

Unit PPL2FBS19 (HL1H 04) Promote New Menu Items

I confirm that the evidence detailed in this unit is my own work.

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| **Candidate’s name** |  | **Candidate’s signature** |  | **Date** |
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I confirm that the candidate has achieved all the requirements of this unit.

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| **Assessor’s name** |  | **Assessor’s signature** |  | **Date** |
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| **Countersigning — Assessor’s name****(if applicable)** |  | **Countersigning — Assessor’s signature****(if applicable)** |  | **Date** |
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I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification.

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| **Internal verifier’s name** |  | **Internal verifier’s signature** |  | **Date** |
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| **Countersigning — Internal verifier’s name****(if applicable)** |  | **Countersigning — Internal verifier’s signature****(if applicable)** |  | **Date** |
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| **External Verifier’s initials and date (if sampled)** |  |

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| **Unit overview** |
| This unit is about promoting menu items that have been recently introduced, and/or are being sold as part of a promotion. This includes using promotional materials such as tent cards and posters to display around the service area. This unit also reflects the competencies required to highlight new dishes that may appeal to the customer. |

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| **Sufficiency of evidence** |
| There must be sufficient evidence to ensure that the candidate can consistently achieve the required standard over a period of time in the workplace or approved realistic working environment. |

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| **Performance criteria** |
| **What you must do:** |
| There must be evidence forall Performance Criteria (PC). The assessor **must** assess PCs 1–5, 7 and 8 by directly observing the candidate’s work. PC 6 may be assessed by alternative methods if observation is not possible. |
| 1 Liaise with colleagues and senior staff to identify what menu items are to be promoted.2 Obtain relevant promotional material.3 Assemble and display promotional material in a manner that makes it clear and attractive to the customer.4 Ensure that service areas are clean and set up correctly.5 Inform customers of new menu items in a manner which is helpful and clear.6 Answer questions regarding the flavour, ingredients and nature of the menu item clearly and in a manner that is helpful to the customer.7 Refer to promotional material and displays to highlight the features of the menu items.8 Provide feedback to the appropriate people regarding the impact of the promotion. |

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| **Evidence reference** | **Evidence description** | **Date** | **Performance criteria** |
| **What you must do** |
|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
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| **Knowledge and understanding** | **Evidence reference****and date** |
| **What you must know and understand** |
| For those knowledge statements that relate to **how** the candidate should do something, the assessor may be able to infer that the candidate has the necessary knowledge from observing their performance or checking products of their work. In **all** other cases, evidence of the candidate’s knowledge and understanding must be gathered by alternative methods of assessment (eg oral or written questioning). |
| 1 | Why organisations use promotional activities. |  |
| 2 | The types of promotional material that can be used and their relative advantages and disadvantages. |  |
| 3 | Where promotional material can be obtained from and the organisational requirements for using it. |  |
| 4 | When promotions might commonly be used, including around public holidays and sporting/cultural events. |  |
| 5 | How menu items can be promoted by staff when communicating with customers. |  |
| 6 | The key features that can be highlighted when describing new/promoted menu items to customers. |  |
| 7 | Why it is important to know the ingredients contained within new/promoted menu items. |  |
| 8 | The customer groups that might not be attracted to the new/promoted menu items and why. |  |

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# Supplementary evidence

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| **Evidence** | **Date** |
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| 4 |  |  |
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| 6 |  |  |

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| **Assessor feedback on completion of the unit** |
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