.
- A personal statement describing how you handle cash and non-cash payments.

**(3) Context of Assessment**

Your evidence should be collected when you are dealing with real customers, whether internal or external to the organisation:

- when carrying out a real job, whether paid or voluntary;
- in a realistic working environment;
- in a work placement
- Simulation is **not** allowed for any performance evidence within this unit.

**U005401****Provide a drinks service for licensed premises**

## Unit Descriptor:

This unit describes the competence required to provide a drinks service for licensed premises.

**The unit describes the essential abilities of:**

- Communicating effectively
- Responding to customer needs
- Knowing the correct procedures for dispensing and serving drinks
- Operating within organisational procedures
- Meeting legal requirements for drink service

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Preparing and serving alcoholic and non-alcoholic drinks | <p>1.1 <b>Customers</b> are dealt with promptly in a polite and helpful manner at all times.</p> <p>1.2 Alcoholic <b>drinks</b> are served only to the permitted persons in line with <b>legal requirements</b> and operational procedures.</p> <p>1.3 Customers are provided with accurate <b>information</b> on beverages and customers' requirements are identified correctly.</p> <p>1.4 Drinks are dispensed and served at the correct temperature using the correct <b>service equipment</b> and <b>drink accompaniments</b>.</p> <p>1.5 Drinks are served in line with the appropriate <b>service style</b>.</p> <p>1.6 <b>Unexpected situations</b> are dealt with effectively and the appropriate person(s) informed where necessary.</p> <p>1.7 All work is carried out in an organised and efficient manner in accordance with safety and health regulations and organisational procedures.</p> |
|---|--|

2. Maintain customer and service areas during drink service
- 2.1 Customers are dealt with in a polite and helpful manner at all times.
  - 2.2 **Stocks and drinks accompaniments** for service are maintained at the required levels.
  - 2.3 Stock and drink accompaniments for service are stored correctly, arranged and rotated.
  - 2.4 **Service equipment and customer and service areas** are kept clean, tidy and ready for use.
  - 2.5 **Environmental systems** are maintained at the required levels.
  - 2.6 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
  - 2.7 All work is carried out in an organised and efficient manner in line with appropriate organisational procedures and **legal requirements**.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare and serve alcoholic and non-alcoholic drinks**

- A. Customers:**
  - (i) internal
  - (ii) external
  
- B. Drinks:**
  - (i) draught beers/cider
  - (ii) bottled beers/cider
  - (iii) spirits and wines with optics
  - (iv) liqueurs with measure
  - (v) soft drinks
  - (vi) mineral/juices
  - (vii) hot drinks
  - (viii) cocktails
  
- C. Information:**
  - (i) price
  - (ii) promotions and special offers
  - (iii) relative strength
  - (iv) legal measures
  
- D. Service style:**
  - (i) at the bar
  - (ii) at the table
  
- E. Service Equipment:**
  - (i) bottle openers/corkscrews
  - (ii) optic/measures/pours
  - (iii) glassware (glasses/ashtrays)
  - (iv) knives and chopping boards
  - (v) ice bucket and ice scoops
  - (vi) trays
  - (vii) coasters and drip mats
  
- F. Drinks accompaniments:**
  - (i) ice
  - (ii) accompaniments for hot drinks
  - (iii) food garnishes for drinks
  - (iv) decorative items for drinks
  
- G. Unexpected situations:**
  - (i) customer incidents
  - (ii) breakages



**H. Legal requirements:**

- (i) current relevant legislation relating to weights and measures and safe hygienic working practices when preparing and serving alcoholic and non-alcoholic drinks

**Element 2: Maintain customer and service areas during drink service****I. Stocks:**

- (i) bottled beers
- (ii) wines and spirits
- (iii) cold soft drinks
- (iv) mineral juices
- (v) hot beverage
- (vi) sundry items
- (vii) cigars

**J. Accompaniments:**

- (i) ice and water
- (ii) food garnishes for drinks
- (iii) decorative items for drinks
- (iv) accompaniments for hot beverages

**K. Service equipment:**

- (i) bottle openers and corkscrews
- (ii) optic measures/pourers
- (iii) knives and chopping boards
- (iv) ice buckets and ice scoops
- (v) glassware
- (vi) trays
- (vii) coasters and drip mats
- (viii) all electrical equipment for beverage service

**L. Customer and service areas:**

- (i) counter and shelves
- (ii) floors
- (iii) waste bin and bottle containers
- (iv) tables and chairs

**M. Environmental control systems:**

- (i) lighting
- (ii) ventilation/air conditioning
- (iii) music system

**N. Unexpected situations:**

- (i) equipment faults
- (ii) breakages
- (iii) customer incidents

**O. Legal requirements:**

- (i) current relevant legislation relating to licensing legislation, and safe and hygienic working practices when maintaining customer and service areas during service.

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. Why and to whom any customer incidents should be reported.
2. Why correct storage and rotation procedures should be followed.
3. Why customer and service areas should be kept clean, tidy and free from rubbish.
4. Why service areas must be secured from unauthorised access at all times.

**Product knowledge**

5. Why it is essential to give accurate and disclosable information to customers at all times.
6. Why a constant stock of drinks and accompaniments must be maintained.

**Customer Incidents**

7. Why customer incidents should be dealt with without delay
8. Why and to whom all customer incidents should be reported

**Legislation**

9. What type of customer may not be served alcoholic drinks and why.
10. Why legal measures must be used to serve alcohol.
11. What the relevant licensing laws are and how they affect the operation.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

**Element 1: Prepare and serve alcoholic and non-alcoholic drinks**

Totally through performance evidence in the form of observation or by performance evidence in the form of observation to cover performance criteria 1,2,4,5 and a minimum of:

- All items from the range of A
- 6 items from the range of B
- 2 items from the range of C
- All items from the range of D
- 7 items from the range of E
- 3 items from the range of F

**Element 2: Clean bar equipment and utensils**

Totally through performance evidence in the form of observation or by performance evidence in the form of observation to cover performance criteria 1 to 5 and a minimum of:

- 7 items from the range of I
- 3 items from the range of J
- 7 items from the range of K
- 3 items from the range of L
- 2 items from the range of M

*The following applies to Elements, 1 and 2:*

By supplementary evidence in the form of questioning, and/or role play and/or witness testimony to cover the rest of the performance criteria and range.

Evidence to cover underpinning knowledge should be assessed using questioning which may be oral, written or using visual aids.

Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Methods of Assessment**

**Performance Evidence** for this unit could include:

- Observation reports by your assessor of how you prepare and serve alcoholic and non-alcoholic drinks and maintain customer and service areas when providing a drinks service for licensed premises.
- Copies of written communication to and from customers

**Supplementary evidence** for this unit could include:

- Answers to written or oral questions from your assessors.
- Personal statements describing how you prepare and serve alcoholic and non-alcoholic drinks and maintain customer and service areas when providing a drinks service for licensed premises.
- Witness statements from customers, colleagues and line managers that provide evidence of how you prepare and serve alcoholic and non-alcoholic drinks and maintain customer and service areas when providing a drinks service for licensed premises.

**Knowledge and understanding evidence** for this unit could include:

- Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence should be collected when you are dealing with real customers, whether internal or external to the organisation:

- when carrying out a real job, whether paid or voluntary;
- in a realistic working environment;
- in a work placement;
- Simulation **not** allowed for any performance evidence within this unit.

**Glossary of Terms**

**NVQB**

**In**

**Bar Service**

**Level 1**

**About NVQs**

National Vocational Qualifications (NVQs) are work-based qualifications that assess someone's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

**Assessment methods**

The assessment methods describe the methods, which should be used to assess performance and underpinning knowledge.

**Assessors**

The Assessor's role is to assess the work carried out by candidates and use this evidence to judge whether the candidate has met the standard laid down in the NVQ element. The Assessor needs to be competent to assess to national standards in the area under assessment.

**Approved Centre**

Organisation/centre approved by the TVET Council to offer full National Vocational Qualifications.

**Case Studies**

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the candidate, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

**Competence**

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding, and the ability to react appropriately in contingency situations.

**Element**

An element is a description of an activity, which a person should be able to do. It is a description of an action, behaviour or outcome, which a person should be able to demonstrate.

**Explanation of NVQ Levels**

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

**Level 1 – Entry Level**

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

**Level 2 – Skilled Occupations:**

Recognises competence in a broad range of varied work activities performed in a variety of contexts, some of which are complex and non-routine. Some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

**Level 3 – Technician and Supervisory Occupations:**

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

**Level 4 – Technical Specialist and Middle Management Occupations:**

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of resources, as well as personal accountabilities for analysis, diagnosis, design, planning, execution, and evaluation.

**Level 5 – Chartered, Professional and Senior Management Occupations:**

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

**External Verifier**

Person trained and appointed by the TVET Council and competent to approve and ensure an approved centre's quality of provision.

**Extracted workplace examples**

This could be something produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

**Internal Verifier**

The Internal Verifiers act in a supporting role for Assessors and ensure consistent quality of assessment and competence. Needs to be competent to assess to national standards in the area under assessment.

**Key role**

Key roles are the broadest descriptions of the activities required in employment. They describe the principle components of work and help shape the standards into a comprehensive structure. This structure is then broken down into further units of competence.

**NVQ Coordinator**

Within each approved centre offering NVQs, there will be a centre contact who takes overall responsibility for the operation and administration of the NVQ system.

**Observation**

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

**Performance criteria**

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.



### Performance evidence

Performance evidence is evidence, which either shows how the candidate carried out real work, or takes the form of the product (or result) of real work undertaken by the candidate.

### Questioning

Questioning can sometimes be used to assess a candidate in those areas of work listed in the range, which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

Questioning is also one of the most appropriate ways you will be able to collect evidence to assess a candidate's underpinning knowledge and understanding.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

### Range statements

A range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

### Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself, or where the candidate needs to develop competence, for example, in a disciplinary situation, before being judged competently.

### Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work, which occurs infrequently or is potentially hazardous; for example, dealing with fires. It is also possible that simulation could be used for the generation of evidence for some of the range items.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

**Supplementary evidence**

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include: records of candidate's answers to questions asked by the assessor to confirm the candidate's competence; records of questioning to confirm details contained within the witness testimonies; simulation (see note in glossary).

**THLB**

Tourism and Hospitality Lead Body

**Underpinning knowledge**

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

**Units**

A unit of competence describes one or more activities, which form a significant part of a person's work. Units are accredited separately but in combination can make up a national vocational qualification. There are three categories of units:

**Mandatory units** – are core to a qualification and have to be completed.

**Elective units** – within some qualifications, which allow the candidate to choose a number of individual units from a specific group.

**Additional units** – are units, which do not have to be completed to achieve a qualification.

**Work-based projects**

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured program of work built around a central situation or idea (such as the introduction of a new job roistering process).