

# **Level 2/3 Certificates in Hospitality and Catering Principles (Technical Certificates) 7091-32/33**

**Qualification handbook**



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Version 1.12 (August 2018)

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## Qualification handbook

Version and date	Change detail	Section
1.3 November 2011	Applied Age restriction	Age restrictions
1.4 January 2012	Updated credit value unit 227	Introduction – structure
1.5 July 2012	Edited range, including temperature requirements	Units
1.6 April 2013	Additional unit added to optional group D in the structure for Professional Cookery – Food Preparation and Cooking	Introduction – structure
1.8 February 2015	Update page 2	
1.9 July 2016	Updated credit value unit 250	Introduction – structure
1.10 February 2017	Update –change paragraph Emulsified sauces reword paragraph	Unit 353 – Range section under the <b>Correct temperatures</b> section (on page 205)
1.11 October 2017	Added TQT and GLH details	Qualification Structure  Throughout
1.12 August 2018	Deleted QCF  Updated data protection legislation, removing reference to specific date of legislation	Throughout

<b>Qualification title</b>	<b>Number</b>	<b>Ofqual ref.</b>
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery)	7091-32	600/0832/5
Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)	7091-32	600/0838/6
Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services)	7091-32	600/0853/2
Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception)	7091-32	600/0839/8
Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service)	7091-32	600/0841/6
Level 2 Certificate in Hospitality and Catering Principles (Food Service)	7091-32	600/0834/9
Level 2 Certificate in Hospitality and Catering Principles (Beverage Service)	7091-32	600/0848/9
Level 2 Certificate in Hospitality and Catering Principles (Housekeeping)	7091-32	600/0849/0
Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services)	7091-32	600/0851/9
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Food Preparation and Cooking)	7091-32	600/0854/4
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Bangladeshi Cuisine)	7091-32	600/0855/6
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Thai Cuisine)	7091-32	600/0856/8
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Indian Cuisine)	7091-32	600/0858/1
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Chinese Cuisine)	7091-32	600/0860/X
Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)	7091-33	600/0862/3

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# 1 Introduction to the qualifications

## 1.1 Overview

This document contains the information that centres need to offer the following qualifications:

<b>Qualification titles and levels</b>	<b>City &amp; Guilds qualification numbers</b>	<b>Ofqual accreditation numbers</b>	<b>Last reg date</b>	<b>Last cert date</b>
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery)	7091-32	600/0832/5	31.12..2014	31.12.2016
Level 2 Certificate in Hospitality and Catering Principles (Kitchen services)	7091-32	600/0853/2	31.12..2014	31.12.2016
Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)	7091-32	600/0838/6	31.12..2014	31.12.2016
Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception)	7091-32	600/0839/8	31.12..2014	31.12.2016
Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage service)	7091-32	600/0841/6	31.12..2014	31.12.2016
Level 2 Certificate in Hospitality and Catering Principles (Food service)	7091-32	600/0834/9	31.12..2014	31.12.2016
Level 2 Certificate in Hospitality and Catering Principles (Beverage service)	7091-32	600/0848/9	31.12..2014	31.12.2016
Level 2 Certificate in Hospitality and Catering Principles (Housekeeping)	7091-32	600/0849/0	31.12..2014	31.12.2016
Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services)	7091-32	600/0851/9	31.12..2014	31.12.2016
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Food Preparation and Cooking)	7091-32	600/0854/4	31.12..2014	31.12.2016
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Bangladeshi Cuisine)	7091-32	600/0855/6	31.12..2014	31.12.2016
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Thai Cuisine)	7091-32	600/0856/8	31.12..2014	31.12.2016
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Indian Cuisine)	7091-32	600/0858/1	31.12..2014	31.12.2016

Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Chinese Cuisine)	7091-32	600/0860/X	31.12..2014	31.12.2016
Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)	7091-33	600/0862/3	31.12..2014	31.07.2017

These qualifications' are aimed at learners who are undertaking a Hospitality Apprenticeship and serve as technical certificates in the Hospitality Apprenticeship framework.

The qualifications allow learners to learn, develop and practise the knowledge for employment and/or career progression in the Hospitality sector. The qualifications contribute knowledge and understanding towards the related Level 2 or 3 NVQs in Hospitality, whilst containing additional skills and knowledge which go beyond the scope of the NOS.

The qualifications were developed in association with People 1st.

## 1.2 Scheduling of tests and claiming of certificates

Due to the type of on-line test this qualification uses, each unit has **two** reference numbers. Each unit is tested and claimed for individually. The **number** of the unit in the handbook is also the **results entry number** to claim achievement and thus certification. It is also used in the rules of combination for the qualification e.g. 151.

To schedule the on-line test for the unit you use the **Underpinning Knowledge Test** number e.g. 501.

**For example:** A learner undertaking unit **151** will need to achieve the outcomes in the handbook for that unit and take the on-line test **7091-501**.

If the learner passes, the centre claims the certificate, using the results entry number 7091- 908, 909, 910 etc depending upon the route chosen via **www.walled-garden.com**. Please refer to the table on page 11 of this document for the list of the Certification Modules.

See the table below for the Walled Garden table of unit, results entry and on-line test numbers.

To claim your results entry use	Unit & Assessments	To schedule your test use	Credits
7091-151	Level 1 Safe, hygienic and secure working environments in hospitality	7091-501	2
7091-152	Level 1 Effective teamwork	7091-502	2
7091-153	Level 1 Principles of preparing and cooking fish	7091-503	2
7091-154	Level 1 Principles of preparing and cooking meat and poultry	7091-504	2
7091-155	Level 1 Principles of maintaining, handling and cleaning knives	7091-505	2
7091-156	Level 1 Principles of providing a counter and takeaway service	7091-506	1
7091-157	Level 1 Principles of collecting linen and making beds	7091-507	1
7091-158	Level 1 Principles of cleaning windows from the inside	7091-508	1

7091-223	Level 2 Principles of producing basic fish dishes	7091-623	1
7091-224	Level 2 Principles of producing basic meat dishes	7091-624	1
7091-225	Level 2 Principles of producing basic poultry dishes	7091-625	1
7091-226	Level 2 Principles of producing basic vegetable dishes	7091-626	1
7091-227	Level 2 Principles of producing basic hot sauces	7091-627	1
7091-228	Level 2 Principles of producing basic rice, pulse and grain dishes	7091-628	1
7091-229	Level 2 Principles of producing basic pasta dishes	7091-629	2
7091-230	Level 2 Principles of producing basic bread and dough products	7091-630	1
7091-231	Level 2 Principles of producing basic pastry products	7091-631	1
7091-232	Level 2 Principles of producing basic cakes, sponges and scones	7091-632	1
7091-233	Level 2 Principles of producing basic hot and cold desserts	7091-633	2
7091-234	Level 2 Principles of producing cold starters and salads	7091-634	1
7091-235	Level 2 Principles of producing flour, dough and tray baked products	7091-635	2
7091-236	Level 2 Principles of maintaining an efficient use of resources in the kitchen	7091-636	2
7091-237	Level 2 Principles of preparing meals for distribution	7091-637	1
7091-238	Level 2 Principles of processing dried ingredients prior to cooking	7091-638	1
7091-239	Level 2 Principles of preparing, cooking and finishing basic egg dishes	7091-639	2
7091-240	Level 2 Principles of preparing, cooking and finishing basic rice dishes	7091-640	2
7091-241	Level 2 Principles of preparing, cooking and finishing basic pulse dishes	7091-641	2
7091-242	Level 2 Principles of preparing, cooking and finishing basic grain dishes	7091-642	2
7091-243	Level 2 Principles of preparing, cooking and finishing basic hot sauces	7091-643	2
7091-244	Level 2 Principles of preparing, cooking and finishing basic soups	7091-644	2
7091-245	Level 2 Principles of making basic stock	7091-645	1
7091-246	Level 2 Principles of preparing and mixing spice and herb blends	7091-646	1
7091-247	Level 2 Principles of preparing, cooking and finishing basic Dim Sum dishes	7091-647	2
7091-248	Level 2 Principles of preparing, cooking and finishing noodle dishes	7091-648	1
7091-249	Level 2 Principles of preparing and cooking food using a tandoor	7091-649	1
7091-250	Level 2 Principles of preparing, cooking and finishing basic pastry products	7091-650	2

7091-251	Level 2 Principles of preparing, cooking and finishing game dishes	7091-651	2
7091-252	Level 2 Food safety in catering	7091-602	1
7091-253	Level 2 Giving customers a positive impression	7091-603	2
7091-254	Level 2 Reception communication procedures in the hospitality industry	7091-604	1
7091-255	Level 2 Arrival of customers	7091-605	1
7091-256	Level 2 Departure of customers	7091-606	1
7091-257	Level 2 Preparation and clearing of service areas	7091-607	3
7091-258	Level 2 Service of food at table	7091-608	1
7091-259	Level 2 Service of alcoholic and non alcoholic drinks	7091-609	1
7091-260	Level 2 Dealing with payments	7091-610	1
7091-261	Level 2 Chemicals and equipment used for cleaning in the hospitality industry	7091-611	2
7091-262	Level 2 Cleaning and servicing of hospitality areas	7091-612	2
7091-263	Level 2 Maintain housekeeping supplies	7091-613	1
7091-264	Level 2 Provide a linen service	7091-614	1
7091-266	Level 2 Prepare, cook and finish food	7091-616	4
7091-267	Level 2 Preparation, cooking and finishing of fish dishes	7091-617	3
7091-268	Level 2 Preparation, cooking and finishing of meat dishes	7091-618	3
7091-269	Level 2 Preparation, cooking and finishing of poultry dishes	7091-619	3
7091-270	Level 2 Preparation, cooking and finishing of vegetable dishes	7091-620	3
7091-271	Level 2 Deal with bookings	7091-621	1
7091-272	Level 2 Handle mail and book external services	7091-622	1
7091-273	Level 2 Principles of completing kitchen documentation	7091-653	1
7091-274	Level 2 Principles of setting up and closing the kitchen	7091-654	1
7091-275	Level 2 Principles of storing and retrieving information	7091-655	2
7091-276	Level 2 Principles of preparing and clearing bar areas	7091-656	2
7091-277	Level 2 Principles of preparing and serving cocktail	7091-657	1
7091-278	Level 2 Principles of preparing and serving wines	7091-658	2
7091-279	Level 2 Principles of preparing and serving dispensed or instant hot drinks	7091-659	1
7091-280	Level 2 Principles of preparing and serving hot drinks using specialist equipment	7091-660	2
7091-281	Level 2 Principles of maintaining cellars and kegs	7091-661	2
7091-282	Level 2 Principles of cleaning drinks dispense lines	7091-662	2
7091-283	Level 2 Principles of receiving, storing and issuing drinks stock	7091-663	1

7091-284	Level 2 Principles of preparing and clearing areas for table service	7091-664	2
7091-285	Level 2 Principles of providing a silver service	7091-665	1
7091-286	Level 2 Principles of providing a buffet and carvery service	7091-666	1
7091-287	Level 2 Principles of maintaining customer service through effective handover	7091-667	2
7091-288	Level 2 Principles of promoting additional services or products to customers	7091-668	2
7091-289	Level 2 Principles of cleaning and protecting floors, carpets and soft furnishings	7091-669	2
7091-290	Level 2 Carrying out periodic room service and deep cleaning	7091-690	2
7091-291	Level 2 Principles of resolving customer service problems	7091-691	2
7091-292	Level 2 Principles of customer service in hospitality, leisure, travel and tourism	7091-692	1
7091-351	Level 3 Development of working relationships in hospitality	7091-701	4
7091-352	Level 3 Health, safety and security in the hospitality working environment	7091-702	4
7091-353	Level 3 Preparation, cooking and finishing of hot sauces	7091-703	3
7091-354	Level 3 Preparation, cooking and finishing of dressings and cold sauces	7091-704	3
7091-355	Level 3 Preparation, cooking and finishing of fish dishes	7091-705	3
7091-356	Level 3 Preparation, cooking and finishing of meat dishes	7091-706	3
7091-357	Level 3 Preparation, cooking and finishing of poultry dishes	7091-707	3
7091-358	Level 3 Preparation, cooking and finishing of vegetable dishes	7091-708	3
7091-359	Level 3 Principles of preparing, cooking and finishing complex soups	7091-709	2
7091-360	Level 3 Principles of preparing, cooking and finishing fresh pasta dishes	7091-710	2
7091-361	Level 3 Principles of preparing, cooking and finishing complex cakes, sponges, biscuits and scones	7091-711	2
7091-362	Level 3 Principles of preparing, cooking and presenting complex cold products	7091-712	2
7091-363	Level 3 Principles of preparing, cooking and finishing complex hot desserts	7091-713	2
7091-364	Level 3 Principles of preparing, cooking and finishing complex cold desserts	7091-714	2
7091-365	Level 3 Principles of food safety supervision for catering	Please see guidance notes below	3

Please note:

Unit **365** is not assessed by the on-line multiple choice test but by a short answer question paper. The Assessment Pack containing the question papers is available on **[www.cityandguilds.com](http://www.cityandguilds.com)**

See the table below for the Walled Garden list of Certification Modules for 7091-32 Level 2 Certificates in Hospitality and Catering Principles.

<b>Pathway</b>	<b>To claim the certificate use</b>
Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service)	7091-908
Level 2 Certificate in Hospitality and Catering Principles (Food Service)	7091-909
Level 2 Certificate in Hospitality and Catering Principles (Beverage Service)	7091-910
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Bangladeshi Cuisine)	7091-917
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Thai Cuisine)	7091-918
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Chinese Cuisine)	7091-919
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Indian Cuisine)	7091-920
Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services)	7091-921
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery)	7091-923
Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)	7091-924
Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception)	7091-925
Level 2 Certificate in Hospitality and Catering Principles (Housekeeping)	7091-926
Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services)	7091-927
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Food Preparation and Cooking)	7091-928

### 1.3 Qualification structure

The tables below illustrate the unit titles, the credit value of each unit and the title of the qualifications which will be awarded to learners successfully completing the required combinations of units and/or credits. It also shows any excluded combination of units.

#### Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service)

Learners must achieve 16 credits in total

8 credits from Mandatory Group A

At least 1 credit from Optional Group B

At least 1 credit from Optional Group C

The remaining credits can be taken from Optional Group B, C or D

##### Mandatory:

Group A

Level		Unit Title	GLH	
1	Unit 151	Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152	Effective teamwork	19	2
2	Unit 253	Giving customers a positive impression	18	2
2	Unit 252	Food safety in catering	9	1
2	Unit 292	Principles of customer service in Hospitality, leisure, travel and tourism	10	1

##### Optional:

Group B (food service units)

Level		Unit Title	GLH	Credit value
1	Unit 156	Principles of providing a counter and takeaway service	6	1
2	Unit 258	Service of food at table	10	1
2	Unit 285	Principles of providing a silver service	8	1
2	Unit 286	Principles of providing a buffet and carvery service	6	1

##### Optional:

Group C (beverage service units)

Level		Unit Title	GLH	Credit value
2	Unit 277	Principles of preparing and serving cocktails	8	1
2	Unit 278	Principles of preparing and serving wines	15	2
2	Unit 279	Principles of preparing and serving dispensed and instant hot drinks	6	1
2	Unit 280	Principles of preparing and serving hot drinks using specialist equipment	10	2
2	Unit 259	Service of alcoholic and non-alcoholic drinks	10	1

**Optional:**

Group D (shared units)

Level	Unit Title	GLH	Credit value	
2	Unit 257	Preparation and clearing of service areas	26	3
2	Unit 284	Principles of preparing and clearing areas for table service	15	2
2	Unit 281	Principles of maintaining cellars and kegs	10	2
2	Unit 282	Principles of cleaning drinks dispense lines	10	2
2	Unit 283	Principles of receiving storing and issuing drinks stock	6	1
2	Unit 276	Principles of preparing and clearing bar areas	15	2
2	Unit 288	Principles of promoting additional services or products to customers	6	2
2	Unit 260	Dealing with payments	9	1
2	Unit 287	Principles of maintaining customer service through effective handover	15	2
2	Unit 291	Principles of resolving customer service problems	10	2

**Level 2 Certificate in Hospitality and Catering Principles (Food Service)**

Learners must achieve 14 credits in total

8 credits from Mandatory Group A

At least 1 credit from Optional Group B

The remaining credits can be taken from Optional Group B or C

**Mandatory:**

Group A

Level	Unit Title	GLH	Credit value	
1	Unit 151	Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152	Effective teamwork	19	2
2	Unit 253	Giving customers a positive impression	18	2
2	Unit 252	Food safety in catering	9	1
2	Unit 292	Principles of customer service in Hospitality, leisure, travel and tourism	10	1

**Optional:**

Group B (food service units)

Level	Unit Title	GLH	Credit value	
1	Unit 156	Principles of providing a counter and takeaway service	6	1
2	Unit 284	Principles of preparing and clearing areas for table service	15	2
2	Unit 258	Service of food at table	10	1
2	Unit 285	Principles of providing a silver service	8	1
2	Unit 286	Principles of providing a buffet and carvery service	6	1



**Optional:**

Group C (shared units)

Level	Unit Title	GLH	Credit value	
2	Unit 279	Principles of preparing and serving dispensed and instant hot drinks	6	1
2	Unit 280	Principles of preparing and serving hot drinks using specialist equipment	10	2
2	Unit 288	Principles of promoting additional services or products to customers	6	2
2	Unit 260	Dealing with payments	9	1
2	Unit 287	Principles of maintaining customer service through effective handover	15	2
2	Unit 291	Principles of resolving customer service problems	10	2
2	Unit 257	Preparation and clearing of service areas	26	3
2	Unit 278	Principles of preparing and serving wines	15	2
2	Unit 276	Principles of preparing and clearing bar areas	15	2

**Level 2 Certificate in Hospitality and Catering Principles (Beverage Service)**

Learners must achieve 13 credits in total

7 credits from Mandatory Group A

At least 1 credit from Optional Group B

The remaining credits can be taken from Optional Group B or C

**Mandatory:**

Group A

Level	Unit Title	GLH	Credit value	
1	Unit 151	Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152	Effective teamwork	19	2
2	Unit 253	Giving customers a positive impression	18	2
2	Unit 292	Principles of customer service in Hospitality, leisure, travel and tourism	10	1

**Optional:**

Group B (beverage units)

Level	Unit Title	GLH	Credit value	
2	Unit 276	Principles of preparing and clearing bar areas	15	2
2	Unit 277	Principles of preparing and serving cocktails	8	1
2	Unit 278	Principles of preparing and serving wines	15	2
2	Unit 259	Service of alcoholic and non-alcoholic drinks	10	1
2	Unit 279	Principles of preparing and serving dispensed and instant hot drinks	6	1
2	Unit 280	Principles of preparing and serving hot drinks using specialist equipment	10	2

**Optional:**

Group C (shared units)

Level	Unit Title	GLH	Credit value	
2	Unit 282	Principles of cleaning drinks dispense lines	10	2
2	Unit 283	Principles of receiving storing and issuing drinks stock	6	1
2	Unit 281	Principles of maintaining cellars and kegs	10	2
2	Unit 260	Dealing with payments	9	1
2	Unit 288	Principles of promoting additional services or products to customers	6	2
2	Unit 287	Principles of maintaining customer service through effective handover	15	2
2	Unit 291	Principles of resolving customer service problems	10	2

**Level 2 Certificate in Hospitality and Catering Principles (Housekeeping)**

Learners must achieve 13 credits in total

6 credits from Mandatory Group A

At least 7 credits from Optional Group B

**Mandatory:**

Group A

Level	Unit Title	GLH	Credit value	
1	Unit 151	Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152	Effective teamwork	19	2
2	Unit 262	Cleaning and servicing of hospitality areas	16	2

**Optional:**

Group B

Level		Unit Title	GLH	Credit value
1	Unit 158	Principles of cleaning windows from the inside	6	1
2	Unit 261	Chemicals and Equipment used for Cleaning in the Hospitality Industry	15	2
2	Unit 263	Maintain housekeeping supplies	10	1
2	Unit 289	Principles of cleaning and protecting floors, carpets and soft furnishings	10	2
1	Unit 157	Principles of collecting linen and making beds	8	1
2	Unit 264	Provide a linen service	10	1
2	Unit 290	Principles of carrying out periodic room service and deep cleaning	15	2
2	Unit 253	Giving Customers a Positive Impression	18	2

2	Unit 287	Principles of maintaining customer service through effective handover	15	2
2	Unit 292	Principles of customer service in Hospitality, leisure, travel and tourism	10	1

## Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception)

Learners must achieve 14 credits in total

7 credits from Mandatory Group A

At least 1 credit from Optional Group B

The remaining credits can be taken from Optional Group B or C

### Mandatory:

Group A

Level	Unit Title	GLH	Credit value
1	Unit 151 Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152 Effective teamwork	19	2
2	Unit 253 Giving customers a positive impression	18	2
2	Unit 292 Principles of customer service in Hospitality, leisure, travel and tourism	10	1

### Optional:

Group B

Level	Unit Title	GLH	Credit value
2	Unit 254 Reception communication procedures in the hospitality industry	10	1
2	Unit 255 Arrival of customers	7	1
2	Unit 271 Deal with bookings	10	1
2	Unit 256 Departure of customers	7	1

### Optional:

Group C

Level	Unit Title	GLH	Credit value
2	Unit 272 Handle mail and book external services	10	1
2	Unit 260 Dealing with payments	9	1
2	Unit 288 Principles of promoting additional services or products to customers	10	2
2	Unit 275 Principles of storing and retrieving information	10	2
2	Unit 287 Principles of maintaining customer service through effective handover	15	2
2	Unit 291 Principles of resolving customer service problems	10	2

## Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)

Learners must achieve 16 credits in total

5 credits from Mandatory Group A

At least 4 credits from Optional Group B

The remaining credits can be taken from Optional Group B or C

### Mandatory:

Group A

Level	Unit Title	GLH	Credit value
1	Unit 151 Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152 Effective teamwork	19	2
2	Unit 252 Food safety in catering	9	1

### Optional:

Group B

Level	Unit Title	GLH	Credit value
2	Unit 223 Principles of producing basic fish dishes	9	1
2	Unit 224 Principles of producing basic meat dishes	9	1
2	Unit 225 Principles of producing basic poultry dishes	9	1
2	Unit 226 Principles of producing basic vegetable dishes	9	1
2	Unit 227 Principles of producing basic hot sauces	8	1
2	Unit 228 Principles of producing basic rice, pulse and grain dishes	8	1
2	Unit 229 Principles of producing basic pasta dishes	5	1
2	Unit 230 Principles of producing basic bread and dough products	7	1
2	Unit 231 Principles of producing basic pastry products	8	1
2	Unit 232 Principles of producing basic cakes, sponges and scones	8	1
2	Unit 233 Principles of producing basic hot and cold desserts	9	2
2	Unit 234 Principles of producing cold starters and salads	9	1
2	Unit 235 Principles of producing flour, dough and tray baked products	9	2

### Optional:

Group C

Level	Unit Title	GLH	Credit value
2	Unit 237 Principles of preparing meals for distribution	6	1
2	Unit 253 Giving customers a positive impression	18	2
2	Unit 260 Dealing with payments	9	1
2	Unit 273 Principles of completing kitchen documents	7	1
2	Unit 274 Principles of setting up and closing the kitchen	7	1
2	Unit 236 Principles of maintaining an efficient use of resources in the kitchen	11	2
2	Unit 292 Principles of customer service in Hospitality, leisure, travel and tourism	10	1

## Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services)

Learners must achieve 13 credits in total

5 credits from Mandatory Group A

At least 1 credit from Optional Group B (maximum of 2 credits)

The remaining credits from Optional Group C

### Mandatory:

Group A

Level	Unit Title	GLH	Credit value
1	Unit 151 Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152 Effective teamwork	19	2
2	Unit 252 Food safety in catering	9	1

### Optional:

Group B

Level	Unit Title	GLH	Credit value
1	Unit 153 Principles of preparing and cooking fish	11	2
1	Unit 154 Principles of preparing and cooking meat and poultry	11	2
1	Unit 156 Principles of providing a counter and takeaway service	6	1
2	Unit 236 Principles of maintaining an efficient use of resources in the kitchen	11	2

### Optional:

Group C

Level	Unit Title	GLH	Credit value
2	Unit 273 Principles of completing kitchen documents	7	1
2	Unit 274 Principles of setting up and closing the kitchen	7	1
2	Unit 233 Principles of producing basic hot and cold desserts	9	2
2	Unit 234 Principles of producing cold starters and salads	9	1
2	Unit 266 Prepare, cook and finish food	35	4
2	Unit 292 Principles of customer service in hospitality, leisure, travel and tourism	10	1

## Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery)

Learners must achieve 26 credits in total

7 credits from Mandatory Group A

At least 19 credits from Optional Group B

### Mandatory:

Group A

Level	Unit Title	GLH	Credit value
1	Unit 151 Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152 Effective teamwork	19	2
1	Unit 155 Principles of maintaining, handling and cleaning knives	11	2
2	Unit 252 Food safety in catering	9	1

### Optional:

Group B

Level	Unit Title	GLH	Credit value
2	Unit 238 Principles of processing dried ingredients prior to cooking	7	1
2	Unit 246 Principles of preparing and mixing spice and herb blends	9	1
2	Unit 267 Preparation, cooking and finishing of fish dishes	26	3
2	Unit 268 Preparation, cooking and finishing of meat dishes	26	3
2	Unit 269 Preparation cooking and finishing of poultry dishes	26	3
2	Unit 251 Principles of preparing, cooking and finishing of game dishes	9	2
2	Unit 270 Preparation cooking and finishing of vegetable dishes	26	3
2	Unit 243 Principles of preparing cooking and finishing of basic hot sauces	9	2
2	Unit 244 Principles of preparing cooking and finishing of basic soups	9	2
2	Unit 245 Principles of making basic stock	7	1
2	Unit 240 Principles of preparing cooking and finishing basic rice dishes	9	2
2	Unit 241 Principles of preparing cooking and finishing basic pulse dishes	9	2
2	Unit 239 Principles of preparing cooking and finishing basic egg dishes	9	2
2	Unit 250 Principles of preparing cooking and finishing basic pastry products	9	2
2	Unit 242 Principles of preparing cooking and finishing basic grain dishes	9	2
2	Unit 247 Principles of preparing cooking and finishing dim sum	9	2
2	Unit 248 Principles of preparing cooking and finishing noodle dishes	8	1
2	Unit 249 Principles of preparing and cooking food using a tandoor	9	1
2	Unit 273 Principles of completing kitchen documents	7	1
2	Unit 274 Principles of setting up and closing the kitchen	7	1

## Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Food Preparation and Cooking)

Learners must achieve 26 credits in total

7 credits from Mandatory Group A

At least 6 credits from Optional Group B

At least 1 credit from Optional Group C

The remaining credits can be made up from Optional Groups B, C or D

### Mandatory:

Group A

Level	Unit Title	GLH	Credit value
1	Unit 151 Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152 Effective teamwork	19	2
1	Unit 155 Principles of maintaining, handling and cleaning knives	11	2
2	Unit 252 Food safety in catering	9	1

### Optional:

Group B

Level	Unit Title	GLH	Credit value
2	Unit 267 Preparation, cooking and finishing of fish dishes	26	3
2	Unit 268 Preparation, cooking and finishing of meat dishes	26	3
2	Unit 269 Preparation, cooking and finishing of poultry dishes	26	3
2	Unit 270 Preparation, cooking and finishing of vegetable dishes	26	3

### Optional:

Group C

Level	Unit Title	GLH	Credit value
2	Unit 243 Principle of preparing, cooking and finishing of basic hot sauces	9	2 credits
2	Unit 244 Principles of preparing, cooking and finishing of basic soups	9	2 credits
2	Unit 245 Principles of making basic stock	7	1 credit

**Optional:**

Group D

Level	Unit Title	GLH	Credit value	
2	Unit 230	Principles of producing basic bread and dough products	7	1
2	Unit 238	Principles of processing dried ingredients prior to cooking	7	1
2	Unit 246	Principles of preparing and mixing spice and herb blends	9	1
2	Unit 251	Principles of preparing, cooking and finishing of game dishes	9	2
2	Unit 240	Principles of preparing cooking and finishing basic rice dishes	9	2
2	Unit 241	Principles of preparing cooking and finishing basic pulse dishes	9	2
2	Unit 239	Principles of preparing cooking and finishing basic egg dishes	9	2
2	Unit 250	Principles of preparing cooking and finishing basic pastry products	9	2
2	Unit 242	Principles of preparing cooking and finishing basic grain dishes	9	2
2	Unit 247	Principles of preparing cooking and finishing dim sum	9	2
2	Unit 248	Principles of preparing cooking and finishing noodle dishes	8	1
2	Unit 249	Principles of preparing and cooking food using a tandoor	9	1
2	Unit 273	Principles of completing kitchen documents	7	1
2	Unit 274	Principles of setting up and closing the kitchen	7	1
2	Unit 292	Principles of customer service in hospitality, leisure, travel and tourism	10	1

**Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Bangladeshi Cuisine)**

Learners must achieve 26 credits in total

9 credits from Mandatory Group A

At least 17 credits from Optional Group B

**Mandatory:**

Group A

Level	Unit Title	GLH	Credit value	
1	Unit 151	Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152	Effective teamwork	19	2
1	Unit 155	Principles of maintaining, handling and cleaning knives	11	2
2	Unit 252	Food safety in catering	9	1
2	Unit 246	Principles of preparing and mixing spice and herb blends	9	1
2	Unit 249	Principles of preparing and cooking food using a tandoor	9	1



**Optional:**

Group B

Level		Unit Title	GLH	Credit value
2	Unit 238	Principles of processing dried ingredients prior to cooking	7	1
2	Unit 267	Preparation, cooking and finishing of fish dishes	26	3
2	Unit 268	Preparation, cooking and finishing of meat dishes	26	3
2	Unit 269	Preparation cooking and finishing of poultry dishes	26	3
2	Unit 251	Principles of preparing, cooking and finishing of game dishes	9	2
2	Unit 270	Preparation cooking and finishing of vegetable dishes	26	3
2	Unit 243	Principles of preparing cooking and finishing of basic hot sauces	9	2
2	Unit 244	Principles of preparing cooking and finishing of basic soups	9	2
2	Unit 245	Principles of making basic stock	7	1
2	Unit 240	Principles of preparing cooking and finishing basic rice dishes	9	2
2	Unit 241	Principles of preparing cooking and finishing basic pulse dishes	9	2
2	Unit 239	Principles of preparing cooking and finishing basic egg dishes	9	2
2	Unit 250	Principles of preparing cooking and finishing basic pastry products	9	2
2	Unit 242	Principles of preparing cooking and finishing basic grain dishes	9	2
2	Unit 247	Principles of preparing cooking and finishing dim sum	9	2
2	Unit 248	Principles of preparing cooking and finishing noodle dishes	8	1
2	Unit 273	Principles of completing kitchen documents	7	1
2	Unit 274	Principles of setting up and closing the kitchen	7	1
2	Unit 292	Principles of customer service in hospitality, leisure, travel and tourism	10	1

**Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Thai Cuisine)**

Learners must achieve 26 credits in total

8 credits from Mandatory Group A

At least 18 credits from Optional Group B

**Mandatory:**

Group A

Level	Unit Title	GLH	Credit value	
1	Unit 151	Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152	Effective teamwork	19	2
1	Unit 155	Principles of maintaining, handling and cleaning knives	11	2

2	Unit 252	Food safety in catering	9	1
2	Unit 246	Principles of preparing and mixing spice and herb blends	9	1

### Optional:

Group B

Level		Unit Title	GLH	Credit value
2	Unit 238	Principles of processing dried ingredients prior to cooking	7	1
2	Unit 267	Preparation, cooking and finishing of fish dishes	26	3
2	Unit 268	Preparation, cooking and finishing of meat dishes	26	3
2	Unit 269	Preparation cooking and finishing of poultry dishes	26	3
2	Unit 251	Principles of preparing, cooking and finishing of game dishes	9	2
2	Unit 270	Preparation cooking and finishing of vegetable dishes	26	3
2	Unit 243	Principles of preparing cooking and finishing of basic hot sauces	9	2
2	Unit 244	Principles of preparing cooking and finishing of basic soups	9	2
2	Unit 245	Principles of making basic stock	7	1
2	Unit 240	Principles of preparing cooking and finishing basic rice dishes	9	2
2	Unit 241	Principles of preparing cooking and finishing basic pulse dishes	9	2
2	Unit 239	Principles of preparing cooking and finishing basic egg dishes	9	2
2	Unit 250	Principles of preparing cooking and finishing basic pastry products	9	2
2	Unit 242	Principles of preparing cooking and finishing basic grain dishes	9	2
2	Unit 247	Principles of preparing cooking and finishing dim sum	9	2
2	Unit 248	Principles of preparing cooking and finishing noodle dishes	8	1
2	Unit 249	Principles of preparing and cooking food using a tandoor	9	1
2	Unit 273	Principles of completing kitchen documents	7	1
2	Unit 274	Principles of setting up and closing the kitchen	7	1
2	Unit 292	Principles of customer service in hospitality, leisure, travel and tourism	10	1

## Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Indian Cuisine)

Learners must achieve 26 credits in total

9 credits from Mandatory Group A

At least 17 credits from Optional Group B

**Mandatory:**

Group A

Level	Unit Title	GLH	Credit value	
1	Unit 151	Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152	Effective teamwork	19	2
1	Unit 155	Principles of maintaining, handling and cleaning knives	11	2
2	Unit 252	Food safety in catering	9	1
2	Unit 246	Principles of preparing and cooking food using a tandoor	9	1
2	Unit 249	Principles of preparing and mixing spice and herb blends	9	1

**Optional:**

Group B

Level	Unit Title	GLH	Credit value	
2	Unit 238	Principles of processing dried ingredients prior to cooking	7	1
2	Unit 267	Preparation, cooking and finishing of fish dishes	26	3
2	Unit 268	Preparation, cooking and finishing of meat dishes	26	3
2	Unit 269	Preparation cooking and finishing of poultry dishes	26	3
2	Unit 251	Principles of preparing, cooking and finishing of game dishes	9	2
2	Unit 270	Preparation cooking and finishing of vegetable dishes	26	3
2	Unit 243	Principles of preparing cooking and finishing of basic hot sauces	9	2
2	Unit 244	Principles of preparing cooking and finishing of basic soups	9	2
2	Unit 245	Principles of making basic stock	7	1
2	Unit 240	Principles of preparing cooking and finishing basic rice dishes	9	2
2	Unit 241	Principles of preparing cooking and finishing basic pulse dishes	9	2
2	Unit 239	Principles of preparing cooking and finishing basic egg dishes	9	2
2	Unit 250	Principles of preparing cooking and finishing basic pastry products	9	2
2	Unit 242	Principles of preparing cooking and finishing basic grain dishes	9	2
2	Unit 247	Principles of preparing cooking and finishing dim sum	9	2
2	Unit 248	Principles of preparing cooking and finishing noodle dishes	8	1
2	Unit 273	Principles of completing kitchen documentation	7	1
2	Unit 274	Principles of setting up and closing the kitchen	7	1
2	Unit 292	Principles of customer service in Hospitality, leisure, travel and tourism	10	1

## Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Chinese Cuisine)

Learners must achieve 26 credits in total

11 credits from Mandatory Group A

At least 15 credits from Optional Group B

### Mandatory:

Group A

Level	Unit Title	GLH	Credit value
1	Unit 151 Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152 Effective teamwork	19	2
1	Unit 155 Principles of maintaining, handling and cleaning knives	11	2
2	Unit 252 Food safety in catering	9	1
2	Unit 238 Principles of processing dried ingredients prior to cooking	7	1
2	Unit 247 Principles of preparing cooking and finishing dim sum	9	2
2	Unit 248 Principles of preparing cooking and finishing noodle dishes	8	1

### Optional:

Group B

Level	Unit Title	GLH	Credit value
2	Unit 246 Principles of preparing and mixing spice and herb blends	9	1
2	Unit 267 Preparation, cooking and finishing of fish dishes	26	3
2	Unit 268 Preparation, cooking and finishing of meat dishes	26	3
2	Unit 269 Preparation cooking and finishing of poultry dishes	26	3
2	Unit 251 Principles of preparing, cooking and finishing of game dishes	9	2
2	Unit 270 Preparation cooking and finishing of vegetable dishes	26	3
2	Unit 243 Principles of preparing cooking and finishing of basic hot sauces	9	2
2	Unit 244 Principles of preparing cooking and finishing of basic soups	9	2
2	Unit 245 Principles of making basic stock	7	1
2	Unit 240 Principles of preparing cooking and finishing basic rice dishes	9	2
2	Unit 241 Principles of preparing cooking and finishing basic pulse dishes	9	2
2	Unit 239 Principles of preparing cooking and finishing basic egg dishes	9	2
2	Unit 250 Principles of preparing cooking and finishing basic pastry products	9	2
2	Unit 242 Principles of preparing cooking and finishing basic grain dishes	9	2
2	Unit 249 Principles of preparing and cooking food using a tandoor	9	1
2	Unit 273 Principles of completing kitchen documents	7	1
2	Unit 274 Principles of setting up and closing the kitchen	7	1

## Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services)

Learners must achieve 15 credits in total

7 credits from Mandatory Group A

At least 6 credits from Optional Group B

The remaining credits can be made up from Optional Group B or C

### Mandatory:

Group A

Level	Unit Title	GLH	Credit value
1	Unit 151 Safe, hygienic and secure working environments in hospitality	16	2
1	Unit 152 Effective teamwork	19	2
2	Unit 253 Giving customers a positive impression	18	2
2	Unit 292 Principles of customer service in hospitality, leisure, travel and tourism	10	1

### Optional:

Group B

Level	Unit Title	GLH	Credit value
2	Unit 252 Food safety in catering	9	1
2	Unit 257 Preparation and clearing of service areas	26	3
2	Unit 258 Service of food at table	10	1
2	Unit 285 Principles of providing a silver service	8	1
2	Unit 286 Principles of providing a buffet and carvery service	6	1
2	Unit 277 Principles of preparing and serving cocktails	8	1
2	Unit 278 Principles of preparing and serving wines	15	2
2	Unit 259 Service of alcoholic and non-alcoholic drinks	10	1
2	Unit 281 Principles of maintaining cellars and kegs	12	2
2	Unit 282 Principles of cleaning drinks dispense lines	10	2
2	Unit 283 Principles of receiving storing and issuing drinks stock	6	1
2	Unit 279 Principles of preparing and serving dispensed and instant hot drinks	6	1
2	Unit 280 Principles of preparing and serving hot drinks using specialist equipment	10	2
2	Unit 223 Principles of producing basic fish dishes	9	1
2	Unit 226 Principles of producing basic vegetable dishes	9	1
2	Unit 228 Principles of producing basic rice, pulse and grain dishes	8	1
2	Unit 229 Principles of producing basic pasta dishes	5	1
2	Unit 262 Cleaning and servicing of hospitality areas	16	2

2	Unit 261	Chemicals and Equipment used for Cleaning in the Hospitality Industry	15	2
2	Unit 263	Maintain housekeeping supplies	10	1
2	Unit 264	Provide a linen service	10	1
2	Unit 290	Principles of carrying out periodic room service and deep cleaning	15	2
2	Unit 255	Arrival of customers	7	1
2	Unit 271	Dealing with bookings	10	1
2	Unit 256	Departure of customers	7	1
2	Unit 272	Handle mail and book external services	10	1
2	Unit 275	Principles of storing and retrieving information	10	2
2	Unit 291	Principles of resolving customer service problems	10	2
2	Unit 288	Principles of promoting additional services or products to customers	10	2
2	Unit 287	Principles of maintaining customer service through effective handover	15	2
2	Unit 260	Dealing with payments	9	1
2	Unit 289	Principles of cleaning and protecting floors, carpets and soft furnishings	10	2
2	Unit 273	Principles of completing kitchen documents	7	1
2	Unit 274	Principles of setting up and closing the Kitchen	7	1
2	Unit 284	Principles of preparing and clearing areas for table service	15	2

**Optional:**

Group C

Level	Unit Title	GLH	Credit value	
1	Unit 158	Principles of cleaning windows from the inside	6	1
1	Unit 156	Principles of providing a counter and takeaway service	6	1
1	Unit 157	Principles of collecting linen and making beds	6	1

## Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)

Learners must achieve 26 credits in total

9 credits from Mandatory Group A

At least 17 credits from Optional Group B

### Mandatory:

Group A

Level	Unit Title	GLH	Credit value	
3	Unit 351	Development of working relationships in hospitality	30	4
3	Unit 352	Health, safety and security in the hospitality working environment	35	4
2	Unit 252	Food safety in catering	9	1

### Optional:

Group B

Level	Unit Title	GLH	Credit value	
3	Unit 355	Preparation, cooking and finishing of fish dishes	26	3
3	Unit 356	Preparation, cooking and finishing of meat dishes	26	3
3	Unit 357	Preparation, cooking and finishing of poultry dishes	26	3
3	Unit 358	Preparation, cooking and finishing of vegetable dishes	26	3
3	Unit 353	Preparation, cooking and finishing of hot sauces	26	3
3	Unit 359	Principles of preparing, cooking and finishing complex soups	9	2
3	Unit 360	Principles of preparing cooking and finishing of fresh pasta dishes	8	2
3	Unit 361	Principles of preparing cooking and finishing complex cakes, sponges, biscuits and scones	12	2
3	Unit 362	Principles of preparing, cooking and presenting complex cold products	10	2
3	Unit 354	Preparation, cooking and finishing dressings and cold sauces	26	3
3	Unit 363	Principles of preparing, cooking and finishing complex hot desserts	9	2
3	Unit 364	Principles of preparing, cooking and finishing complex cold desserts	9	2
3	Unit 365	The principles of food safety supervision for catering	25	3

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 2 Certificate In Hospitality and Catering Principles (Food Service)	100	140
Level 2 Certificate In Hospitality and Catering Principles (Beverage Service)	91	130

## 1.4 Opportunities for progression

On completion of these qualifications learners may progress into employment or to the following City & Guilds qualifications:

- Level 3 NVQ Diploma in Hospitality Supervision and Leadership (7250)
- Level 3 Diploma in Advanced Professional Cookery (7100)
- City & Guilds HLQ in Hospitality and Catering

## 1.5 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this [these] qualifications:

<b>Description</b>	<b>How to access</b>
Centre handbook	<b><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b> or through Publication sales, order code: EN-327091
Assessment packs	<b><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>
Fast track approval forms/generic fast track approval form	<b><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>



## 2 Centre requirements

This section outlines the approval processes for centres to offer these qualifications and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

### **Centres already offering City & Guilds qualifications in this subject area**

Centres already approved to offer 7091-02, 03, 12, 13 will be automatically approved for 7091-32, 33.

Centres approved to offer the qualifications Level 2/3 NVQs in Hospitality (7082/3), Level 2 NVQ Diplomas in Hospitality (7132) and Level 3 NVQ Diploma in Professional Cookery (7133) may apply for approval for the new technical certificates (7091-32 and 33) using the fast track approval form, available from the City & Guilds website.

Centres may apply to offer the new qualifications using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

### **2.1 Resource requirements**

#### **Human resources**

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

#### **Assessors and internal verifiers**

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

#### **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

## **Learner entry requirements**

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

These qualifications are technical certificates for the Apprenticeship Framework in Hospitality and should therefore only be taken by learners who are undertaking an apprenticeship. There are no formal entry requirements for learners undertaking these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

Without evidence of formal qualifications, learners must be able to demonstrate adequate prior knowledge and experience to ensure they have the potential to gain the qualifications successfully.

## **Age restrictions**

City & Guilds cannot accept any registrations for candidates under 16 as this qualification is not approved for under 16s.

## Assessment guidance

Each of the units within the Level 2 and 3 Hospitality and Catering Principles Technical Certificates with exception of unit **365** are assessed by means of a multiple choice knowledge tests.

Centres will receive access to these tests when the learner is registered, and will use the learner's City & Guilds enrolment number to schedule and unlock each on-line test they sit.

The on-line multiple choice tests used to assess these qualifications are formal summative assessments and should be treated as such. They are formal examinations and must be invigilated. NVQ assessors and tutors are **not** allowed to invigilate these tests. A separate invigilator must be used.

Tests should be scheduled at an appropriate time, and only when learners are ready to demonstrate the knowledge in the units.

Once learners have sat the tests, a score report will be produced. This is the evidence of the learner's test result and should be kept on record by the centre for a minimum period of 3 years. This may be checked by City & Guilds at any time, and usually by an external verifier responsible for ensuring the quality of the delivery of assessments in the centre.

Centres will be required to enter learner results after the test is completed.

All tests are graded pass/fail.

Unit **365** is not assessed by the online multiple choice test but by a short answer question paper. The Assessment Pack containing the question papers is available on **[www.cityandguilds.com](http://www.cityandguilds.com)**

The tests have various numbers of questions depending on the size of the units. The number of questions and the time limit for each of the unit tests are detailed below:

Unit	No of questions	Time limit In minutes unless stated
501 Safe, hygienic and secure working environments in hospitality	18	30
502 Effective teamwork	22	45
503 Principles of preparing and cooking fish	11	30
504 Principles of preparing and cooking meat and poultry	20	45
505 Principles of maintaining, handling and cleaning knives	9	15
506 Principles of providing a counter and takeaway service	8	15
507 Principles of collecting linen and making beds	12	30
508 Principles of cleaning windows from the inside	9	15
602 Food safety in catering	40	1 hour
603 Giving customers a positive impression	17	30
604 Reception communication procedures in the hospitality industry	12	30

<b>Unit</b>	<b>No of questions</b>	<b>Time limit In minutes unless stated</b>
605 Arrival of customers	11	30
606 Departure of customers	13	30
607 Preparation and clearing of service areas	25	45
608 Service of food at table	16	30
609 Service of alcoholic and non-alcoholic drinks	19	30
610 Dealing with payments	12	30
611 Chemicals and equipment used for cleaning in the hospitality industry	18	30
612 Cleaning and servicing of hospitality areas	18	30
613 Maintain housekeeping supplies	17	30
614 Provide a linen service	12	30
616 Prepare, cook and finish food	24	45
617 Preparation, cooking and finishing of fish dishes	19	30
618 Preparation, cooking and finishing of meat dishes	19	30
619 Preparation, cooking and finishing of poultry dishes	17	30
620 Preparation, cooking and finishing of vegetable dishes	19	30
621 Dealing with bookings	11	30
622 Handle mail and book external services	10	30
623 Principles of producing basic fish dishes	11	30
624 Principles of producing basic meat dishes	11	30
625 Principles of producing basic poultry dishes	10	30
626 Principles of producing basic vegetable dishes	11	30
627 Principles of producing basic hot sauces	8	15
628 Principles of producing rice, pulse and grain dishes	9	15
629 Principles of producing basic pasta dishes	10	30
630 Principles of producing basic bread and dough products	9	15
631 Principles of producing basic pastry products	12	30
632 Principles of producing basic cakes, sponges and scones	11	30
633 Principles of producing basic hot and cold desserts	11	30
634 Principles of producing cold starters and salads	10	30
635 Principles of producing flour, dough and tray baked products	8	15
636 Principles of maintaining an efficient use of resources in the kitchen	6	15
637 Principles of preparing meals for distribution	7	15
638 Principles of processing dried ingredients prior to cooking	11	30

<b>Unit</b>	<b>No of questions</b>	<b>Time limit In minutes unless stated</b>
639 Principles of preparing, cooking and finishing basic egg dishes	12	30
640 Principles of preparing, cooking and finishing basic rice dishes	10	30
641 Principles of preparing, cooking and finishing basic pulse dishes	13	30
642 Principles of preparing, cooking and finishing basic grain dishes	13	30
643 Principles of preparing, cooking and finishing basic hot sauces	13	30
644 Principles of preparing, cooking and finishing basic soups	12	30
645 Principles of making basic stock	8	15
646 Principles of preparing and mixing spice and herb blends	13	30
647 Principles of preparing, cooking and finishing basic Dim Sum dishes	19	30
648 Principles of preparing, cooking and finishing noodle dishes	10	30
649 Principles of preparing and cooking food using a tandoor	8	15
650 Principles of preparing, cooking and finishing basic pastry products	11	30
651 Principles of preparing, cooking and finishing game dishes	14	30
653 Principles of completing kitchen documentation	9	15
654 Principles of setting up and closing the kitchen	8	15
655 Principles of storing and retrieving information	10	30
656 Principles of preparing and clearing bar areas	15	30
657 Principles of preparing and serving cocktails	12	30
658 Principles of preparing and serving wines	17	30
659 Principles of preparing and serving dispensed and instant hot drinks	8	15
660 Principles of preparing and serving hot drinks using specialise equipment	8	15
661 Principles of maintaining cellars and kegs	11	30
662 Principles of cleaning drinks dispense lines	9	15
663 Principles of receiving, storing and issuing drinks stock	10	30
664 Principles of preparing and cleaning areas for table service	12	30
665 Principles of providing a silver service	10	30
666 Providing a buffet and carvery service	9	15
667 Principles of maintaining customer service through effective handover	12	30

<b>Unit</b>	<b>No of questions</b>	<b>Time limit In minutes unless stated</b>
668 Principles of promoting additional services or products to customers	8	15
669 Principles of cleaning and protecting floors, carpets and soft furnishings	10	30
690 Principles of carrying out periodic room servicing and deep cleaning	12	30
691 Principles of resolving customer service problems	10	30
692 Principles of customer service in hospitality, leisure, travel and tourism	21	45
701 Development of working relationships in hospitality	26	45
702 Health, safety and security in the hospitality working environment	18	30
703 Preparation, cooking and finishing of hot sauces	19	30
704 Preparation, cooking and finishing of dressings and cold sauces	16	30
705 Preparation, cooking and finishing of fish dishes	24	45
706 Preparation, cooking and finishing of meat dishes	24	45
707 Preparation, cooking and finishing of poultry dishes	23	45
708 Preparation, cooking and finishing of vegetable dishes	16	30
709 Principles of preparing, cooking and finishing complex soups	14	30
710 Principles of preparing, cooking and finishing fresh pasta dishes	15	30
711 Principles of preparing, cooking and finishing complex cakes, sponges, biscuits and scones	19	30
712 Principles of preparing, cooking and presenting complex cold products	18	30
713 Principles of preparing, cooking and finishing complex hot desserts	17	30
714 Principles of preparing, cooking and finishing complex cold desserts	15	30
365 The principles of food safety supervision for catering	Please refer to the Assessment pack on <b><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>	

## 2.2 Test specifications

The test specifications for the units are available in a separate Assessment Specifications document available on **[www.cityandguilds.com](http://www.cityandguilds.com)**

## **Accreditation of prior learning and experience (APEL)**

APL is not typically allowed for this qualification; however, there may be cases where learners have achieved these units within other qualifications. Where a learner has already achieved the unit elsewhere they are not expected to repeat it.

### 3 Units

#### Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level and credit value
- Unit Accreditation Number
- relationship to NOS, other qualifications and frameworks
- unit aim
- learning outcomes which are comprised of a number of assessment criteria

#### Summary of units

City & Guilds unit number	Title	Unit number	Credits
151	Safe, hygienic and secure working environments in hospitality	R/600/0615	2
152	Effective teamwork	Y/600/0616	2
153	Principles of preparing and cooking fish	D/502/8262	2
154	Principles of preparing and cooking meat and poultry	K/502/8264	2
155	Principles of maintaining, handling and cleaning knives	Y/502/8258	2
156	Principles of providing a counter and takeaway service	T/502/8297	1
157	Principles of collecting linen and making beds	L/502/8256	1
158	Principles of cleaning windows from the inside	D/502/8326	1
223	Principles of producing basic fish dishes	K/502/8281	1
224	Principles of producing basic meat dishes	A/502/8284	1
225	Principles of producing basic poultry dishes	L/502/8290	1
226	Principles of producing basic vegetable dishes	H/502/8294	1
227	Principles of producing basic hot sauces	J/502/8286	1
228	Principles of producing basic rice, pulse and grain dishes	R/502/8291	1
229	Principles of producing basic pasta dishes	F/502/8285	1
230	Principles of producing bread and dough products	M/502/8279	1
231	Principles of producing basic pastry products	F/502/8285	1
232	Principles of producing basic cakes, sponges and scones	H/502/8280	1
233	Principles of producing basic hot and cold desserts	T/502/8283	2
234	Principles of producing cold starters and salads	K/502/8295	1
235	Principles of producing flour, dough and tray baked products	H/502/8330	2
236	Principles of maintaining efficient use of resources in the kitchen	R/502/8257	2
237	Principles of preparing meals for distribution	R/502/8274	1
238	Principles of processing dried ingredients prior to cooking	K/502/8278	1
239	Principles of preparing, cooking and finishing basic egg dishes	A/502/8267	2



240	Principles of preparing, cooking and finishing basic rice dishes	A/502/8270	2
241	Principles of preparing, cooking and finishing basic pulse dishes	J/502/8269	2
242	Principles of preparing, cooking and finishing basic grain dishes	J/502/8272	2
243	Principles of preparing, cooking and finishing basic hot sauces	F/502/8268	2
244	Principles of preparing, cooking and finishing basic soups	L/502/8273	2
245	Principles of making basic stock	D/502/8259	1
246	Principles of preparing and mixing spice and herb blends	K/502/8331	1
247	Principles of preparing, cooking and finishing basic Dim Sum dishes	M/502/8329	2
248	Principles of preparing, cooking and finishing noodle dishes	F/502/8271	1
249	Principles of preparing and cooking food using a tandoor	H/502/8263	1
250	Principles of preparing, cooking and finishing basic pastry products	H/502/8263	2
251	Principles of preparing, cooking and finishing game dishes	H/502/8277	2
252	Food safety in catering	H/502/0132	1
253	Giving customers a positive impression	D/600/0617	2
254	Reception communication procedures in the hospitality industry	K/600/0619	1
255	Arrival of customers	D/600/0620	1
256	Departure of customers	H/600/0621	1
257	Preparation and clearing of service areas	F/600/0626	3
258	Service of food at table	T/600/0624	1
259	Service of alcoholic and non-alcoholic drinks	J/600/0627	1
260	Dealing with Payments	L/600/1133	1
261	Chemicals and equipment used for cleaning in the hospitality industry	R/600/0629	2
262	Cleaning and servicing of hospitality areas	L/600/0631	2
263	Maintain housekeeping supplies	J/600/1082	1
264	Provide a linen service	M/600/1092	1
266	Prepare, cook and finish food	T/600/0638	4
267	Preparation, cooking and finishing of fish dishes	A/600/0639	3
268	Preparation, cooking and finishing of meat dishes	T/600/0641	3
269	Preparation, cooking and finishing of poultry dishes	J/600/0644	3
270	Preparation, cooking and finishing of vegetable dishes	Y/600/0647	3
271	Dealing with bookings	F/600/1078	1
272	Handle mail and book external services	A/600/1080	1
273	Principles of completing kitchen documentation	H/502/8313	1
274	Principles of setting up and closing the kitchen	T/502/8316	1
275	Principles of storing and retrieving information	D/502/8312	2
276	Principles of preparing and cleaning bar areas	Y/502/8261	2
277	Principles of preparing and serving cocktails	Y/502/8308	1
278	Principles of preparing and serving wines	M/502/8265	2

279	Principles of preparing and serving dispensed and instant hot drinks	H/502/8327	1
280	Principles of repairing and serving hot drinks using specialist equipment	D/502/8309	2
281	Principles of maintaining cellars and kegs	R/502/8307	2
282	Principles of cleaning drinks dispense lines	J/502/8319	2
283	Principles of receiving storing and issuing drinks stock	M/502/8315	1
284	Principles of preparing and clearing areas for table service	R/502/8260	2
285	Principles of providing a silver service	A/502/8298	1
286	Principles of providing a buffet and carvery service	M/502/8296	1
287	Principles of maintaining customer service through effective handover	K/502/8314	2
288	Principles of promoting additional services or products to customers	Y/502/8311	2
289	Principles of cleaning and protecting floors, carpets and soft furnishings	M/502/8301	2
290	Principles of carrying out periodic room servicing and deep cleaning	Y/502/8325	2
291	Principles of resolving customer service problems	A/502/8317	2
292	Principles of customer service in hospitality, leisure, travel and tourism	T/600/1059	1
351	Development of working relationships in hospitality	F/600/1808	4
352	Health, safety and security in the hospitality working environment	A/600/1810	4
353	Preparation, cooking and finishing of hot sauces	F/600/1811	3
354	Preparation, cooking and finishing of dressings and cold sauces	J/600/1812	3
355	Preparation, cooking and finishing of fish dishes	L/600/1813	3
356	Preparation, cooking and finishing of meat dishes	D/600/1816	3
357	Preparation, cooking and finishing of poultry dishes	H/600/1817	3
358	Preparation, cooking and finishing of vegetable dishes	K/600/1818	3
359	Principles of preparing, cooking and finishing complex soups	D/502/8276	2
360	Principles of preparing, cooking and finishing fresh pasta dishes	T/502/8266	2
361	Principles of preparing, cooking and finishing complex cakes, sponges, biscuits and scones	Y/502/8275	2
362	Principles of preparing, cooking and presenting complex cold products	F/502/8318	2
363	Principles of preparing, cooking and finishing complex hot desserts	K/502/8328	2
364	Principles of preparing, cooking and finishing complex cold desserts	F/502/8254	2
365	Principles of food safety supervision for catering	K/502/3775	3

Level	1
Credit value	2
UAN	R/600/0615
NOS	1GEN1

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### Unit aim and purpose

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.

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### Learning outcomes and assessment criteria

1 Know their personal responsibilities under the Health and Safety at Work Act.

The Learner can:

- a state **personal responsibility** for health and safety when in the workplace
- b identify the **importance of following safety procedures** in the workplace
- c state **reporting procedures** in the case of personal illness

2 Know why it is important to work in a safe and hygienic way.

The Learner can:

- a state why it is **important to maintain good personal hygiene**
- b state why **correct clothing, footwear and headgear** should be worn at all times
- c state **why, and to whom, accidents and near accidents should be reported**
- d describe safe lifting and handling techniques that you must follow
- e 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.

The Learner can:

- a identify the **types of common hazards** found in the workplace
- b identify **types of emergencies** that may happen in the workplace
- c describe why first aid procedures should be in place
- d identify **possible causes of fire** in the workplace
- e describe **fire safety procedures**
- f describe **security procedures**

## **Range**

### **Personal responsibility**

Maintain health and safety of self and others, comply with company procedures/training and instruction.

### **Importance of following safety procedures**

To prevent accidents to self and others, to comply with the law.

### **Reporting procedures**

Report to supervisor/line manager, provide medical certificate if required on return to work.

### **Importance of maintaining good personal hygiene**

Prevent cross contamination, comply with legislation, promote good company image.

### **Correct clothing, footwear and headgear**

Protect food from bacteria, protect the employee.

### **Why, and to whom accidents and near accidents should be reported**

Why; to prevent further accidents, to comply with legislation, to identify problem areas

To whom; supervisor/line manager, relevant first aider.

### **Why it is important to report all unusual/non-routine incidents**

To comply with legislation, for security purposes, to ensure appropriate action can be taken.

### **Types of common hazards**

Spillage, trailing wires when operating electrical equipment, obstacles on floor, lifting heavy loads.

### **Types of emergencies**

Accidents, fire alarm, power failure, bomb threat.

### **Possible causes of fire**

Rubbish not correctly stored, poor maintenance of electrical equipment/damaged wiring, discarded cigarette ends/poor disposal of cigarette waste, incorrect storage and use of chemicals, poor supervision of equipment.

### **Fire Safety procedures**

Switch off and unplug all electrical equipment when not in use, inspection of public rooms and staff changing rooms for debris, correct waste storage, correct storage of hazardous substances.

### **Security procedures**

Locking doors, key security, designated security staff, warning/prompting signs for all staff.

Level	1
Credit value	2
UAN	Y/600/0616
NOS	1GEN4

---

### Unit aim and purpose

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

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### Learning outcomes and assessment criteria

1 Know how to organise their own work.

The Learner can:

- a state the order of work to complete a task
- b describe situations **when it is appropriate to ask for help**
- c describe situations **when it is appropriate to help and support others**
- d state the importance of **working to deadlines**
- e state why it is important to follow instructions accurately
- f state the importance of **keeping work areas clean and tidy**

2 Know how to support the work of a team.

The Learner can:

- a state the **benefits** of helping team members
- b state the importance of **passing information** to the relevant people
- c state the importance of **clear communication**
- d describe ways to maintain **good working relationships** in a team
- e state **problems** in working relationships that should be reported to line managers

3 Know how to contribute to their own learning and development.

The Learner can:

- a list **benefits** of self development
  - b state the importance of **feedback** from team members
  - c describe how a **learning plan** could improve aspects of work
  - d list types of **activities** that help learning
-

## **Range**

### **When it is appropriate to ask for help**

To be able to complete work tasks on time, to prevent errors, to maintain good working relationships, to work to high standards.

### **When it is appropriate to help and support others**

When own work tasks have been completed, when requested by a manager or supervisor, when extra job tasks are applicable to your skills.

### **Working to deadlines**

To maintain customer satisfaction, to demonstrate a professional image, to demonstrate competence in the job role.

### **Keeping work areas clean and tidy**

To complete work tasks on time and to a high standard, present a positive and professional image to customers, comply with legislation

### **Benefits**

Individual, team, business profitability, customer efficient work, motivational, team building.

To be able to respond to change, to progress ones career, job satisfaction, continuous personal development (CPD).

### **Passing information**

To maintain good working relationships, complete work tasks on time, prevent errors, minimise waste, comply with Data Protection Act

### **Clear communication**

To prevent errors, to ensure communication is understood, information is accurate.

### **Good working relationships**

By displaying suitable behaviour to enhance relationships; respectful, polite, helpful, friendly, cooperative.

### **Problems**

Where there is a conflict situation, where there is an escalation of issues, where team morale is affected.

### **Feedback**

To understand own strengths and weaknesses, to develop positive relationships with colleagues.

### **Learning plan**

Identification of strengths and weaknesses, specific action identified to improve work, timescales set for improvements.

### **Activities**

Mentoring/coaching, formal training, appraisals, one to one conversations.

Level	1
Credit value	2
UAN	D/502/8262
NOS	1FPC1/09

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### Unit aim and purpose

This unit aims to provide learners with knowledge of how to prepare cook fish for simple dishes. It covers both coated and pre-prepared uncoated fish and the following preparation and cooking methods:

- Coating
  - Deep frying
  - Grilling
  - Baking
- 

### Learning outcomes and assessment criteria

1 Know how to prepare fish.

The Learner can:

- a State **storage methods** for frozen and fresh fish
- b Outline the **quality points** of frozen fish
- c Outline the quality points of fresh fish
- d State how to defrost fish
- e Describe how to deal with **problems** with fish

2 Know how to cook fish.

The Learner can:

- a State **tools and equipment** used to cook fish
  - b State the importance of using the correct tools and equipment to cook fish
  - c Give examples of **cooking methods** for fish
  - d State required **temperatures** when cooking fish using different methods
  - e State how to check that fish is cooked correctly
  - f Give examples of how to **present** cooked fish
  - g Know about hazards and safety in the workplace.
-

## **Range**

### **Fish**

Fresh, frozen, coated, uncoated

### **Storage methods**

Cover, label, fridge/freezer temperature (fresh and frozen fish)

### **Quality points**

Fresh fish: smell, texture

Frozen fish: lack of freezer burn

### **Problems**

Inform supervisor, separate problem ingredients from the rest of food, do not use

### **Tools and equipment**

Deep fryer, spider, fish slice, baking trays

### **Cooking methods**

Deep frying, grilling, baking

### **Temperatures**

Recommended core temperature for cooked food – 75°C

Cooking temperatures – as suitable for different dishes and cooking methods

### **Presentation**

Garnishes (lemon, parsley), accompaniments (tartar sauce, tomato sauce)



Level	1
Credit value	2
UAN	K/502/8264
NOS	1FPC2

---

### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare and cook meat and poultry for simple dishes. It covers the following types of meat and poultry:

- Coated
  - Pre-prepared uncoated
  - Steaks
  - Chops
  - Cuts of chicken
- 

### Learning outcomes and assessment criteria

1 Know how to prepare meat.

The Learner can:

- a State storage methods for frozen and fresh **meats**
- b Outline **quality points** in frozen meat
- c Outline quality points in fresh meat
- d State the methods used to defrost meat
- e State **seasonings** used within meat dishes
- f Describe how to deal with problems with meat

2 Know how to cook meat.

The Learner can:

- a State the importance of using the **correct tools and equipment** to cook meat
- b Describe **cooking methods** for meat
- c Give examples of how to **finish** meat dishes
- d State the correct **temperature for holding** meat dishes.

3 Know how to prepare poultry.

The Learner can:

- a State storage methods for frozen and fresh **poultry**
- b Outline quality points in frozen poultry
- c Outline quality points in fresh poultry
- d State how to defrost poultry
- e State seasonings used within poultry dishes
- f Describe how to deal with problems with poultry

4 Know how to cook poultry.

The Learner can:

- a State the importance of using the correct tools and equipment to cook poultry
- b Describe cooking methods for poultry
- c Give examples of how to finish poultry dishes
- d State the correct temperature for holding poultry dishes

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## **Range**

### **Meat/poultry**

Coated, pre-prepared uncoated, steaks, chops, cuts of chicken

### **Quality points**

Smell, texture, colour

### **Seasonings**

Flavourings and spices (eg Cajun spice, paprika)

### **Problems**

Inform supervisor, separate problem ingredients from the rest of food, do not use

### **Tools and equipment**

Deep fryer, spider, baking trays, griddles, salamander, frying pans, tongs

### **Cooking methods**

Grilling/griddling, shallow frying, deep frying, microwaving, stewing

### **Finishing methods**

Sauces, garnishes and accompaniments, adjusting seasoning, follow dish specification

### **Temperatures for holding**

Hot holding – 63°C or above

Chill holding – 8°C or below

## Unit 155

## Principles of maintaining, handling and cleaning knives

<b>Level</b>	1
<b>Credit value</b>	2
<b>UAN</b>	Y/502/8258
<b>NOS</b>	1GEN7/10

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to use and care for knives within a professional kitchen. It covers straight and serrated bladed knives, cleavers, scissors and secateurs.

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### Learning outcomes and assessment criteria

1 Know how to maintain, handle and clean knives.

The Learner can:

- a State why **knives** should be kept sharp
  - b State why knives should be stored safely
  - c State why accidents must be reported
  - d Identify the appropriate knives required for **different tasks**
  - e State safety considerations when handling knives
  - f Outline why knives should be cleaned when using for different **foodstuffs**
  - g Describe the risks associated with using poorly maintained or damaged knives
  - h State why cutting surfaces should be clean
  - i Describe actions to be taken to prevent allergic reactions
- 

### Range

#### Knives

Straight bladed knives and cleavers, serrated blades, scissors/secateurs, flexible blade

#### Different tasks

Preparing basic vegetable cuts, preparing meat, poultry and fish, preparing bread, opening packaging, sharpening

#### Foodstuffs

Vegetables, meat, poultry, fish, bread

## Unit 156

## Principles of providing a counter and takeaway service

<b>Level</b>	1
<b>Credit value</b>	1
<b>UAN</b>	T/502/8297
<b>NOS</b>	1FS4

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### Unit aim and purpose

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.

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### Learning outcomes and assessment criteria

1 Know how to serve customers at the counter.

The Learner can:

- a Describe safe and hygienic working practices for serving customers and its importance
- b State the importance of controlling portions when serving customers
- c State the importance of giving accurate **information** to customers
- d Describe the types of unexpected situations that might occur when serving customers

2 Know how to maintain counter and service areas.

The Learner can:

- a Describe safe and hygienic working practices for clearing counter and service areas
  - b State the importance of keeping counter preparation areas and dining areas tidy and free from rubbish and food debris throughout the service
  - c State the importance of maintaining a constant stock of **service items**
  - d Describe the types of unexpected situations that might occur when clearing away
- 

### Range

#### Information

Items available, ingredients, prices, special offers and promotions

#### Service items

Trays, service utensils, food containers, crockery, cutlery

Level	1
Credit value	1
UAN	L/502/8256
NOS	1HK1

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### Unit aim and purpose

The aim of this unit is to enable learners to gain knowledge of how to collect clean linen and bed coverings and move them to the rooms and how to strip and make beds.

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### Learning outcomes and assessment criteria

1 Know how to collect clean linen and bed coverings.

The Learner can:

- a Describe safe lifting and handling techniques and their importance
- b Identify standards for quality of **linen** and **bed coverings**
- c Describe the importance of keeping soiled linen separate from clean linen
- d Describe the importance of security procedures for linen and linen store
- e Describe the importance of checking linen to make sure it is clean and up to standard
- f Describe the types of problems that might occur when choosing and collecting linen from a linen store

2 Know how to strip and make beds.

The Learner can:

- a Identify the correct procedures to deal with soiled linen
  - b Identify the correct practice to sort different fabrics
  - c Identify standard procedures for making and re-sheeting **beds**
  - d State the importance of using the right sized linen
  - e State the types of unexpected situations that might happen when stripping and making beds
  - f Describe procedures to use when bedbugs or other infestations are found
-

## **Range**

### **Linen**

Bathroom and bed linen

### **Bed coverings**

Sheets, blankets/duvets, bedspreads/throws, pillow cases, waterproof sheets, mattress protectors, duvets/pillows

### **Beds**

Double/single beds, cots/folding beds, zip and link, sofa beds

<b>Level</b>	1
<b>Credit value</b>	1
<b>UAN</b>	D/502/8326
<b>NOS</b>	1HK2

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### **Unit aim and purpose**

The aim of this unit is to enable learners to gain knowledge of how to prepare to clean windows from the inside, the appropriate cleaning equipment and materials to use and how to clean the inside surface of windows.

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### **Learning outcomes and assessment criteria**

1 Know how to prepare to clean windows from inside.

The Learner can:

- a State the importance of **preparing** windows and surrounding areas before cleaning
- b Identify types of **equipment and cleaning materials** that should be used for loose dirt and dirt that is hard to remove
- c State the importance of following manufacturers' instructions when using cleaning equipment and materials
- d Identify types of problems that might occur when cleaning windows

2 Know how to clean the inside surface of windows.

The Learner can:

- a State the standards for cleaning windows
  - b State the required frequency for cleaning windows
  - c Identify the appropriate safety equipment and personal protective clothing to use when cleaning windows
  - d Describe the importance of reporting any dirt that cannot be removed to the relevant person
  - e Describe the importance of leaving frames and sills dry at the end of cleaning
-

**Range****Preparation**

Windows, Window frames, use of protective clothing, use of hazard warning signs, protect surrounding areas

**Cleaning equipment and materials**

Cloths, Cleaning chemicals, Squeegees



Level	2
Credit value	1
UAN	K/502/8281
NOS	2PR1

---

### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to cook and finish basic fish dishes using raw fish portions, processed fish products and whole fish.

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### Learning outcomes and assessment criteria

1 Know how to cook basic fish dishes.

The Learner can:

- a Outline the **quality** points to look for in fish
- b Describe how to deal with **problems** with fish
- c State the importance of using the correct **tools and equipment** to cook fish
- d Describe **cooking methods** for fish
- e State why the correct cooking method must be used in relation to different **types of fish**
- f State the required **temperature** when cooking fish
- g Explain the importance of cooking fish at the correct temperature

2 Know how to finish basic fish dishes.

The Learner can:

- a Give examples of how to **garnish and present** fish dishes
  - b Explain how to **correct** a fish dish to ensure it meets dish requirements for colour, consistency and flavour
  - c State the **temperature** for holding and serving fish dishes
  - d State **healthy eating considerations** when producing fish dishes
-

## **Range**

### **Quality points**

Smell (fresh), texture (firm), visual (eyes, gills, slime)

### **Problems**

Inform supervisor, separate problem ingredients from the rest of food, do not use

### **Tools and equipment**

Deep fryer, spider, fish slice, baking trays, steamer, salamander, frying pans, fish kettle

### **Cooking methods**

Frying – deep, shallow, grilling, boiling (including boil in the bag), steaming, baking, microwaving, poaching

### **Types of fish**

Round, flat, oily, white, different cuts of fish

### **Temperatures**

Recommended core temperature for cooked food – 75°C

Hot holding for service– 63°C or above

Cooking temperatures – as suitable for different dishes and cooking methods

Chill holding–8°C or below

### **Garnishes and presentation**

Lemon, parsley, sauces (eg tartar, tomato)

### **Correcting**

Test and adjust seasoning, flavouring

### **Healthy eating considerations**

Reduce salt, use cholesterol reducing oil, use healthy cooking methods (eg steaming, poaching)

Level	2
Credit value	1
UAN	A/502/8284
NOS	2PR2

---

### Unit aim and purpose

This unit aims to give learners the knowledge of how to cook and finish basic meat dishes such as steak, stews, casseroles, curries and minced dishes (e.g. lasagne or shepherd's pie). This will cover raw meat portions, processed meat products and meat joints. Learners will gain knowledge of a variety of cooking methods including:

- Grilling
  - Griddling
  - Frying
  - Boiling
  - Braising
  - Steaming
  - Stewing
  - Roasting
  - Baking
  - Microwaving
- 

### Learning outcomes and assessment criteria

1 Know how to cook basic meat dishes.

The Learner can:

- Outline **quality points** in prepared meat
- Describe how to deal with **problems** with meat
- State the benefits of sealing meat
- Describe how different **cuts of meat** should be **cooked**
- State the importance of using the correct **tools and equipment** to cook meat
- State the **temperature** required for cooking meat

2 Know how to finish basic meat dishes.

The Learner can:

- Describe methods used for **correcting** meat dishes to meet dish requirements
- Describe **garnish and presentation** methods for meat dishes

- c State the correct temperature for holding meat dishes
  - d State **healthy eating options** when cooking and finishing meat dishes
- 

## **Range**

### **Quality points**

Smell, texture, colour

### **Problems**

Inform supervisor, separate problem ingredients from the rest of food, do not use

### **Cuts of meat**

Steaks, chops, joints, processed meat (burgers, sausages)

### **Cooking methods**

Grilling, griddling, frying, boiling, braising, stewing, roasting, baking, microwaving

### **Tools and equipment**

Deep fat fryer, spider, baking trays, tongs, griddles, salamander, frying pans, ovenproof dishes, saucepans, bratt pans

### **Temperature**

Recommended core temperature for cooked food – 75°C

Hot holding for service– 63°C or above

Cooking temperatures – as suitable for different dishes and cooking methods

Chill holding–8°C or below

### **Correcting methods**

Adjust seasoning, flavouring, consistency (eg thickening, thinning), colour

### **Garnish and presentation**

Sauces (eg peppercorn, parsley butter), accompaniments (eg watercress, straw potatoes)

### **Healthy eating options**

Trim meat, remove excess fat, choose leaner cuts of meat, reduce salt, use low fat ingredients, choose healthier cooking methods (eg grilling, griddling)

Level	2
Credit value	1
UAN	L/502/8290
NOS	2PR3

---

### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to cook and finish basic poultry dishes including chicken kiev, sautéed chicken and chicken and bacon pie. Learners will gain a knowledge of the following cooking methods:

- Grilling
  - Griddling
  - Roasting
  - Poaching
  - Frying
  - Steaming
  - Baking
  - Microwaving
- 

### Learning outcomes and assessment criteria

1 Know how to cook basic poultry dishes.

The Learner can:

- Outline the **quality points** in poultry
- Describe how to deal with **problems** with poultry
- State the importance of using the correct **tools and equipment** to cook poultry
- Describe **cooking methods** for poultry
- State the importance of using the correct cooking method
- State the required **temperature** when cooking poultry

2 Know how to finish basic poultry dishes.

The Learner can:

- Describe how to **garnish and present** poultry dishes
- Explain how to **correct** a poultry dish to ensure it meets dish requirements for colour, consistency and flavour
- State the **temperatures** for holding and serving poultry dishes
- State **healthy eating considerations** when producing and finishing poultry dishes

---

## **Range**

### **Quality points**

Smell, texture, colour

### **Problems**

Inform supervisor, separate problem ingredients from the rest of food, do not use

### **Tools and equipment**

Deep fryer, spider, baking trays, griddles, salamander, frying pans, steamer, tongs, saucepans

### **Cooking methods**

Grilling, griddling, frying, boiling, roasting, baking, poaching, steaming, microwaving

### **Temperature**

Recommended core temperature for cooked food – 75°C

Hot holding for service– 63°C or above

Cooking temperatures – as suitable for different dishes and cooking methods

Chill holding–8°C or below

### **Garnish and presentation**

Sauces (eg salsa, jus roti, piquant), accompaniments (eg watercress, straw potatoes)

### **Correction methods**

Adjust seasoning, flavouring, colour

### **Healthy eating options**

Remove excess fat, reduce salt, use low fat ingredients, choose healthier cooking methods (eg grilling, steaming, poaching)

Level	2
Credit value	1
UAN	H/502/8294
NOS	2PR4

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to cook and finish basic vegetable dishes including vegetable curry, roasted vegetables and stuffed vegetables, as well as how to finish vegetables in a simple form, for example boiling, steaming, roasting.

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### Learning outcomes and assessment criteria

1 Know how to cook vegetable dishes.

The Learner can:

- a Outline **quality points** in prepared vegetables
- b Describe how to deal with **problems** with vegetables
- c State the importance of using the correct **tools and equipment** to cook vegetables
- d Describe **cooking methods** for vegetable dishes
- e State the **temperature** required for cooking vegetables
- f Describe how the nutritional value of vegetables can be maintained during cooking
- g State the benefits of blanching vegetables
- h Identify vegetables suitable for high and low pressure steaming

2 Know how to finish vegetable dishes.

The Learner can:

- a Describe **finishing methods** for vegetable dishes
  - b State the correct temperature for holding and serving vegetables dishes
  - c State **healthy eating options** when cooking and finishing vegetable dishes
-

## **Range**

### **Vegetables**

Roots and tubers, bulbs, flower heads, fungi, seeds and pods, leaves, stems, vegetable fruits

### **Quality points**

Colour, texture, smell

### **Tools and equipment**

Deep fat fryer, spider, baking trays, griddles, salamander, frying pans, tongs, saucepans, colanders

### **Cooking methods**

Blanching, boiling, roasting, baking, grilling, frying, (deep/shallow/stir), steaming, combination cooking methods, microwaving

### **Temperature**

Recommended core temperature for cooked food – 75°C

Hot holding for service– 63°C or above

Cooking temperatures – as suitable for different dishes and cooking methods

Chill holding–8°C or below

### **Finishing methods**

Correct seasoning, check consistency of accompanying sauce, brush with butter, garnish to meet recipe requirements

### **Healthy eating options**

Reduce salt, use low fat and unsaturated fats, use cooking methods retaining nutritional content (eg steaming, stir frying, grilling)



Level	2
Credit value	1
UAN	J/502/8286
NOS	2PR7

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare and cook basic hot sauces including:

- Thickened gravy (jus lie)
  - Roast gravy (jus roti)
  - White sauce (béchamel)
  - Brown sauce (espagnole)
  - Veloute
  - Puree
- 

### Learning outcomes and assessment criteria

1 Know how to cook basic hot sauces.

The Learner can:

- a Describe the safe use of alcohol in **hot sauces**
- b Outline the **quality points** in sauce ingredients
- c State the importance of using the correct **equipment** and **techniques** when producing hot sauces
- d State the required **temperature** when cooking various hot sauces
- e Describe how to identify when hot sauces meet **requirements** for colour, consistency and flavour

2 Know how to finish basic hot sauces.

The Learner can:

- a Outline how to present cooked sauces
  - b State the **temperature** for holding and serving hot sauces
  - c State **healthy eating considerations** when producing hot sauces
-

## **Range**

### **Hot sauces**

Thickened gravy (jus lie), roast gravy (jus roti), white sauce (béchamel), brown sauce (espagnole), veloute, puree

### **Quality points**

Consistency, colour, texture (lumpy, smooth)

### **Equipment**

Scales, boards, knives, sauce pans, strainers, whisks, blenders

### **Techniques**

Weighing/measuring, chopping, passing/straining/blending, skimming, whisking

### **Temperature**

Holding for service – 63°C or above

Cooking – most sauces will reach a temperature of 100°C during the cooking process (minimum 75°C)

### **Requirements**

Colour, consistency and flavour according to dish specification

### **Healthy eating considerations**

Fat removed from stocks, reduce level of salt, use ingredients low in saturated fat

Level	2
Credit value	1
UAN	R/502/8291
NOS	2PR8

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to cook and finish basic rice, pulse and grain dishes, including simple cooked rice and pulses to accompany other dishes as well as specific rice and pulse dishes including dhal, moulded rice and grilled set polenta. The learner will gain knowledge of the following preparation and cooking methods:

- Soaking and washing
  - Boiling
  - Braising
  - Steaming
  - Frying
  - Baking
  - Microwaving
- 

### Learning outcomes and assessment criteria

1 Know how to cook rice, pulse and grain dishes.

The Learner can:

- Outline **quality points** in rice, pulses and grains
- Describe how to deal with **problems** with rice, pulses and grains
- State the importance of using the correct **tools and equipment** to cook rice, pulses and grains
- Describe **cooking methods** for rice, pulses and grains

2 Know how to finish rice, pulse and grain dishes.

The Learner can:

- State how to identify when rice, pulse and grain based dishes have the correct flavour, colour, texture and quality
  - Describe methods for **cooling** cooked rice, grain and pulses that maintain food safety
  - State the correct **temperature** for holding rice, pulse and grain dishes
  - State **healthy eating options** when cooking rice, pulse and grain dishes
-

## **Range**

### **Quality points**

No physical contaminants (eg stones), no signs of pest infestation

### **Problems**

Inform supervisor, separate problem ingredients from the rest of food, do not use

### **Tools and equipment**

Frying pans, steamers, sauce pans, strainers, moulds, colander

### **Cooking methods**

Boiling, braising, steaming, frying, baking, microwaving

### **Cooling methods**

Cold running water, blast chiller

### **Temperature**

Cold dishes – served at 5C

Hot dishes – served at or above 63C

Reheated rice – served at core temperature of 75C

Holding – 63C or above

### **Healthy eating options**

Reduce salt, use unsaturated fat, use wholegrain rice

Level	2
Credit value	2
UAN	F/502/8285
NOS	2PR9

---

### Unit aim and purpose

This unit aims to provide learners with knowledge of how to prepare, cook and finish basic pasta dishes. Learners will gain knowledge of the following types of pasta:

- Stuffed
  - Shaped
  - Lasagne
  - Dried
  - Pre-prepared fresh pasta
- 

### Learning outcomes and assessment criteria

1 Know how to cook basic pasta dishes.

The Learner can:

- Outline the **quality points** in **pasta** and dish ingredients
- Describe how to deal with **problems** with pasta
- Describe why time and **temperature** are important when cooking pasta
- State which **tools and equipment** are used when preparing and cooking pasta
- State the importance of using the correct equipment and **techniques** when producing pasta dishes
- Explain how to identify when pasta meets dish **requirements** for colour, consistency and flavour

2 Know how to finish basic pasta dishes.

The Learner can:

- State the temperature for holding and serving pasta dishes
  - Describe how to **cool** pasta prior to storage
  - State how to **store** cooked pasta dishes
  - State **healthy eating considerations** when producing pasta dishes
-

## **Range**

### **Pasta**

Stuffed pasta, shaped pasta, lasagne, dried pasta, pre-prepared fresh pasta

### **Quality points**

No signs of pest infestation, shapes not damaged, fillings not split

### **Problems**

Inform supervisor, separate problem ingredients from the rest of food, do not use

### **Temperature**

Cold dishes – served at 5°C

Hot dishes holding for service– served at or above 63°C

Reheated – served at core temperature of 75°C

### **Tools and equipment**

Sauce pans, strainers, colanders

### **Techniques**

Blanching, straining, mixing, boiling, baking

### **Requirements**

Colour, consistency and flavour according to dish specification

### **Cooling methods**

Cold running water, blast chiller

### **Storage**

Covered, labelled showing the date, stored in a refrigerator at 3-5°C

### **Healthy eating options**

Reduce salt, use unsaturated fat, use wholegrain pasta, substitute ingredients high in fat with healthier options

Level	2
Credit value	1
UAN	M/502/8279
NOS	2PR11

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare, cook and finish basic bread and dough products including buns, bread, bread rolls, naan, pitta bread, pizza and soda bread dough.

---

### Learning outcomes and assessment criteria

1 Know how to cook bread and dough products.

The Learner can:

- a Outline **quality points** in **ingredients** for **bread and dough products**
- b State the importance of using the correct **tools and equipment** to cook bread and dough products
- c Describe how to deal with **problems** with the ingredients
- d Describe **cooking methods** for bread and dough products

2 Know how to finish bread and dough products.

The Learner can:

- a State how to identify when bread and dough have the correct flavour colour texture and quality
  - b Describe **finishing methods** for bread and dough products
  - c State the correct temperature and **conditions** for holding bread and dough products
  - d State how to **store** bread and dough products
  - e State **healthy eating options** when making bread and dough products
-

## **Range**

### **Bread and dough products**

bun dough, bread dough, naan dough/pitta dough, pizza dough, soda bread dough, part-cooked products

### **Ingredients**

Flour, yeast, butter, eggs

### **Quality points in ingredients**

No signs of pest infestation, no physical contaminants, fresh yeast (crumbly, fresh smell, grey in colour, malty), dried yeast (within use by date), butter (smooth texture, creamy in colour to deep yellow, no strong smell) Eggs (cracked or damaged eggs should not be used)

### **Tools and equipment**

Proover, oven, deep fryer, spider, cooling wire, docker, piping bag

### **Problems**

Inform supervisor, separate problem ingredients from the rest of food, do not use

### **Cooking methods**

Baking, frying

### **Finishing methods**

Glazing, icing, filling, decorating

### **Conditions**

Held at room temperature, dry atmosphere, chilling

### **Storage**

Cooked dough products should be stored at room temperature.

Dough products with high risk food (ie; cream) stored in refrigerator

### **Healthy eating options**

Reduce salt and sugar where possible, use unsaturated fat, use wholegrain flour



Level	2
Credit value	1
UAN	F/502/8285
NOS	2PR12

---

### Unit aim and purpose

This unit aims to provide learners with knowledge of how to prepare, cook and finish basic pastry products including chocolate éclair, apple tart, savoury quiche. Learners should cover the following types of pastry:

- Short
  - Sweet
  - Suet
  - Choux
  - Puff
  - Convenience
- 

### Learning outcomes and assessment criteria

1 Know how to cook basic pastry products.

The Learner can:

- Outline the **quality points** of **ingredients** used to cook **pastry** products
- Describe how to deal with **problems** with ingredients
- Describe the importance of following the recipe when preparing pastry products
- Describe how to use **tools and equipment** when preparing and cooking pastry products
- State the importance of using the correct tools and equipment to cook pastry products
- Describe **preparation methods** for pastry products
- Describe **cooking methods** for pastry products
- State the required **temperature** when cooking pastry products

2 Know how to finish basic pastry products.

The Learner can:

- Describe how to identify when pastry products have the correct colour, texture and flavour
  - State how to **store** pastry products after preparation and cooking
  - State **healthy eating considerations** when producing pastry dishes
-

## **Range**

### **Pastry**

Short, sweet, suet, choux, puff, convenience

### **Ingredients**

Flour, butter, eggs

### **Quality points in ingredients**

No signs of pest infestation, no physical contaminants, butter (smooth texture, creamy in colour to deep yellow, no strong smell) eggs (cracked or damaged eggs should not be used), check use by dates, ensure packaging not damaged/broken

### **Problems**

Inform supervisor, separate problem ingredients from the rest of food, do not use

### **Tools and equipment**

Scales, rolling pin, flan ring, oven, docker, pastry cutter

### **Preparation methods**

Weighing/measuring, sifting, rubbing in, creaming, resting, piping, rolling, laminating/folding, cutting/shaping/trimming, lining

### **Cooking methods**

Baking, steaming, combining cooking methods

### **Store**

Cooked paste products unfilled – in airtight conditions

Filled products containing high risk foods – in refrigerator

### **Healthy eating considerations**

Reduce salt and sugar where possible, use unsaturated fat, use wholegrain flour

Level	2
Credit value	1
UAN	H/502/8280
NOS	2PR13

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare, cook and finish basic cakes, sponges and scones.

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### Learning outcomes and assessment criteria

1 Know how to cook cakes, sponges and scones.

The Learner can:

- a Outline **quality points** in ingredients for cakes, sponges and scones
- b State the importance of using the correct **tools and equipment** to cook cakes, sponges and scones
- c Describe how to deal with **problems** with the ingredients
- d Describe **preparation methods** for cakes, sponges and scones
- e Describe **cooking methods** for cakes, sponges and scones

2 Know how to finish cakes, sponges and scones.

The Learner can:

- a State how to identify when cakes sponges and scones have the correct flavour, colour, texture and quality
  - b Describe **finishing methods** for cakes, sponges and scones
  - c Describe how to present cakes, sponges and scones
  - d State how to **store** cakes, sponges and scones
  - e State **healthy eating options** when making cakes, sponges and scones
-

## **Range**

### **Cakes, sponges and scones**

Cakes (eg Fruit cake, rock cakes, small cakes, shortcake/bread)

Sponges (eg Victoria sandwich, sponge biscuits, Swiss roll)

Scones, batter mix

### **Ingredients**

Flour, butter, eggs

### **Quality points in ingredients**

No signs of pest infestation, no physical contaminants, butter (smooth texture, creamy in colour to deep yellow, no strong smell) eggs (cracked or damaged eggs should not be used)

### **Tools and equipment**

Small equipment (bowl, spoons, cake tins), mixers, oven

### **Problems**

Inform supervisor, separate problem ingredients from the rest of food, do not use

### **Preparation methods**

Using prepared mixes, weighing/measuring, creaming/beating, whisking, folding, rubbing in, greasing, mixing, kneading, portioning, shaping, lining

### **Cooking methods**

Baking, griddling

### **Finishing methods**

Filling, rolling, trimming / icing, spreading / smoothing, dusting / dredging / sprinkling, piping, glazing, portioning

### **Store**

Cooked products unfilled – in airtight conditions

Filled products containing high risk foods – in refrigerator

### **Healthy eating options**

Reduce salt and sugar where possible, use unsaturated fat, substitute ingredients high in fat with healthier options

Level	2
Credit value	2
UAN	T/502/8283
NOS	2PR14

---

### Unit aim and purpose

This unit aims to provide learners with knowledge of how to cook and finish basic hot and cold desserts. It covers a range of cooking and finishing methods:

- Baking
  - Frying
  - Microwaving
  - Steaming
  - Garnishing
  - De-moulding
  - Slicing
  - Portioning
  - Piping
  - Glazing
- 

### Learning outcomes and assessment criteria

1 Know how to produce and cook basic hot and cold desserts.

The Learner can:

- a Describe how to deal with **problems** with ingredients
- b Describe the importance of following the recipe when producing **hot and cold desserts**
- c State the importance of using the correct **tools and equipment** to produce hot and cold desserts
- d Describe **preparation** and **cooking methods** for hot and cold desserts

2 Know how to finish basic hot and cold desserts.

The Learner can:

- a Explain how to identify when hot and cold desserts have the correct consistency, colour, texture and flavour
- b State why time and temperature are important when finishing hot and cold desserts

- c Describe **finishing methods** for hot and cold desserts
  - d Describe **quality points** in hot and cold desserts
  - e State how to **store** hot and cold desserts after preparation and cooking
  - f State **healthy eating considerations** when producing hot and cold desserts
- 

## Range

### Problems

Inform supervisor, separate problem ingredients from the rest of food, do not use

### Hot and cold desserts

Ice creams, sorbets, mousse, egg based desserts, batter based desserts, sponge based desserts, fruit based desserts, bavarois

### Tools and equipment

Sorbetiere, oven, deep fryer, small equipment (spoons, bowls, moulds, whisks), sieve

### Preparation

Using prepared mixes, weighing/measuring, creaming/beating, whisking, folding, greasing, portioning, piping, shaping, lining, filling, proving, moulding, soaking

### Cooking methods

Baking, frying, steaming, microwaving, bain marie

### Finishing methods

Garnishing, de-moulding, slicing, portioning, piping, glazing

### Quality points

Texture, consistency, visual (cleanly de-moulded) according to dish specifications

### Storage

Ice creams and sorbets – in freezer below -22C

Mousses and egg-based desserts – in a fridge at 3-5C

Sponge-based desserts – air-tight container

Fruit-based desserts – in a fridge

### Healthy eating considerations

Reduce salt and sugar where possible, use unsaturated fat, substitute ingredients high in fat with healthier options

Level	2
Credit value	1
UAN	K/502/8295
NOS	2PR15

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### Unit aim and purpose

This unit aims to provide learners with knowledge on how to prepare and present cold products including salads, bread products, pies, pates and cured meats. This unit also covers how to hold these foods to maintain effective food safety.

---

### Learning outcomes and assessment criteria

1 Know how to prepare cold starters and salads.

The Learner can:

- a Outline quality points in **cooked, cured and prepared foods**
- b Describe how to deal with problems with food products or garnishes
- c State the importance of using the correct tools and equipment
- d Describe methods used to **prepare food products and garnishes** for cold presentation
- e Describe how to produce **basic dressings and cold sauces**

2 Know how to finish cold starters and salads.

The Learner can:

- a Describe methods for **finishing cold starters and salads**
  - b State how to identify when cold starters and salads have the correct flavour colour texture and quality
  - c Explain why time and temperature are important when preparing cooked, cured and prepared foods for presentation
  - d Explain why cooked, cured and prepared foods should be kept at the required temperature before presentation
  - e State **healthy eating options** when preparing and presenting food for cold presentation
-

## **Range**

### **Cooked, cured and prepared foods**

Bread products, salads, pre-prepared pastry items, cooked and cured meats, fish and shellfish, pre-prepared pates, cold dressings and sauces, pre-prepared vegetable items

### **Prepare food products and garnishes**

De-frosting, washing, slicing, dressing, portioning, combining ingredients

### **Basic dressings and cold sauces**

Vinaigrette, mayonnaise

### **Finishing cold starters and salads**

Portioning, dressing, saucing, garnishing

### **Healthy eating considerations**

Remove excess fat, reduce level of salt, use ingredients low in saturated fat



Level	2
Credit value	2
UAN	H/502/8330
NOS	2PR16

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare flour, dough and tray bakes, as well as how to correctly store items not for immediate use. It will also provide learners with knowledge of baking and frying products such as biscuits and scones.

---

### Learning outcomes and assessment criteria

1 Know how to prepare flour, dough and tray baked products.

The Learner can:

- a Describe problems that can occur when preparing **flour, dough and tray-baked products**
- b Explain why ovens should be at the correct temperature before baking starts
- c Explain why time and temperature are important when preparing flour, dough and tray-baked products
- d Outline **quality points** in flour, dough and other ingredients for tray-baked products
- e Describe **preparation methods** for flour, dough and tray baked products

2 Know how to cook flour, dough and tray baked products.

The Learner can:

- a Describe **cooking methods** for flour, dough and tray-baked products
- b Describe how to identify when flour, dough and tray-baked products have the correct aroma, colour, texture and consistency
- c Describe **problems that can occur** when cooking flour, dough and tray baked products

3 Know how to finish and present flour, dough and tray baked products

The Learner can:

- a Describe how to present flour, dough and tray-baked products
  - b State why it is important to use the correct equipment when portioning
  - c State **healthy eating considerations** when producing flour, dough and tray-baked products
-

## **Range**

### **Flour, dough and tray baked products**

Pre-prepared pastry, cake/sponge mixes, scone mix, dough mix, biscuit mix, tray-bake mix

### **Quality points in ingredients**

No signs of pest infestation, no physical contaminants, butter (smooth texture, creamy in colour to deep yellow, no strong smell) eggs (cracked or damaged eggs should not be used)

### **Preparation methods**

Using prepared mixes, weighing/measuring, creaming/beating, whisking, folding, rubbing in, greasing, mixing, kneading, portioning, shaping, lining, melting, rolling, cutting

### **Cooking methods**

Baking, frying

### **Problems that can occur**

Lack of product, infested product, lack of equipment, incorrect technique used, broken or damaged machinery

### **Healthy eating options**

Reduce salt and sugar where possible, use unsaturated fat, substitute ingredients high in fat with healthier options

## Unit 236

## Principles of how to maintain an efficient use of resources in the kitchen

Level	2
Credit value	2
UAN	R/502/8257
NOS	2PR19, 2PR20

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to work in an efficient way to ensure food resource wastage is limited and how to ensure physical resources used in the kitchen, including energy and water, are not wasted.

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### Learning outcomes and assessment criteria

1 Know how to use resources effectively.

The Learner can:

- a State the principles of **stock control**
  - b State the principles of **portion control**
  - c Describe the financial impact of wastage within an organisation
  - d State the importance of maintaining minimum stock levels
  - e Describe how opened stock items should be stored and labelled
  - f State the principles of energy efficiency and **waste** reduction
  - g Explain how to minimise the wastage of electricity and gas
  - h Describe how different types of waste should be handled
- 

### Range

#### Stock control

FIFO, minimum levels, bin cards

#### Portion control measures:

Use of scoops, measures and scales, counting of items, following standard recipe and brand standard

#### Waste

Food waste, glass, card, plastic packaging

Level	2
Credit value	1
UAN	R/502/8274
NOS	2PR23

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare finish dishes and meals for distribution to wards and patients, including how to protect, cover and label food, and how to prepare the trolley and other containers used to transport meals.

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### Learning outcomes and assessment criteria

1 Know how to prepare meals for distribution.

The Learner can:

- a State **equipment** used to transfer food within an operation
  - b Describe systems that can be used to transfer food within an organisation
  - c State food safety considerations
  - d State health and safety considerations
  - e State the **temperatures** for holding food
  - f State maximum **timescales** for holding food
- 

### Range

#### Equipment

Containers, hot trolleys, cold trolleys

#### Temperature

Hot holding – 63°C or above

Chill holding –8°C or below

#### Timescales

Holding cold food – maximum of 4 hours

Holding hot food – maximum of 2 hours

Level	2
Credit value	1
UAN	K/502/8278
NOS	2FP8/10

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to process dishes which incorporate dried ingredients including dried meat, dried fish and dried vegetables and fungi. The processing methods covered include portioning, re-hydrating and combining with other ingredients.

---

### Learning outcomes and assessment criteria

1 Know how to process dried ingredients prior to cooking.

The Learner can:

- a Identify the **quality points** to look for in **dried ingredients**
  - b Describe how to deal with **problems** with dried ingredients
  - c Describe **preparation methods**
  - d Describe how to minimise and **correct common faults**
  - e State the characteristics of re-hydrated ingredients
  - f State the **temperature** for holding and storing dried ingredients
  - g State how to **store** un-cooked, rehydrated ingredients
- 

### Range

#### Quality points

Free from damage, free from mould

#### Dried ingredients

Meat, fish, mushrooms, vegetables

#### Problems

Inform supervisor, separate, do not use

#### Preparation methods

Cleaning, soaking, washing, straining

**Correct common faults**

Under hydration, over hydration

**Temperature**

Cooked hot dishes served and held 63°C or above

Cooked cold dishes served and held 8°C or below

**Store**

Covered, wrapped, dated

Level	2
Credit value	2
UAN	A/502/8267
NOS	2FPC8/10

---

### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare and cook basic egg dishes including:

- Omelettes
- Scotch eggs
- Sweet egg dishes

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

- Whisking
  - Boiling
  - Frying
  - Griddling
  - Poaching
  - Scrambling
  - Baking
  - Bain marie
- 

### Learning outcomes and assessment criteria

1 Know how to prepare basic egg dishes.

The Learner can:

- a Outline quality points in **eggs** and other dish ingredients
- b Describe how to deal with problems with eggs and other dish ingredients
- c State the importance of using the correct **tools and equipment** to prepare egg dishes
- d Describe **preparation** methods for egg dishes

2 Know how to cook basic egg dishes

The Learner can:

- a State the importance of using the correct tools and equipment to cook egg dishes
- b Describe **cooking methods** for eggs

- c State how to identify when **egg dishes** have the correct flavour colour texture and quality

### 3 Know how to finish basic egg dishes

The Learner can:

- a Describe how to finish eggs and egg dishes
- b State the correct **temperature** for holding and serving egg dishes
- c State how to store cooked egg dishes
- d State **healthy eating options** when making egg dishes

---

## Range

### Eggs

Fresh egg, pasteurised egg

### Tools and equipment

Bowl, whisk, pans

### Preparation

Whisking

### Cooking methods

Boiling, frying/griddling, poaching, baking, scrambling

### Egg dishes

Omelettes, scotch eggs, sweet egg dishes

### Temperatures

Hot holding for service - 63°C or above

### Healthy eating options

Reduce salt, use low fat ingredients, use healthier methods of cookery



Level	2
Credit value	2
UAN	A/502/8270
NOS	2FPC4/10

---

### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare, cook and finish basic rice dishes. Learners will gain knowledge of different preparation and cooking techniques and different types of rice including long, short, round and brown rice.

---

### Learning outcomes and assessment criteria

1 Know how to prepare basic rice dishes.

The Learner can:

- a Outline the quality points in different **types of rice**
- b Describe how to deal with problems with rice or other dish ingredients
- c State the **tools and equipment** required to carry out different preparation methods
- d Describe **preparation** methods for rice dishes

2 Know how to cook basic rice dishes.

The Learner can:

- a State the tools and equipment required to carry out different cooking methods
- b Describe **cooking methods** for rice dishes
- c State the importance of using the correct equipment and techniques when producing rice dishes
- d State healthy **eating considerations** when making rice dishes

3 Know how to finish basic rice dishes.

The Learner can:

- a Describe how to **finish** rice dishes
  - b State the **temperature** for holding and serving rice dishes
  - c Explain how to identify when rice meets dish **requirements** for colour, texture and flavour
  - d Describe how to store cooked rice dishes
-

## **Range**

### **Types of rice**

Long, short, round, brown

### **Tools and equipment**

Pans, bowls, steamer

### **Preparation**

Soaking, washing

### **Cooking**

Boiling, frying, braising, steaming, stewing, baking, microwaving

### **Healthy eating considerations**

Reduce level of salt, use ingredients low in saturated fat

### **Finishing methods**

Sauces and garnishes, adjusting seasoning, follow dish specification

### **Temperature**

Hot holding for service - 63°C or above

### **Requirements**

Colour, consistency and flavour according to dish specification

Level	2
Credit value	2
UAN	J/502/8269
NOS	2FPC6/10

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare, cook and finish basic pulse dishes including:

- Falafel
  - Hummus
  - Bean goulash
  - Bean rissoles
  - Lentil fritters or loaves
- 

### Learning outcomes and assessment criteria

1 Know how to prepare basic pulse dishes.

The Learner can:

- Outline **quality points** in **pulses**
- Describe how to deal with problems with pulses
- State the importance of using the correct **tools and equipment** to prepare pulse dishes
- Describe **preparation** methods for pulses

2 Know how to cook basic pulse dishes.

The Learner can:

- State the importance of using correct tools and equipment to cook **pulse dishes**
- Describe **cooking** methods for pulses
- State how to determine when pulse dishes have the correct flavour colour texture and quality

3 Know how to finish basic pulse dishes.

The Learner can:

- Describe how to **finish** pulses and pulse dishes
- State the correct **temperature** for holding and serving pulse dishes
- State **healthy eating options** when making pulse dishes

## **Range**

### **Pulses**

Beans, peas, lentils

### **Quality points**

Free from pests and stones, no water damage

### **Tools and equipment**

Bowls, trays, griddles, salamander, frying pans, tongs

### **Preparation**

Soaking and washing, puréeing, combining with other ingredients

### **Pulse dishes**

Falafel, hummus, bean goulash, bean rissoles, lentil fritters or loaves, dal

### **Cooking**

Boiling, braising, steaming, deep frying, stewing, baking

### **Finishing**

Sauces, garnishing, seasoning

### **Temperature**

Hot holding for service – 63°C or above.

Chill holding for service – 8°C or below.

### **Healthy eating options**

Reduce salt, use low fat ingredients, choose healthier cooking methods (eg boiling, steaming)

Level	2
Credit value	2
UAN	J/502/8272
NOS	2FPC12/10

---

### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare, cook and finish basic grain dishes. It covers the following types of grain:

- Pearl and pot barley
- Buckwheat
- Corn/maize (polenta)
- Oats
- Round
- Millet
- Wheat: bulgar, semolina, cous cous
- Quinoa

Learners will also gain knowledge of the following preparation and cooking techniques:

- Soaking
  - Boiling
  - Leaving covered
  - Baking
- 

### Learning outcomes and assessment criteria

1 Know how to prepare basic grain dishes.

The Learner can:

- a State other foods for which **grains** can be used as a substitute
- b Outline the **quality points** in different types of grain
- c Describe how to deal with **problems** with grain or other ingredients
- d State the tools and equipment required to carry out different preparation methods
- e Describe **preparation methods** for grain dishes

2 Know how to cook basic grain dishes.

The Learner can:

- a State the tools and equipment required to carry out different **cooking methods**
- b Describe how different cooking methods are carried out
- c State the importance of using the correct equipment and techniques when producing grain dishes
- d Explain how to identify when grain meets dish requirements for colour, texture and flavour
- e State **healthy eating considerations** when making grain dishes

3 Know how to finish basic grain dishes.

The Learner can:

- a Describe how to **finish** grain dishes
- b State the **temperature** for holding and serving grain dishes
- c Describe how to **store** cooked grain dishes

---

## Range

### Grains

Pearl and pot barley, buckwheat, corn/maize (polenta), oats, millet, wheat: bulgar, semolina, cous cous, quinoa, rye

### Quality points

Clean, free from mould, free from pest infestation, free from physical contaminants

### Problems

Report to supervisor, do not use

### Preparation methods

Soaking, leaving covered

### Cooking methods

Boiling, steaming, baking, frying

### Healthy eating considerations

Use healthier methods of cookery, use crème fraîche, use alternative lower cholesterol ingredients.

### Finish

Sauce, dress, garnish, slice, portion

### Temperature for holding and serving

Hot holding for service – 63°C or above.

Chill holding for service – 8°C or below.

### Store

Covered, dated, labelled, chilled

Level	2
Credit value	2
UAN	F/502/8268
NOS	2FPC1/10

---

### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare, cook and finish hot sauces including:

- Thickened gravy (jus lie)
  - Roast gravy (jus roti)
  - Curry gravy
  - White sauce (béchamel)
  - Brown sauce (espagnole)
  - Veloute
  - Puree
- 

### Learning outcomes and assessment criteria

1 Know how to prepare basic hot sauces.

The Learner can:

- Describe the safe use of alcohol in **sauces**
- Outline the **quality points** in sauce ingredients
- Describe how to deal with problems with ingredients
- State the importance of using the correct tools, **equipment** and **techniques** to prepare hot sauces
- Describe preparation methods for hot sauces

2 Know how to cook basic hot sauces.

The Learner can:

- State the importance of using the correct tools, equipment and techniques to cook hot sauces
- Describe **cooking** methods for hot sauces
- State the **temperature for cooking** hot sauces
- State how to identify when hot sauces have the correct flavour colour, texture and quality

3 Know how to finish basic hot sauces.

The Learner can:

- a Describe how to finish hot sauces
  - b Explain how to present cooked hot sauces
  - c State the correct **temperatures for holding and serving** hot sauces
  - d State **healthy eating options** when making hot sauces
- 

## Range

### Sauces

Thickened gravy (jus lie), roast gravy (jus roti), white sauce (béchamel), brown sauce (espagnole), veloute, puree, demi glace, warm butter sauces

### Quality points

Consistency, colour, texture (lumpy, smooth)

### Equipment

Scales, boards, knives, sauce pans, strainers, whisks, blenders, sieve

### Techniques

Weighing/measuring, chopping, passing/straining/blending, skimming, whisking

### Cooking

Browning, simmering, boiling, reducing

### Temperature

Hot holding for service – 63°C or above

Cooking – most sauces (such as demi glace) will reach a temperature of 100°C during the cooking process (minimum 75°C)

### Healthy eating considerations

Fat removed from stocks, reduce level of salt, use ingredients low in saturated fat



Level	2
Credit value	2
UAN	L/502/8273
NOS	2FPC2/10

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare, cook and finish basic soups including puree, cream and broth/potage.

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### Learning outcomes and assessment criteria

1 Know how to prepare basic soups.

The Learner can:

- a Outline quality points in soup ingredients
- b Describe **preparation** methods for **soups**
- c State the **tools and equipment** required to carry out different preparation methods
- d Describe how to deal with problems with soup ingredients

2 Know how to cook basic soups.

The Learner can:

- a State the importance of using the correct equipment and techniques when cooking soups
- b Describe **cooking** methods for different types of soups
- c State the **temperature** for cooking soups
- d State how to identify when soups meet dish **requirements** for colour, flavour and consistency
- e State **healthy eating considerations** when making soups

3 Know how to finish basic soups.

The Learner can:

- a Describe the finishing methods for soups
  - b Explain how to adjust the taste and flavour of soups
  - c State the correct **temperature for holding and serving** soups
-

## **Range**

### **Preparation**

Weighing/measuring, chopping, simmering, clarifying, whisking, passing/straining, skimming, liaison with garnish, chilling

### **Soups**

Puree, cream, broth

### **Tools and equipment**

Scales, boards, knives, sauce pans, strainers, whisks, blenders

### **Cooking**

Browning, simmering, boiling, sweating, reducing

### **Temperature**

Hot holding for service – 63°C or above

### **Requirements**

Colour, consistency and flavour according to dish specification

### **Healthy eating considerations**

Fat removed from stocks, reduce level of salt, use ingredients low in saturated fat

Level	2
Credit value	1
UAN	D/502/8259
NOS	2FPC3/10

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### Unit aim and purpose

This unit aims to provide the learner with knowledge on how to prepare and cook basic stocks, including vegetable, chicken, fish, game and beef stock. Learners will gain knowledge of the following preparation and cooking methods:

- Weighing/measuring
  - Browning/roasting
  - Simmering
  - Boiling
  - Skimming
  - Straining
- 

### Learning outcomes and assessment criteria

1 Know how to make basic stocks.

The Learner can:

- Outline quality points in stock ingredients
  - Describe how to deal with problems with **ingredients**
  - State the importance of using the correct **tools** and equipment to make **stocks**
  - Describe preparation **methods** for stocks
  - Describe cooking methods for stocks
  - State how to identify when stocks have the correct flavour colour texture and quality
  - State the correct temperature for holding and serving stocks
  - State healthy eating options when making stocks
-

## **Range**

### **Stock**

Vegetable, chicken, fish, game, beef

### **Ingredients**

Bones, vegetables, bouquet garni

### **Tools**

Knives, cleavers, stock pot, chinois, roasting tin

### **Methods**

Chopping, peeling, blanching, roasting, deglazing, skimming

Level	2
Credit value	1
UAN	K/502/8331
NOS	2FP9/10

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to select, prepare and blend a variety of spices and herbs to produce spice mixes ready for cooking, including masala blends, dry spice mixes and paste for Thai green curry. Learners will gain knowledge of the following preparation and cooking techniques:

- Slicing
  - Chopping
  - Crushing
  - Pounding
  - Grinding
  - Blending
  - Toasting/roasting
- 

### Learning outcomes and assessment criteria

1 Know how to prepare and mix spice and herb blends.

The Learner can:

- Identify the **quality points** in spice mix **ingredients**
- Describe how to deal with **problems** with the ingredients
- State the **tools and equipment** required to carry out different preparation methods
- Describe **preparation** methods
- State the tools and equipment required to carry out different cooking methods
- State the importance of using the correct equipment and techniques when following preparation and cooking methods
- State the temperature for cooking and toasting spices
- Describe how to identify when individual spices and spice mixes meet requirements for colour, flavour, aroma and consistency
- State how to finish and **store** spice mixes
- Describe how to minimise and **correct** common faults
- State the characteristics that relate to spice mixes

- l State the temperature and conditions for holding and storing spice mixes
- m State how to store spice mixes

## **Range**

### **Ingredients**

Fresh spices and herbs, dried spices, vegetables

### **Problems**

Inform supervisor, separate problem ingredients from the rest of food, do not use

### **Tools and equipment**

Spice grinder, pestle and mortar, knives, fine grater

### **Preparation**

Cleaning and trimming, weighing/measuring, chopping, crushing, pounding, grinding, mixing, toasting

### **Quality points**

Balance of flavours (sweet, salty, sour and bitter), colour, aroma, consistency

### **Storage**

Airtight, temperature, humidity, shelf life

### **Correcting**

Test and adjust flavouring

Level	2
Credit value	2
UAN	M/502/8329
NOS	2FPC16/10

---

### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare, cook and finish common Dim Sum dishes from raw ingredients including raw fish, meat and poultry; vegetables; seasonings; sauces and dried ingredients.

---

### Learning outcomes and assessment criteria

1 Know how to prepare Dim Sum.

The Learner can:

- a Outline quality points in **ingredients** used in Dim Sum fillings
- b Outline **quality points** in prepared **Dim Sum dough and Won Ton wrapper** products
- c Describe how to deal with **problems** with ingredients
- d State the importance of using the correct tools and equipment to prepare Dim Sum dishes
- e Describe preparation methods for Dim Sum dishes
- f State how to identify when Dim Sum fillings have the correct colour, flavour, texture and quantity
- g State how to minimise and correct common faults with fillings and wrappers
- h Describe storage conditions required for prepared Dim Sum

2 Know how to assemble and cook Dim Sum

The Learner can:

- a State the ingredients required for Dim Sum dishes
- b State the importance of using the correct **tools and equipment to cook Dim Sum** dishes
- c Describe **preparation** and **cooking methods** for Dim Sum
- d Describe the effects of temperature and humidity on Dim Sum
- e State the correct temperatures for storing fillings not for immediate use
- f State how to identify when Dim Sum dishes have the correct flavour colour texture and quality

- g Describe the holding requirements for processed Dim Sum
- h Explain how to minimise common faults when producing Dim Sum

3 Know how to finish Dim Sum dishes

The Learner can:

- a Describe how to control portion sizes of Dim Sum dishes
- b Explain how to **store** Dim Sum dishes
- c State **healthy eating options** when preparing and cooking Dim Sum dishes

---

## Range

### Ingredients

Vegetables, shellfish, fish, meat, poultry, seasonings, sauces, dried ingredients.

### Prepared dough and wrappers

Dough, Won ton wrappers, rice noodle wrappers (Cheung fun), pastry-based casing including Char Sui Bao, Har Gau, Siu Mai and Law Bok Gow.

### Quality points

Ingredients (texture, smell, colour, size), no signs of pest infestation, shapes not damaged, fillings not spilt

### Problems

Inform supervisor, separate problem ingredients from the rest of food, do not use

### Temperatures

Recommended core temperature for cooked food – 75°C

Hot holding for service– 63°C or above

Cooking temperatures – as suitable for different dishes and cooking methods

Chill holding–8°C or below

Refrigeration temperature: 3°C to 5°C

Frozen temperature: -18°C to -24°C

### Preparation methods

Weighing/measuring, chopping/dicing, combining ingredients, filling, shaping

### Cooking methods

Steaming, boiling, frying, baking, combination cooking methods

### Tools and equipment for preparing and cooking dim sum

Knives (eg Chinese cleaver), spider, bamboo steamer, deep fat fryer, wok, steamer, oven, scales

### Storage

Covered, labelled showing the date, stored in a refrigerator at 3-5C

### Healthy eating options

Reduce salt, use unsaturated fat, substitute ingredients high in fat with healthier options, low salt sauces and dressings



Level	2
Credit value	1
UAN	F/502/8271
NOS	2FPC17/10

---

### Unit aim and purpose

This unit aims to provide learners with knowledge of how to prepare, cook and finish noodle dishes. This unit covers both fresh and dried noodles, as well as the following preparation and cooking techniques:

- Portioning
  - Boiling
  - Combining cooking methods
- 

### Learning outcomes and assessment criteria

1 Know how to prepare noodle dishes.

The Learner can:

- Outline the **quality points** in **noodles** and other dish ingredients
- Describe how to deal with **problems** with noodles or other ingredients
- Describe **preparation methods** for noodle dishes

2 Know how to cook noodle dishes.

The Learner can:

- Describe **cooking methods** for noodle dishes
- Explain how to minimise and correct faults with noodle dishes
- Explain how to identify when noodles meet dish requirements for colour, flavour and texture

3 Know how to finish noodle dishes.

The Learner can:

- State the **temperature** for holding and serving noodle dishes
  - Describe how to **store**, dried and fresh noodles
  - Describe how to store cooked noodles and noodle dishes
  - State **healthy eating considerations** when making noodle dishes
-

## **Range**

### **Noodles**

Dried Noodle, fresh Noodles, tofu, agar, wheat, soba, egg

### **Quality points**

No signs of pest infestation, shapes and texture

### **Problems**

Inform supervisor, separate problem ingredients from the rest of food, do not use

### **Temperature**

Hot holding for service – 63°C or above

Chill holding for service – 8°C or below

### **Preparation methods**

Soaking, blanching, straining, mixing,

### **Cooking methods**

Boiling, steaming, deep frying, wok frying, combining cooking methods

### **Storage**

Covered, labelled showing the date, stored in a refrigerator at 3°C-5°C

### **Healthy eating options**

Reduce salt, use unsaturated fat, use wholegrain pasta, substitute ingredients high in fat with healthier options

Level	2
Credit value	1
UAN	H/502/8263
NOS	2FPC18/10

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### Unit aim and purpose

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

- Tandoori chicken
- Kebabs
- Tandoori fish
- Naan breads

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

- Marinating
  - Portioning
  - Forming on skewers
  - Tandoori roasting
- 

### Learning outcomes and assessment criteria

1 Know how to prepare food and equipment for tandoor cooking.

The Learner can:

- a Outline **quality points** in tandoor dish ingredients
- b Describe how to deal with **problems** with ingredients
- c Describe **preparation methods** for dish ingredients
- d Describe how to prepare the tandoor for **cooking**

2 Know how to cook food using a tandoor.

The Learner can:

- a State the importance of using the correct **tools and equipment** when cooking using a tandoor
  - b State the correct **temperatures** for tandoor cooking
  - c State the quality points in tandoor cooked dishes
  - d Explain how to minimise and correct common faults
-

## **Range**

### **Quality points**

Smell, texture, colour

### **Problems**

Inform supervisor, separate problem ingredients from the rest of food, do not use

### **Preparation methods**

Marinating, portioning, forming on skewers, tandoor roasting

### **Cooking**

Tandoori chicken, Kebabs, Tandoori fish, Naan breads

### **Temperatures**

Recommended core temperature for cooked food

75°C

Tandoor preheating temperature

250°C - 300°C

Maximum temperature in a tandoor can approach 480°C

Cooking temperatures

As suitable for different dishes

### **Tools and equipment**

Tandoor oven, skewers, tongs, naandles

## Unit 250

## Principles of preparing, cooking and finishing basic pastry products

<b>Level</b>	2
<b>Credit value</b>	2
<b>UAN</b>	H/502/8263
<b>NOS</b>	2FPC10

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### Unit aim and purpose

This unit is about preparing, cooking and finishing basic pastry products, for example:

- chocolate éclair
- apple tart
- savoury quiche
- apple turnover/pie
- jam roly-poly

The preparation and cooking methods covered include:

- weighing/measuring
  - sifting
  - rubbing in
  - creaming
  - resting
  - piping
  - rolling
  - laminating/folding
  - cutting
  - shaping
  - trimming
  - lining
  - baking
  - steaming
  - combining cooking methods
- 

### Learning outcomes and assessment criteria

1 Know how to prepare basic pastry products.

The Learner can:

- a Outline **quality points** in **pastry ingredients**
- b Describe the importance of following the recipe when preparing **pastry** products
- c Describe **preparation** methods for pastry products
- d State the **tools and equipment** required to carry out different preparation methods
- e Describe how to deal with **problems** with pastry ingredients
- f Describe how to **store** pastry products after preparation

2 Know how to cook and finish basic pastry products.

The Learner can:

- a State the importance of using the correct equipment and techniques when cooking **pastry products**
- b Describe **cooking methods** for different types of pastry products
- c Describe **finishing methods** for pastry products
- d Describe how to identify when pastry products meet dish requirements for colour, flavour, texture and finish
- e State **healthy eating considerations** when making pastry products

## Range

### Pastry ingredients

Flour, sugar, fats

### Quality points

No signs of pest infestation, no physical containments, butter (texture, colour, no strong smell), eggs (undamaged) use by dates, packaging

### Pastry

Short, sweet, suet, choux, puff, convenience

### Preparation methods

Weighing, measuring, rubbing in, creaming, resting, piping, rolling, laminating/folding, cutting, trimming, shaping

### Tools and equipment

Bowls, rolling pins, baking trays, flan rings, moulds, piping bags and nozzles, dockers, pastry cutters, pans, spoons, baking beans, drum sieve, scales

### Problems

Report to supervisor, separate, do not use

### Store

Covered, dated, chilled, frozen

### Pastry products

Flans, pies, tarts, desserts, cakes

**Cooking methods**

Baking, steaming, frying

**Finishing methods**

Glazing, piping, filling, slicing, portioning

**Healthy eating considerations**

Replace lard with vegetable alternative, use crème fraîche as an alternative

## Unit 251

## Principles of preparing, cooking and finishing game dishes

Level	2
Credit value	2
UAN	H/502/8277
NOS	2FC5/10, 2FP5/10

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### Unit aim and purpose

This unit aims to provide learners with knowledge on how to prepare, cook and finish game for basic dishes. Learners will gain knowledge on both skinned and plucked game including:

- Venison
- Rabbit
- Pheasant
- Grouse
- Partridge

They will also gain knowledge on the following preparation methods:

- Checking and preparing the cavity
  - Seasoning/marinading
  - Trimming
  - Cutting
  - Stuffing/filling
  - Trussing
- 

### Learning outcomes and assessment criteria

1 Know how to prepare game dishes.

The Learner can:

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

2 Know how to cook game dishes.



The Learner can:

- a State the importance of using the correct tools and equipment to cook game dishes
- b Describe cooking methods for different types of game
- c State the importance of using the correct cooking methods
- d State the correct **temperatures** for cooking game

3 Know how to finish game dishes

The Learner can:

- a Describe **finishing** methods for game dishes
  - b Describe how to **correct** a game dish to meet finishing requirements
  - c State the correct temperature for holding and serving game dishes
  - d State **healthy eating considerations** when cooking and finishing game
- 

## Range

### Game

Furred (venison, rabbit), feathered (pheasant, guinea fowl, partridge)

### Quality points

Texture, beaks, spurs, ears easily torn, breasts

### Preparation

Checking and preparing the cavity, seasoning/marinating, trimming, cutting, stuffing/filling, trussing, larding and barding

### Cooking

Grilling / griddling, sautéing, roasting, basting, combining cooking methods, shallow frying, pot roasting, stewing, braising

### Temperature

Recommended core temperature for cooked food – 75°C

Hot holding for service– 63°C or above

Cooking temperatures – as suitable for different dishes and cooking methods

Chill holding–8°C or below

### Finishing

Glazing, garnishing, accompaniments

### Correction methods

Adjust seasoning, flavouring, colour, consistency

### Healthy eating options

Reduce salt, use low fat ingredients

<b>Level:</b>	2
<b>Credit value:</b>	1
<b>UAN</b>	H/502/0132
<b>NOS</b>	2GEN3

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**Unit aim**

This unit will provide learners with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the unit at level 2 will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole.

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

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**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. understand how individuals can take personal responsibility for food safety
2. understand the importance of keeping him/herself clean and hygienic
3. understand the importance of keeping the work areas clean and hygienic
4. understand the importance of keeping food safe

**Guided learning hours**

It is recommended that **9** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

These qualifications are based on NOS which have been developed by the SSC People1st. Titles are as follows:

- Level 2 NVQ in Hospitality.

**Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

**Assessment**

This unit will be assessed by:

- a multiple choice online test covering underpinning knowledge.

## Unit 252

### Outcome 1

## Food Safety in Catering

Understand how individuals can take personal responsibility for food safety

### Assessment criteria

#### Underpinning knowledge

The learner can:

1. outline the **importance** of **food safety procedures, risk assessment, safe food handling** and **behaviour**
2. describe how to report **food safety hazards**
3. outline the **legal responsibilities** of food handlers and food business operators.

### Range

#### Importance

Potential to harm people (customers, colleagues, any other people), legislative requirements (personal responsibilities), risk to business (legal action, reputation), risk to self (legal action).

#### Food safety procedures

Receiving deliveries (farm to fork), storage, preparation, holding of prepared food, sickness procedures (reporting), accident reporting, difference between detergents, disinfectants, sanitizer, sterilization.

#### Risk assessment

Recognition of the likelihood of a hazard occurring. Consideration of due diligence.

#### Safe food handling

Use of 'best practice' in the handling of food, to ensure the production of safe food.

#### Behaviour

Behaviours relating to working with food, good level of personal hygiene, effect of poor personal hygiene on risk in food preparation (washing hands after coughing, sneezing, touching face, nose blowing, touching raw food waste products, cleaning materials, toilet breaks, smoking breaks), taking care over food, awareness of and reporting of unacceptable behaviours.

#### Food safety hazards

Physical, biological, chemical, allergenic.

#### Legal responsibilities

**Food handlers** – personal hygiene, illness (reporting, appropriate time away from food – 48 hours after last symptoms), understanding of food poisoning (anything which when ingested will cause harm), understanding of food hygiene (steps taken to prevent food poisoning).

**Food business operators** – appropriate food hygiene practices, requirement of food businesses to be registered with local authorities, compliance with EHO.

## Unit 252

### Outcome 2

## Food Safety in Catering

Understand the importance of keeping him/herself clean and hygienic

### Assessment criteria

#### Underpinning knowledge

The learner can:

1. explain the **importance of personal hygiene** in food safety including its role in reducing the risk of contamination
2. describe effective personal hygiene **practices**, for example, **protective clothing, hand washing, personal illnesses, cuts and wounds**.

#### Range

##### Importance of personal hygiene

Prevention of the transmission of pathogenic bacteria (in particular staphylococcus aureus) /objectionable matter from an individual into the food chain, routes and vehicles to avoid cross contamination

##### Practices

**Protective clothing** – use of appropriate clothing (own clothing not to be used in the food environment, work clothing not to be worn out of workplace, no external pockets, durable, fit for purpose, easy to clean, should cover all outdoor clothing, appropriate use of gloves, hair nets, light coloured clothing), not wearing jewellery, substances that can taint food (strong perfume, aftershave, deodorant, nail varnish), aware of appropriate behaviour in a food environment, short, clean nails, no nail biting, no smoking in the food environment, no smoking in work clothing, appropriate practice when dealing with contact dermatitis.

##### Hand washing

Transmission of bacteria, correct hand washing procedures and equipment (soap, water above 45°C, drying facilities, brushes), importance of hand washing after handling of raw food, separate sink for hand washing.

##### Personal illnesses

Reporting of illnesses (diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upsets, suspected food poisoning), reporting close/prolonged contact with persons with the above symptoms, eg family members, friends not returning to work within 48 hours of cessation of last symptoms.

##### Cuts and wounds

Reporting cuts and wounds, understanding the difference between septic cuts and wounds and uninfected cuts and wounds, appropriate use of detectable waterproof dressings (eg blue plasters).

## Unit 252

### Outcome 3

## Food Safety in Catering

Understand the importance of keeping the work areas clean and hygienic

### Assessment criteria

#### Underpinning knowledge

The learner can:

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**
2. **state how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning**
3. outline the **importance of pest control**

### Range

#### Work area and equipment

Food handling area and all equipment associated with it, hand touch points (eg door handles), food preparation surfaces.

#### Cleaning and disinfection methods

**Work area** – clean as you go, low risk and high risk areas in food preparation environments, work surfaces, correct cleaning procedures to prevent contamination, stages of cleaning (remove debris, main wash, rinse, sanitise, dry), 'clean, rinse, sanitise' method. Double-sink washing up, pre-clean, main clean using detergent, second sink to disinfect using chemicals or water above 82C. Single use cloths or colour-coded cloths.

**Equipment** – cleaning in place (static equipment eg beer lines, ice machines, dishwashers), move out and clean behind equipment which is easy to take apart.

#### Safe use and storage of cleaning chemicals and materials

**Chemicals** – COSHH, lockable storage away from foods (restricted access) storage in original containers, labelling, dilution, mixing of chemicals, manufacturers' instructions, PPE, avoiding chemical contamination/cross-contamination (eg over-spray), appropriate cleaning and disposal of chemical spillages, safety data sheets.

**Materials** – appropriate storage areas away from food, avoiding prolonged soaking of materials, single use and colour-coded cloths.

#### Waste disposal

Regular disposal, no over-night storage, use of bin bags, waste containers kept clean and in good condition, clean as you go, separating food and general waste eg glass policy, external waste storage (covered waste container, impervious surface, away from direct sunlight, kept clean and tidy to avoid odours and so as not to attract pests).

## **How work flow, work surfaces and equipment can reduce contamination risks and aid cleaning**

**Work flow** – clear separation between low and high risk areas (dirty areas, eg storage and food preparation and cooking areas, clean areas, eg final preparation and service areas), good visibility.

**Work surfaces** – smooth, impervious, non tainting, easily cleaned, no crevasses, resistant to corrosion, fit for purpose (eg for commercial use).

**Equipment** – easy to take apart, in good state of repair, installed as to allow adequate cleaning of surrounding areas, easily clean, impervious, non-tainting, resistant to corrosion, fit for purpose.

## **Importance of pest control**

Legislative requirements, to avoid contamination (pathogenic bacteria, spoilage bacteria), to avoid spread of disease, loss of reputation and profit, to prevent drop in staff morale, to avoid damage, wastage of food.

**Pests** – rodents, cockroaches, insects, stored products insects, domestic pets, birds, wild cats.

**Signs of pest infestation** – droppings, smell, smear marks, pupae/egg cases, larvae, damaged/gnawed packaging and food spillages, infrastructure holes.

### Assessment criteria

#### Underpinning knowledge

The learner can:

1. state the **sources and risks to food safety** from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards
2. explain **how to deal with food spoilage** including recognition, reporting and disposal
3. describe **safe food handling practices and procedures** for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
4. explain the **importance of temperature controls** when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
5. describe **stock control procedures** including deliveries, storage, date marking and stock rotation

#### Range

##### Sources and risks to food safety

**High risk groups** – pregnant, young, old, sick (those with a weakened immune system).

**Microbial** – pathogens (salmonella, staphylococcus aureus, clostridium perfringens, bacillus cereus, clostridium botulinum, e-coli), food-borne diseases (campylobacter enteritis, bacillary dysentery, typhoid/paratyphoid, listeria), spoilage organisms (moulds, yeasts), harmless organisms, viruses, toxins.

**Chemical** – cleaning chemicals/materials, pesticides (eg rodenticides, insecticides).

**Physical** – mercury, plasters, equipment (nuts, bolts), bits of clothing or PPE, flaking paint, glass.

**Allergenic** – nuts, wheat, dairy, gluten, fish/shellfish, plants/fungi, green sprouting potatoes, any other potentially allergic food stuff/substance.

##### How to deal with food spoilage

**Recognition** – visual (mould, colour), smell, texture.

**Reporting** – to supervisor/line manager.

**Disposal** – clearly labelled ('Not for human consumption'), separated from general waste, disposed of away from food storage areas/kitchen.

##### Safe food handling practices and procedures / Importance of temperature controls

Temperatures checked with a clean, sanitized probe; temperature logs for fridges and freezers, and serving cabinets.

Danger zone for food = 5°C – 63°C, responsibility to ensure food is heated through danger zone as quickly as possible, or chilled through danger zone as quickly as possible.

**Preparing** – defrosting at bottom of fridge overnight, or in thawing cabinet (best practice), core temperature not to go above 8°C; held outside of correct storage temperature for as little time as possible.

**Cooking** – cooked to 75°C or higher unless this is detrimental to the quality of the food. To kill spores, food must be cooked to above 120°C for 3 minutes ie for retorting.

**Chilling** – food must be chilled below 8°C within 90 minutes of cooking to avoid multiplication of bacteria (danger zone).

**Reheating** – best practice is to reheat above 75°C core temp for two minutes, reheat once only, best practice in Scotland is reheat above 82c core temp for two minutes, reheat once only.

**Holding and Serving** – cold: below 8°C, hot: above 63°C.

Legal time tolerances: hot food that is not temperature controlled can be held for up to 2 hours; cold food that is not temperature controlled can be held for up to 4 hours.

**Transporting** – transported in vehicle specifically designed for the purpose, and at the correct temperature (ie whether for frozen, chilled, cold or hot).

### **Stock control procedures**

**Deliveries** – food should be probed for correct temperature at point of delivery, food should be stored within 15 minutes of receipt, checked against delivery note, check of use by/sell by dates, check of quality.

**Storage** – labelling (ie clarity of what commodity is), off floor, suitable dry conditions, pest proof, raw food stored separately (eg in separate fridges, or at the bottom of a fridge also containing cooked food to avoid drip contamination), correct temperature (best practice is to set fridges between 1c and 5c to ensure 8c core temperature for chilled; -18c core temp for frozen), dry goods may be stored at ambient temperature.

**Date marking** – labelling (ie storage date / use by date / best before date).

**Stock rotation** – effective stock rotation (FIFO – first in, first out).



Level	2
Credit value	2
UAN	D/600/0617
NOS	2GEN1, 2R1, 2R2, 2FS2

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### Unit aim

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

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### Learning outcomes and assessment criteria

1 Know how to establish positive relationships with customers.

The Learner can:

- a identify the importance of correct appearance and behaviour
- b describe the importance of **recognising customer needs** and expectations
- c state the importance of **product knowledge** when relating to customers
- d identify **signs** of when a customer is angry or confused

2 Understand why organisations have standards and procedures.

The Learner can:

- a describe the **legal frameworks** by which organisations provide goods and services to customers
- b state the importance of **contractual agreements** that customers have with organisations
- c 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.

The Learner can:

- a state why there are limits to an individual's responsibilities when dealing with customers
  - b state the importance of **clear, polite and confident communication**
  - c identify different **methods of communication**
  - d describe when the different methods of communication are used
-

## **Range**

### **Recognising customer needs**

To be able to respond appropriately leading to customer satisfaction and repeat business, to avoid misunderstandings and conflict, to present a positive image.

### **Product knowledge**

To ensure customers receive accurate information about products and services, to ensure potential sales are not missed, to portray a professional and caring image, to promote customer satisfaction and repeat business.

### **Signs**

Body language, customer may be shouting, customer's face may be flushed, customer may use inappropriate language – swearing.

### **Legal frameworks**

Trades description Act, Data protection Act, Race relations Act, Freedom of Information Act.

### **Contractual agreements**

Will depend on organisation, but may include: written confirmation and/or deposit between customer and organisation to confirm advanced bookings.

The requirement for customers to accurately complete registration documents when booking into accommodation.

### **Codes of practice and standards**

To ensure that organisation complies with legislation, to ensure that all products will be genuine, to ensure staff practices reflect policies and procedures, to maintain customer satisfaction.

### **Clear, polite and confident communication**

To avoid misunderstandings, to present a professional image, customers may have hearing problems.

### **Methods of communication**

Telephone, fax, email, face to face direct, letters, text, video conferencing, web chat rooms.

Level	2
Credit value	1
UAN	K/600/0619
NOS	2R1, 2R2

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### Unit aim and purpose

The purpose of this unit is to give learners an understanding of how to effectively deal with communications as part of the front office function.

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### Learning outcomes and assessment criteria

1 Know how to communicate when working on Reception.

The Learner can:

- a list the communications equipment that are used on reception
- b state the importance of being **polite, clear and helpful** to customers and colleagues when working on reception
- c describe **how to respond** to types of unexpected situations that may occur when communicating with others
- d state the importance of giving only **accurate and non-confidential information**
- e state the importance of gathering information when dealing with customers queries

2 Know the correct procedures for recording and passing on messages.

The Learner can:

- a describe the importance of an organisation's communication style
  - b identify different procedures for recording messages
  - c identify the **importance of passing information** to the relevant people in a timely manner
- 

### Range

#### Polite, clear and helpful

To create a professional image and a positive image of the organisation, to reduce misunderstandings, to encourage repeat business, to maintain positive working relationships with colleagues.

#### How to respond

Apologise to customer, inform them that you will come back to them, re-establish contact as soon as possible.

**Accurate and non-confidential information**

To avoid misleading the customers, to provide information in a professional way, to avoid contravening the data protection act, to avoid conflict.

**Importance of passing information**

To ensure customers receive messages quickly maintaining customer satisfaction, to ensure urgent situations are acted on by the appropriate people, to ensure business opportunities are not missed.

Level	2
Credit value	1
UAN	D/600/0620
NOS	2R2

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### Unit aim and purpose

The aim of this unit is to deal with the principles involved with the arrival and registration of guests.

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### Learning outcomes and assessment criteria

1 Know the procedures for checking in customers.

The Learner can:

- a describe the different stages when checking in customers
- b identify the **legal requirements** when checking in customers
- c describe how to respond to types of unexpected situations that may occur when customers arrive

2 Know the documentation for checking in customers.

The Learner can:

- a list **appropriate documentation** for checking in customers
  - b state the importance of having all **correspondence** related to the booking available
- 

### Range

#### Legal requirements

Overseas customers; full name, passport or registration certificate number, nationality

UK customers; Full name, nationality, Disability Discrimination, Trade Description, Data Protection, Health & Safety, Equal Opportunities.

#### Appropriate documentation

Booking details, email/written correspondence with customer, relevant operating procedures, registration card.

#### Correspondence

To ensure any special requests are met, to prepare the registration form in advance, to speed up checking in procedures for customers, to present a professional image of the organisation.

Level	2
Credit value	1
UAN	H/600/0621
NOS	2R4

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### Unit aim and purpose

This unit provides learners with the knowledge to maintain customer accounts, and deal with departing customers.

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### Learning outcomes and assessment criteria

1 Know how to prepare and maintain customer accounts.

The Learner can:

- a state the importance of following **organisational procedures** for customer accounts
- b identify why customer accounts must be **updated regularly** with changes and adjustments
- c identify why it is important to give **accurate information** to customers
- d identify why customer accounts must be **kept secured** from unauthorised access
- e describe **how to respond** to types of unexpected problems that may occur when processing customer accounts

2 Know how to deal with the departure of customers.

The Learner can:

- a identify **legal requirements** relating to customer departure
  - b describe procedures that should be implemented when customers are departing
  - c state why **complaints, comments and suggestions** should be recorded
  - d describe how to respond to types of unexpected problems that may occur when customers are checking out
-

## **Range**

### **Organisational procedures**

To ensure that customers are billed accurately, to ensure that customer information is kept confidential and secure, to maintain a positive image of the organisation.

### **Updated regularly**

To ensure that customers are billed correctly, maximise revenue, avoid complaints/queries about customer account, to ensure credit limit is not exceeded, to enable accurate accounts, to ensure all accounts are completely documented.

### **Accurate information**

Maintain customer satisfaction, to comply with the Trade Descriptions Act, to avoid customer confusion, to maintain a professional image of the organisation, to ensure efficient service, to ensure repeat business.

### **Kept secured**

To ensure that confidential information cannot be accessed to comply with the Data Protection Act.

### **How to respond**

Apologise to customer, contact line manager or supervisor, ensure that confidential information is not left unattended.

### **Legal requirements**

Trade Descriptions Act, Sale of Goods and Services Act.

### **Complaints, comments and suggestions**

To address problems that the customer experienced, to highlight areas where improvements need to be made, to prevent future complaints.

Level	2
Credit value	3
UAN	F/600/0626
NOS	2FS1, 2DS1

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### Unit aim and purpose

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.

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### Learning outcomes and assessment criteria

- 1 Know how to prepare service areas and equipment for food and drink service.

The Learner can:

- a describe **safe and hygienic working practices** for preparing service areas and equipment
- b describe **procedures** for maintaining food service items and equipment
- c describe the **procedures** for maintaining drink service items and equipment
- e state the importance of correct **handling and disposal of waste**
- f 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.

The Learner can:

- a describe **safe and hygienic working practices** when preparing customer dining areas for table service
- b state the importance of **checking customer areas** before service
- c state the importance of **checking environmental controls** before service
- d 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.

The Learner can:

- a describe **safe and hygienic working practices** when clearing service areas
- b state the importance of **procedures** to be followed after service
- c describe how to **respond to types of unexpected situations** that may occur when clearing service areas.



4 Know how to clean and store glassware.

The Learner can:

- a describe **safe and hygienic working practices** when handling glassware, cleaning equipment and materials
  - b state the importance of **correct handling** of glassware
  - c describe the **procedure for disposing of broken glass**
  - d describe how to **respond** to types of unexpected situations that may occur when handling and cleaning glassware.
- 

## Range

### Safe and hygienic working practices

Preparing service areas and equipment: keep areas tidy and free from hazards, clear spillages immediately, check electrical equipment is turned on, ensure crockery and cutlery is clean, use clean waiters' cloths, maintain good personal hygiene eg clean uniform, wash hands regularly, long hair tied back, minimum jewellery.

Preparing customer dining areas: keep areas tidy and free from hazards, use correct manual handling procedures when moving furniture, take care when using electrical equipment, ensure crockery, cutlery and equipment is clean, maintain good personal hygiene eg clean uniform, wash hands regularly, long hair tied back, minimum jewellery.

Clearing service areas: stack items correctly, clear spillages immediately, follow correct manual handling procedures, turn off electrical equipment when cleaning or re-stocking, use correct health and safety signs, correct use of entrances and exits to kitchens.

Handling glassware, cleaning equipment and materials: treat spillages immediately, dispose of broken glass safely, store cleaning materials correctly and safely, use Personal Protective Equipment (PPE), use cleaning equipment correctly, limit contact by hand on glassware and service equipment, ensure correct temperatures are used when washing glasses, follow COSHH standards.

### Procedures

Food service items and equipment: ensure all items and equipment are in working order, check for cleanliness and where necessary replenish service equipment, linen, crockery, cutlery, menus and condiments.

Drink service items and equipment: ensure all items and equipment are in working order, check glasses are clean and free from cracks/breaks, ensure sufficient stock of glasses and all drinks are available, check expiry dates on stock.

Clearing Service areas: Clean service areas, stack items correctly, clear spillages, dispose of waste, turn off relevant electrical equipment, correctly store food and drink stocks, follow security procedures eg cash banked, areas secured from unauthorised access, keys secured safely.

### Handling and disposal of waste

To minimise accidents, prevent cross-contamination, avoid pest infestation, comply with food hygiene and health and safety legislation, avoid bad odours, ensure a pleasant working environment and maintain a professional image.

### Respond to types of unexpected situations

Contact supervisor/line manager.

**Checking customer areas**

To ensure equipment and utensils are clean, to ensure that dining and service areas are safe and hygienic, to maintain adequate stocks of equipment and products.

**Checking environmental controls**

To ensure all facilities work and report faults if necessary, to create a comfortable environment, to create an effective ambience and atmosphere.

**Correct handling of glassware**

To avoid cross contamination, to avoid breakages and accidents, to present good image of self and the organisation, personal safety.

**Procedure for disposing of broken glass**

Wrap in plenty of paper and place in metal bin.

Level	2
Credit value	1
UAN	T/600/0624
NOS	2FS2

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### Unit aim and purpose

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.

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### Learning outcomes and assessment criteria

- 1 Know how to greet customers and take orders.

The Learner can:

- a state the importance of greeting customers appropriately
- b state the importance of giving accurate **menu information**
- c describe how to provide **appropriate assistance** to customers with different needs
- d 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.

The Learner can:

- a describe **safe and hygienic working practices** when serving customers' orders
  - b list correct condiments, accompaniments and service equipment for different menu items
  - c state the importance of **arranging and presenting food** in line with menu specifications
  - d state the importance of **maintaining the dining and service area**
  - e describe how to respond to **types of unexpected situations** that may occur when serving food at table.
-

## **Range**

### **Menu information**

To adhere to the Trade Descriptions Act, meet the needs of people with special dietary requirements, to ensure that the customer is aware of dish availability and price

### **Appropriate assistance**

Depends on situation but could include the following;

- Customer who is hard of hearing – speak slowly and clearly, repeat information if required
- Customer in a wheel chair – provide easy access to the restaurant and their table
- Customer with a young child – provide a highchair.

### **Types of unexpected situations**

Contact supervisor or line manager

### **Safe and hygienic working practices**

Inform customers if plates are hot, items stacked correctly, correct use of entrances and exits to kitchen, use of clean crockery and cutlery, waiter's cloth and uniform is clean, maintain good personal hygiene.

### **Arranging and presenting food**

To ensure customer satisfaction, to give standardisation of menu items, to aid portion control, styles of service (eg silver service, buffet, self service, table service)

### **Maintaining the dining/service area**

To comply with food hygiene and health and safety legislation, avoid cross contamination, avoid pest infestation, to avoid the risk of fire, ensure customer satisfaction.

Level	2
Credit value	1
UAN	J/600/0627
NOS	2DS2

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### Unit aim and purpose

This unit provides knowledge on serving alcoholic and non-alcoholic drinks, and identifies the appropriate legislation that needs to be complied with.

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### Learning outcomes and assessment criteria

- 1 Know how to take customer orders.

The Learner can:

- a state the importance of **serving customers in order of arrival** where possible
- b identify the importance of **accuracy when taking drink orders**
- c describe how to respond to a customer who might have special requirements
- d describe different service styles that can be used when serving drinks
- e state how to **deal with violent / disorderly customers**

- 2 Know how to serve alcoholic and non-alcoholic drinks.

The Learner can:

- a state the importance of **checking glassware** for damage
- b state the correct temperature for storing and serving the range of drinks offered within the operation
- c describe how to serve different drinks including bottled drinks, draft beers, free pouring and optic based
- d state appropriate types of glass for serving different drinks

- 3 Know the appropriate legislation that relates to the serving of alcoholic drinks

The Learner can:

- a describe the implications of **current relevant legislation** relating to licensing, weights and measures
  - b identify when a **customer should not be served with alcohol**
  - c describe how to respond to someone who might be **under the influence of drugs** or buying/selling drugs
-

## **Range**

### **Serving customers in order of arrival**

To maintain customer satisfaction and prevent complaints, aid smooth running of drink service, encourage repeat business.

### **Accuracy of taking drinks orders**

To ensure customers make the right choice, inform the alcoholic strength of the drink, ensure customers are aware of price, to comply with regulations.

### **Deal with violent / disorderly customers**

Remain polite, inform manager/supervisor, talk to customer, maintain safety of staff and customers, stay calm and in control.

### **Checking glassware**

Avoid injury, maintain organisations standards, ensure correct presentation of drink.

### **Current relevant legislation**

Licensing Act 2003, Weights and Measures (Intoxicating Liqueur) Order 1988.

### **Customer not served with alcohol**

Outside of legal opening hours, under the influence of drugs, drunk, under 18.

### **Under the influence of drugs**

Report to supervisor/manager.

Level	2
Credit value	1
UAN	L/600/1133
NOS	1GEN2

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### Unit aim and purpose

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

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### Learning outcomes and assessment criteria

- 1 Know how to set up a payment point.

The Learner can:

- a identify the **materials** needed to set up and maintain a payment point
- b state the importance of having procedures for collecting the contents of the payment point

- 2 Know how to operate a payment point.

The Learner can:

- a describe the correct **procedures for handling payments**
- b state the **importance of reporting errors** that may occur during payment
- c identify **security procedures** for handling cash and other types of payments
- d state the **legal requirements** for operating a payment point when taking payments from customers

- 3 Know the problems that may occur at the payment point.

The Learner can:

- a describe the **types of problems** that might happen when dealing with a payment
  - b state the importance of telling the customer about any **delays** during the payment process.
- 

### Range

#### Materials

Float, till, spare till rolls, cash drawer, promotional items.

## **Procedures for handling payments**

**Cash:** cash received should be checked in front of customer. Payment should be kept out of cash drawer until change has been given to customer. Change should be counted back to the customer and accompanied by an itemised receipt.

**Cheque:** Cheques should always be accompanied by a cheque guarantee card. Customer to sign cheque in front of you. Check the details (payee, date and amount). Check signature sort code, account number and name on guarantee card matches that on cheque. Confirm guarantee amount is sufficient to cover amount of payment. Check expiry date. Write card number on back of cheque. Return guarantee card with receipt.

### **Credit Card:**

Manual: Complete payment slip or swipe card. Confirm signature on payment slip matches that on card. Wait for authorisation. Check card expiry date. Check hologram.

Chip & Pin: If chip and pin ask customer to enter pin number.

Return credit card with receipt.

## **Importance of reporting errors**

To avoid suspicion of theft, to aid with till reconciliations, to ensure that discrepancies are not carried over to the next shift.

## **Security Procedures**

Follow organisation procedures, for cashing up and handing contents over to authorised person. Never leave till unattended

## **Legal requirements**

All prices must be displayed, it is illegal to charge a price other than the price displayed.

## **Types of Problems**

Lack of change, power failure, till roll runs out, till drawer jams, incorrect change given to customer, foreign coins tendered

## **Delays**

Customers become frustrated if ignored, angry customers will have an impact on others at the payment point, professional service will encourage repeat business.



Level	2
Credit value	2
UAN	R/600/0629
NOS	2HK2

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### Unit aim and purpose

This unit identifies the procedures and safe practices that need to be complied with when using different chemicals and equipment.

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### Learning outcomes and assessment criteria

- 1 Know how to safely use different cleaning chemicals.

The Learner can:

- a list appropriate **cleaning chemicals for different purposes**
- b describe the appropriate protective clothing to use when using cleaning chemicals
- c describe **current legislation** for using cleaning chemicals
- d state the **importance of following information** on cleaning chemical containers
- e identify **preparations to work areas** that are necessary before using cleaning chemicals
- f state the importance of **work routines and sequences**
- g list **documents** that should be completed when using chemicals
- h describe how to respond to types of problems and unexpected situations that may occur when preparing and using chemicals

- 2 Know how to safely use different types of cleaning equipment.

The Learner can:

- a describe **current legislation** for using cleaning equipment
  - b select appropriate cleaning equipment for different purposes
  - c state the importance of **following manufacturers instructions** for use of cleaning equipment
  - d describe **safe working practices** when using cleaning equipment
  - e describe how to respond to types of problems and unexpected situations that may occur when preparing and using cleaning equipment
-

## **Range**

### **Cleaning chemicals for different purposes**

Consider the following:

Surface to be cleaned, how dirty the surface is, type of dirt involved, time available, quality of the finished result required, skill of application of the chemical, cost of correct cleaning.

### **Current legislation**

Health and Safety at work act (HASAWA) Control of Substances Hazardous to Health regulations (COSHH), Electrical testing regulations.

### **Importance of following information**

To ensure the chemical performs correctly, to ensure chemical does not cause injury or damage.

### **Preparations to work areas**

Surface should be cleared of debris, signage should be put out, surrounding areas should be covered.

### **Work routines and sequences**

To get the job done most efficiently and correctly, to maintain organisational standards, to enable others to complete their jobs effectively.

### **Documents**

Material safety data sheet, issuing requisition, training record.

### **Following manufacturers' instructions**

To make sure the equipment is used correctly and is not damaged, avoid damage to the surface being cleaned, to avoid injury to the user or others, to prolong the life of the equipment.

### **Safe working practices**

Ensure equipment is regularly serviced, check equipment is in working order before use, follow safe handling and lifting techniques, staff training, operate electrical equipment carefully making sure that electrical flexes are not trailing, use appropriate warning signs when operating equipment.

Level	2
Credit value	2
UAN	L/600/0631
NOS	2HK1

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### Unit aim and purpose

This unit provides learners with the knowledge to effectively service guest bedrooms, bathrooms and toilets and to correctly dispose of waste.

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### Learning outcomes and assessment criteria

1 Know the general cleaning procedures.

The Learner can:

- a state procedures to follow when preparing rooms for cleaning
- b state the importance of **maintenance procedures**
- c state the importance of **records** on completion of cleaning
- d identify correct **disposal methods** for different types waste
- e describe the **materials and equipment** that are used **for waste** disposal
- f describe how to respond to types of problems and unexpected situations that may occur when disposing of waste
- g state the importance of **organisation of standards** for cleaning

2 Know how to clean and service toilet and bathroom areas.

The Learner can:

- a list the materials and **equipment** used for cleaning different areas of toilets and bathrooms
- b describe how to respond to types of **unexpected situations** that may occur when cleaning toilets and bathrooms

3 Know how to clean and service furnished areas.

The Learner can:

- a list the **materials and equipment** used for cleaning different **furnished areas**
  - b describe how to respond to types of unexpected situations that may occur when cleaning furnished areas
  - c state the importance of using **safe lifting and carrying** techniques
  - d state the importance of keeping areas **secure** from unauthorised access
-

## **Range**

### **Maintenance procedures**

To make sure nothing is left in a dangerous condition, to maintain organisation standards.

### **Records**

Used to inform other departments eg maintenance request, supplies requisition, used to record work schedule, used to record information eg lost property.

### **Disposal methods**

Non-hazardous - In a recycling container or in a plastic bag.

Hazardous - In a specific sealed container.

### **Materials and equipment for waste**

Metal bins, plastic bags, rubber gloves, masks, scrapers, dustpan/brush, mop/bucket.

### **Organisation standards**

To ensure consistency, to comply with legislation, to maintain customer satisfaction.

### **Equipment**

Shower – Colour-coded cloth, de-scaler, detergent.

Bath - Colour-coded cloth, de-scaler, non-abrasive cleaner.

Toilet - Colour-coded cloth, brush, toilet cleaner.

Wash hand basin - Colour-coded cloth, de-scaler, non-abrasive cleaner.

Floor - Detergent, colour-coded cloth, vacuum cleaner.

Wall tiles - Detergent, colour-coded cloths, grouting cleaner.

### **Unexpected situations**

If a customer is in the room retreat and return later, for maintenance problems contact the maintenance department, for other problems contact supervisor.

### **Materials and equipment for furnished areas**

Vacuum cleaner/shampoo, Vacuum/shampoo/different attachments, Neutral detergent spray/polish.

### **Safe lifting and carrying**

To avoid injury to self and others.

### **Secure**

Cleaning materials - health and safety legislation.

Cleaning equipment - to prevent theft, avoid injury to untrained personnel.

Offices – security of personnel information, data protection act.

Level	2
Credit value	1
UAN	J/600/1082
NOS	2HK3

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### Unit aim and purpose

This unit provides knowledge associated with working with housekeeping supplies and the areas used to store them safely.

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### Learning outcomes and assessment criteria

- 1 Understand the health and safety considerations required when handling housekeeping supplies.

The Learner can:

- a describe the basic **legal requirements** that ensure that health and safety is maintained when handling housekeeping supplies
- b explain how housekeeping **supplies** should be stored to ensure health and safety is maintained

- 2 Understand the importance of checking housekeeping supplies when delivered to hospitality premises.

The Learner can:

- a explain why **checking housekeeping supplies** on delivery is required
- b describe the **particular points** that need to be checked when housekeeping supplies are delivered
- c describe the methods used to **lift and handle housekeeping supplies** safely
- d describe why security procedures are needed in a housekeeping supplies storage area

- 3 Understand the importance of procedures used during the storing and issuing of housekeeping supplies.

The Learner can:

- a explain how the **storage area is maintained** to ensure that housekeeping supplies are kept in the correct condition
- b describe the **working practices** that need to be followed to ensure that storage areas remain secure
- c describe the **working practices** that need to be followed to ensure that storage areas remain free of pests
- d explain how housekeeping supplies are kept at an **appropriate level** for the needs of the business
- e state the importance of **separating different cleaning chemicals** within the storage area
- f describe the procedures to follow when unexpected situations arise

## **Range**

### **Legal requirements**

Health and Safety at Work Act (HASAWA), Control of substances Hazardous to Health (COSHH), Manual handling regulations

### **Supplies**

To prevent theft, to prevent decay from poor rotation and chemical breakdown, to prevent damage from pests and poor stacking

### **Checking housekeeping supplies**

To ensure there are no discrepancies in delivery, to ensure supplies are undamaged, to ensure deliveries match the requisition

### **Particular points**

Quantity of goods, quality of goods, ensure goods match those ordered

### **Lift and handle housekeeping supplies**

Check items are securely packed and stacked, ensure all items are transported together, use a trolley or sack truck and get help to transport large, heavy or awkward deliveries, pick items up with a straight back and bent legs

### **Storage area is maintained**

Ensure storage area is dry and well ventilated, keep free from pests, ensure space is adequate for supplies being stored, ensure there is adequate shelving, rotate stock and maintain security

### **Working practices**

#### **Security**

Keep accurate records of issues and deliveries of items, rotate stock correctly, do not stack items too high, keep the store area clean, keep the storage area locked when not in use, only allow authorised entry into the stores area

#### **To keep areas free of pests**

Keep the area clean at all times, decant contents of damaged containers into suitable labelled other container, check there are no holes in the walls or floors of the area, ensure pest control services check and bait the area regularly

#### **Appropriate level**

Determine minimum and maximum stock levels, maintain complete and up to date stock records, follow stock rotation systems

#### **Separating different cleaning chemicals**

Avoid cross contamination

**Level** 2**Credit value** 1**UAN** M/600/1092**NOS** 2HK6

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### Unit aim and purpose

This unit investigates the knowledge required to effectively receive and handle linen as part of a linen service found within hospitality operations including hotels and hospitals.

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### Learning outcomes and assessment criteria

1 Understand the role of the linen service in hospitality operations.

The Learner can:

- a describe the basic **legal requirements** that ensure that health and safety is maintained when handling linen supplies

2 Understand the importance of checking linen when delivered to hospitality premises.

The Learner can:

- a explain why **checking linen on delivery** is required
- b describe the methods used to lift and handle linen safely
- c describe why **security procedures** are needed in a linen storage area

3 Understand the importance of procedures used during the storing and issuing of linen.

The Learner can:

- a explain how the **linen area is maintained** to ensure that the linen is kept in the correct condition
  - b describe the **working practices** that need to be followed to ensure that storage areas remain secure
  - c describe the **working practices** that need to be followed to ensure that storage areas remain free of pests
  - d explain how linen supplies are kept at an **appropriate level** for the needs of the business
  - e describe the procedures to follow when unexpected situations arise.
-

## **Range**

### **Legal requirements**

Health and Safety at Work Act (HASAWA), Manual handling regulations.

### **Checking linen on delivery**

To maintain consistency of supplies, to provide good customer service, to keep business costs low, to ensure linen is undamaged.

### **Security procedures**

Prevent theft, control stock, prevent contamination between clean and dirty linen.

### **Linen area is maintained**

Well ventilated and heated storage rooms, adequate shelving, clean, tidy and free of rubbish.

### **Working practices**

#### **Security**

Check and count linen, keep accurate stock records, shelve linen in correct areas, keep linen stores locked with only authorised access.

#### **Pest prevention**

Check for signs of infestation, maintain cleaning procedures, use pest control contractor, carry out regular audits.

### **Appropriate level for business**

Determine minimum and maximum stock levels, maintain complete and up to date stock records, follow stock rotation systems.



Level	2
Credit value	4
UAN	T/600/0638
NOS	2FP1, 2FP3, 2FP4, 2FP7, 2FC1, 2FC3, 2FC4, 2FC7

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### Unit aim and purpose

This unit considers the main principles involved in preparing, cooking and finishing food.

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### Learning outcomes and assessment criteria

1 Know the basic principles of food preparation.

The Learner can:

- a list appropriate tools and equipment for preparing food commodities
- b describe the importance of quality when preparing food commodities
- c describe the importance of checking that commodities meet requirements
- d describe the importance of **reporting problems** with commodities
- e describe the importance of **correct storage** of prepared food

2 Know the basic principles for cooking food.

The Learner can:

- a identify different **cooking methods** used for a range of dishes
- b state appropriate methods for cooking food
- c state the **key features** of healthier foods
- d describe the importance of **providing healthy eating** options
- e describe the importance of **holding cooked food correctly**

3 Know the basic principles of finishing food.

The Learner can:

- a describe the importance of **finishing dishes** for service
- b state the importance of using appropriate food garnishes
- c describe the importance of checking that dishes meet requirements for colour, consistency and flavour

4 Know how to clear down work areas and equipment and store food at end of production.

The Learner can:

- a describe the **correct procedures** for clearing down
- b identify food suitable for re-use or disposal

## **Range**

### **Reporting problems**

Product can be returned to supplier, a substitute product will have to be used, menu may need to be changed.

### **Correct storage**

To prevent cross contamination, prevent growth of bacteria, reduce spoilage of food.

### **Cooking methods**

Boiling, steaming, poaching, stewing and braising, frying, grilling, roasting, baking, combination cooking, microwaving.

### **Key features**

Using fresh ingredients, reducing saturated fat, sugar and salt, increasing fibre and starch, using cooking methods that maximise nutritional value, healthier sauces, dressings and condiments.

### **Providing healthy eating**

To promote a healthier diet and lifestyle for customers, to cater for people with food intolerances and special dietary requirements.

### **Holding cooked food correctly**

To prevent the growth of food poisoning bacteria, production of poisons by bacteria.

### **Finishing dishes**

Important to check dishes for temperature, flavour, seasoning, garnish, accompaniments and sauces in order to provide standard and safe dishes for service to customers.

### **Correct procedures**

Follow five stages of cleaning: remove debris, main wash, rinse, sanitise, dry.

Level	2
Credit value	3
UAN	A/600/0639
NOS	2FC1, 2FP1

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### Unit aim and purpose

This unit is about providing knowledge for preparing fresh, semi-prepared fish for basic dishes using different preparation methods. This unit is for staff who have basic preparation skills and are capable of working under limited supervision only.

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### Learning outcomes and assessment criteria

1 Know how to prepare fish for basic dishes.

The Learner can:

- a describe **preparation methods** for fish
- b state the reasons for using different methods of fish preparation
- c describe the **characteristics of different types of commonly used fish**
- d state what should be done if there are **problems** with the quality of fish
- e identify how to **store prepared fish** which is ready for cooking
- f identify the correct procedures for thawing frozen fish

2 Know how to cook fish for basic dishes.

The Learner can:

- a identify the correct tools and equipment for different fish cooking methods
- b describe correct **cooking methods** for different types of fish
- c state the **correct temperatures** for cooking fish
- d state **healthy eating** considerations when cooking fish

3 Know how to finish fish for basic dishes.

The Learner can:

- a describe the correct **finishing methods** for fish dishes
  - b state the importance of correctly finishing dishes for service
  - c state the requirements for **colour, consistency and flavour** of different fish dishes
  - d state the **correct temperature** for holding and serving fish dishes
-

## **Range**

### **Preparation methods**

Trim, skin, fillet, stuff.

### **Characteristics of different types of commonly used fish**

White flat (plaice, lemon sole Dover sole, turbot, halibut) round (cod, haddock) oily round (trout, salmon, mackerel, herring).

### **Problems**

Inform supervisor, Separate problem ingredients from the rest, substitute problem ingredients.

### **Store prepared fish**

Cover, label, store at bottom of fridge at a temperature less than 5°C.

### **Cooking methods**

Dry

Roast (whole fish, larger cuts).

Grill ( whole fish, larger cuts - shellfish).

Shallow fry (whole fish, goujons, fillets, suprêmes).

Deep fry (goujons, fillets, suprêmes, fry of fish).

Bake (fish pies, en papillotte, whole fish, large cuts).

Wet

Boil (suitable shellfish).

Poach (whole fish, fillets, paupiettes).

Steam (whole fish, suprêmes, darnes).

Stew (whole fish).

Braise (whole fish, larger cuts).

### **Correct temperature**

Core temperature for cooked food – 75°C

Hot holding for service – 63°C or above

Chill holding for service – 8°C or below

Frozen temperature – -18°C to -24°C

Cooking temperatures – as suitable for different dishes and cooking methods

### **Healthy eating**

Use fresh rather than frozen, reduce salt, use cholesterol reducing oil such as olive oil, steam fish rather than fry.

### **Colour, consistency and flavour**

Follow recipe specification, use suitable cooking methods, test and adjust seasoning.

### **Finishing dishes**

Conform to menu specifications, appearance and presentation, finishing methods (eg glazing, garnishing, accompaniments)

Level	2
Credit value	3
UAN	T/600/0641
NOS	2FP3, 2FC3

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### Unit aim and purpose

This unit is about providing knowledge for preparing fresh, semi-prepared meat for basic dishes using different preparation methods. This unit is for staff who have basic preparation skills and are capable of working under limited supervision only.

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### Learning outcomes and assessment criteria

1 Know how to prepare meat for basic dishes.

The Learner can:

- a describe **preparation methods** for meat
- b state the reasons for using different methods of meat preparation
- c describe the **characteristics of different types of meat**
- d identify **cuts of meat**
- e state what should be done if there are **problems with the quality** of meat
- f identify how to **store prepared meat** which is ready for cooking

2 Know how to cook meat for basic dishes.

The Learner can:

- a identify the correct tools and equipment for different meat cooking methods
- b describe correct **cooking methods** for different types of meat
- c state the benefits of **sealing meat**
- d state the **correct temperatures** for cooking meat
- e state **healthy eating considerations** when cooking meat

3 Know how to finish meat for basic dishes.

The Learner can:

- a describe the correct finishing methods for meat dishes
- b state the importance of correctly finishing dishes for service
- c state the how to check meat dishes have met finishing requirements
- d state the **correct temperature** for holding and serving meat dishes

## **Range**

### **Preparation methods**

Scoring, boning, trimming, slicing, dicing, mincing, stuffing, tying/securing.

### **Characteristics of different types of meat**

Beef – bright red, small flecks of white fat (marbled), fat should be firm, brittle in texture.

Pork – flesh, pale, pink, white fat firm, smooth.

Lamb – dull red colour, fine textures, fat evenly distributed, hard brittle, flaky.

### **Cuts of meat**

Beef: sirloin, fillet, rump, foreribs, topside, chuck.

Lamb: legs, shoulder, loins, rack/best end.

Pork: loin, leg, fillet, bacon - back, streaky, gammon.

Veal: cushion, loin, cutlets.

### **Problems with the quality**

Inform supervisor, do not use it, separate problem ingredients from the rest, substitute the problem ingredients.

### **Store prepared meat**

Ensure meat is covered, labelled, refrigerated, stored in correct part of the fridge.

### **Cooking methods**

Dry:- Roast (best ends of lamb, rolled and stuffed breast of pork), grill (pork chops, rib eye steaks, kebabs - lambs liver, lambs kidneys), shallow fry (stir fried beef, pork escalopes, lamb medallions - veal liver, pork kidneys (pane)), deep fry (croquettes, tempuras, samosas, sweet & sour pork -, bake (steak and kidney pies, pasties, patés (bain marie))

Wet: Boil (fresh and salted) - Silverside of beef, hocks of bacon – bones (stocks), tongue, tripe, poach (fillet of beef), steam (steak and kidney puddings, terrines), stew (navarins, ragoûts, blanquettes, fricassées, curries, chilli con carne), braise (beef olives, carbonades, hot pots, casseroles - hearts, oxtail, ox liver, ox tongue), combination (hams).

### **Sealing meat**

Seals in moisture, adds colour and flavour.

### **Healthy eating considerations**

Use lean cuts of meat, trim the meat, use healthier cooking methods (Poaching, boiling, grilling), avoid oily marinades or added fats, use alternatives to salt for adding flavours, use unsaturated oil.

### **Correct temperature**

Core temperature for cooked food – 75°C

Hot holding for service – 63°C or above

Chill holding for service –8°C or below

Frozen temperature – -18°C to -24°C

Cooking temperatures – as suitable for different dishes and cooking methods

## Unit 269

## Preparation, cooking and finishing of poultry dishes

**Level** 2

**Credit value** 3

**UAN** J/600/0644

**NOS** 2FP4, 2FC4

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### Unit aim and purpose

This unit is about providing knowledge for preparing fresh, semi-prepared poultry for basic dishes using different preparation methods. This unit is for staff who have basic preparation skills and are capable of working under limited supervision only.

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### Learning outcomes and assessment criteria

1 Know how to prepare poultry for basic dishes.

The Learner can:

- a describe **preparation methods** for poultry
- b state the reasons for using different methods of poultry preparation
- c describe the characteristics of different **types of poultry**
- d state what should be done if there are **problems** with the quality of poultry
- e identify how to **store prepared poultry** which is ready for cooking

2 Know how to cook poultry for basic dishes.

The Learner can:

- a identify the correct tools and equipment for different poultry cooking methods
- b describe correct **cooking methods** for different types of poultry
- d state the **correct temperatures** for cooking poultry
- e state **healthy eating considerations** when cooking poultry

3 Know how to finish poultry for basic dishes.

The Learner can:

- a describe the correct finishing methods for poultry dishes
  - b state the importance of correctly finishing dishes for service
  - c state how to **check poultry dishes** have met finishing requirements
  - d state the **correct temperature** for holding and serving poultry dishes
-

## **Range**

### **Preparation methods**

Skinning (breast chicken/duck), trimming – bones/fat/sinew, boning legs of poultry, slicing, eminces (stir fry), dicing (pies), mincing (forcemeats), stuffing neck cavities, trussing poultry.

### **Types of poultry**

Chicken, turkey, guinea fowl, duck, goose.

### **Problems**

Inform supervisor, separate problem ingredients from the rest, substitute problem ingredient.

### **Store prepared poultry**

Temperature, date, labelling, covered, position, stock rotation.

### **Cooking methods**

Dry - Roast (whole poultry), grill (flattened/spatchcock chicken, kebabs), shallow fry (escalopes, supremes (pané), chicken sauté), deep fry (southern fried, croquettes), bake (chicken and ham pies).

Wet - Poach (chicken supremes), stew (fricassees, curries), braise (duck legs), combination.

### **Healthy eating considerations**

Use poultry with a lower fat content, do not over-season with salt, use unsaturated oils or olive oil for marinades (or marinade in yogurt), remove the skin, use high fibre ingredients

### **Check poultry dishes**

Remove skin and bone, amend consistency (reductions, liaison of egg yolks and cream, stocks, monter au beurre/olive oil, sabayon), adjust flavouring (poultry glaze, soy sauce, Worcester sauce, tomato ketchup, sweet chilli), correct seasoning (salt/spices), adjust temperature

### **Correct temperature**

Core temperature for cooked food – 75°C

Hot holding for service – 63°C or above

Chill holding for service – 8°C or below

Frozen temperature – -18°C to -24°C

Cooking temperatures – as suitable for different dishes and cooking methods



**Level** 2**Credit value** 3**UAN** Y/600/0647**NOS** 2FC7, 2FP7

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### Unit aim and purpose

This unit is about providing knowledge for preparing vegetables and semi-prepared vegetables for basic dishes using different preparation methods. This unit is for staff who have basic preparation skills and are capable of working under limited supervision only.

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### Learning outcomes and assessment criteria

1 Know how to prepare vegetables for basic dishes.

The Learner can:

- a describe **preparation methods** for vegetables
- b state the reasons for using different methods for preparing vegetables
- c describe the characteristics of different vegetables
- d describe how to maintain the appearance and texture of vegetables during preparation
- e state what should be done if there are **problems with the quality** of vegetables
- f identify how to **store prepared vegetables** which are ready for cooking

2 Know how to cook vegetables for basic dishes.

The Learner can:

- a identify the correct **tools and equipment** for different vegetable cooking methods
- b describe correct **cooking methods** for different types of vegetables
- c state the correct temperatures for cooking vegetables
- d state **healthy eating considerations** when cooking vegetables dishes
- e state the reasons for **blanching vegetables**

3 Know how to finish vegetables for basic dishes.

The Learner can:

- a describe the correct **finishing methods** for vegetable dishes
- b state the importance of correctly finishing dishes for service
- c state the how to check vegetable dishes have met finishing requirements
- d state the **correct temperature** for holding and serving vegetable dishes

## **Range**

### **Preparation methods**

Wash and sort, peel, trim, scrape, shape, dice, slice, cut, chop, grate, crush, score, shred, deseed, core, segment, coat, stuff, layer and mix, blanch, soak, concassè, season, marinade.

### **Problems with the quality**

Inform supervisor, separate problem ingredients from the rest, substitute problem ingredients.

### **Store prepared vegetables**

Covered, refrigerated below 5°C.

### **Tools and equipment**

Fryers, braising pots, roasting trays, baking trays, sauce pans, frying pans, moulds, piping bags, cutters, blenders, graters, absorbent paper

### **Cooking methods**

Wet: Boiling (whole, portioned, cut), poaching (whole, portioned), steaming (whole, portioned, cut), braising (whole, trimmed, celery, onion), stewing (whole, halved, cut)

Dry: Roasting (whole, portioned, cut), grilling (sliced, halved, stuffed), shallow and deep fried (whole, portioned, cut, croquette), baking (whole, portioned, stuffed, cut).

### **Healthy eating considerations**

Use unpeeled vegetables where appropriate, do not soak as this can dissolve the vitamin C, do not prepare too early or overcook as this can reduce the vitamin C.

### **Blanching vegetables**

To partly cook, to remove skin, to remove bitter taste, to speed up service.

### **Finishing methods**

Correcting seasoning, check consistency of an accompanying sauce, brush with butter, garnish and/or sauce to meet recipe requirements.

### **Correct temperature**

Above 63°C.

Level	2
Credit value	1
UAN	F/600/1078
NOS	2R3

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### Unit aim and purpose

This unit provides knowledge associated with dealing with customer enquiries and processing them as full bookings. The unit also examines how sales can be maximised when communicating with potential customers.

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### Learning outcomes and assessment criteria

1 Know the importance of effective communication when dealing with bookings.

The Learner can:

- a explain the importance of **effective communication** when dealing with booking enquiries
- b explain why it is important to give **accurate spoken and written information** to customers
- c state the **legal requirements** associated with describing services and when processing customer bookings

2 Understand how to deal effectively with booking enquiries.

The Learner can:

- a describe the organisational procedures for handling enquiries and bookings
- b explain how sales may be increased through careful descriptions of services
- c explain the importance of **recording booking details** accurately

3 Know how to process bookings.

The Learner can:

- a state the stages of handling a booking through to the confirmation stage
  - b state how cancellations should be dealt with
  - c explain why it is important to follow up **unconfirmed bookings**
-

## **Range**

### **Effective communication**

To fulfil customers expectations, maintain a professional image of the organisation, ensure repeat business.

### **Accurate spoken and written information**

To maintain a professional image, to avoid misunderstandings and embarrassment, to enable customer to make an informed decision, to ensure customer satisfaction.

### **Legal requirements.**

Trade Description Act, Sale of Goods Act, Data Protection Act, Basic Contracts.

### **Recording booking details**

Avoids mistakes, provides record of customer requirements, avoids potentially embarrassing situations on customer arrival, if required can take a deposit.

### **Unconfirmed bookings**

To ensure that all rooms are occupied, in order to gain confirmation of bookings and obtain a deposit, if booking is not required they can be released and room can be re-sold.

Level	2
Credit value	1
UAN	A/600/1080
NOS	2R8

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### Unit aim and purpose

This unit develops the knowledge required to work in a front of house department where mail and messages are handled on behalf of guests. The unit also examines the knowledge needed to book external services on behalf of guests such as theatre tickets, taxis and event.

The unit also examines the particular security concerns that are relevant to handling packages and mail as items of guest property.

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### Learning outcomes and assessment criteria

1 Know the level of responsibility required when handling mail and messages.

The Learner can:

- a explain the importance of effectively handling mail and messages for guests
- b state the **legal requirements** associated with handling mail and messages

2 Know the roles associated with handling mail and messages.

The Learner can:

- a describe how mail and messages should be handled to ensure that they are **secure**
- b describe how **suspicious items** should be dealt with
- c describe how written communications can be secured against unauthorised access
- d describe appropriate **procedures** for handling recorded and registered mail

3 Understand the roles associated with booking external services for guests.

The Learner can:

- a describe the **range of services** that might be booked on behalf of guests
  - b explain how guests can be effectively **informed of external services** that are available to them
  - c describe the procedures required to provide confirmation of services
  - d describe how unexpected situations should be dealt with
-

## **Range**

### **Legal requirements**

Mail must not be opened without the permission of the addressee. If the mail cannot be delivered it should be returned to the sender, contents of messages must remain confidential between the sender and receiver.

### **Secure**

Check and sort mail, store letters in correct place ready for delivery to staff/guests, make sure the area is kept locked when unattended.

### **Suspicious items**

Inform security services/supervisor.

### **Procedures**

Letter must be signed for on delivery.

The letter must be kept secure until collection.

The following information should be recorded: the date of delivery, the person for whom it is intended and the signature of that person when it is collected.

### **Range of services**

Theatre/cinema tickets, car Hire, plane/rail tickets, restaurant bookings, taxi.

### **Informed of external services**

Brochure in room, information at reception desk, advertising around hotel, information leaflets sent out at point of booking, internet.

<b>Level</b>	2
<b>Credit value</b>	1
<b>UAN</b>	H/502/8313
<b>NOS</b>	2P&C1/09

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### **Unit aim and purpose**

This unit aims to give learners knowledge of documentation commonly used in kitchen environments, including:

- Temperature charts
  - Time sheets
  - Accident report forms
  - Food safety information
  - Equipment fault reports
  - Stock usage reports
- 

### **Learning outcomes and assessment criteria**

1 Know how to complete kitchen documentation.

The Learner can:

- a State why it is important to complete **kitchen documentation**
  - b Explain how to complete kitchen documents
  - c State where documentation is obtained from
  - d State when documentation needs to be copied and where this needs to be kept
  - e Explain who to contact and why if problems occur
  - f State why kitchen documentation needs to remain confidential
  - g State which **information** needs to be recorded and retained to comply with legislation
  - h Explain why information needs to be accurate
  - i Explain the implications of fraudulently completing documentation
- 

### **Range**

#### **Kitchen documentation / Information**

Temperature charts, food safety information, accident report forms, equipment fault reports, stock usage reports

Level	2
Credit value	1
UAN	T/502/8316
NOS	2P&C2/09

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare tools and equipment in a kitchen for food operations and how to safely shut down the kitchen at the end of a shift.

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### Learning outcomes and assessment criteria

1 Know how to set up the kitchen.

The Learner can:

- a Explain why **knives** and **utensils** must be handled correctly
- b State to whom incidents must be reported
- c State why incidents must be recorded
- d Explain why faulty **equipment** and maintenance requirements must be reported

2 Know how to close the kitchen

The Learner can:

- a Explain why it is important to turn off equipment safely
  - b Explain why tools should be cleaned and stored following use
  - c State the legal requirements for the storage of food when the kitchen is closed
  - d State who you should report problems to
- 

### Range

#### Knives

Cooks, paring, peeler, scissors

#### Utensils

Ladles, spoons, bowls, sieves

#### Equipment

Oven/combination oven, grill, hob, fryer, microwave, steamer, fridge/freezer



Level	2
Credit value	2
UAN	D/502/8312
NOS	2FOH

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### Unit aim and purpose

The aim of this unit is to enable learners to gain knowledge of relevant processes and procedures for storing and retrieving information using different systems in line with organisational requirements and legislation.

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### Learning outcomes and assessment criteria

1 Know how to process information following relevant procedures and legislation.

The Learner can:

- a State the **legal requirements** and relevant **procedures** covering the security and confidentiality of **information**
- b Describe the **purpose** of storing and retrieving required information
- c Identify the **methods** that can be used to collect required information
- d Describe different **information systems** and their main **features**
- e State the importance of following **procedures** for identifying and deleting information

2 Know how to retrieve information following relevant procedures and legislation.

The Learner can:

- a State the legal requirements and relevant **procedures** for accessing an information system
  - b Describe the **purpose** of confirming information to be collected, stored and retrieved
  - c Describe the procedures to be followed to access information systems
  - d Describe the purpose of providing accurate information in the required **format** and within agreed timescales
  - e Describe **problems** that may occur with information systems
-

## **Range**

### **Legal requirements**

Data Protection Act

### **Procedures**

Methods such as not disclosing information, not leaving it where it can be seen. Learners should therefore be aware of the types of information that may be considered sensitive or confidential.

### **Information**

Relating to customers and the organisation.

### **Purposes**

Customer purchase history, future reference, statistical, financial, contact - eg promotions, to notify changes, follow-up.

### **Methods**

Eg questionnaires, surveys, application forms, loyalty cards, interviews, questioning, both face-to-face, via telephone or in writing.

### **Information systems**

Both electronic (CRM – Customer Relationship Management – systems, database) and paper-based (methods of storage and classification of information: alphabetical, numerical, chronological).

### **Features**

Advantages/disadvantages of each: speed, access, security, ease of use (to store, retrieve, amend), space required, availability, sorting and processing of information.

### **Procedures**

File retention policies. Methods to ensure correct information is removed and any required authorisation.

### **Purpose**

In terms of efficiency, meeting requirements, not wasting time.

### **Procedures**

Passwords/user name, request forms, authorisation.

### **Formats**

Written: formal or informal, eg letter, report, message, chart/graph; orally.

### **Problems**

Difficulty in locating information, missing information, inaccurate records, duplicate records. The use of outguides in a paper-based filing system when a file has been borrowed to indicate when and by whom.

Level	2
Credit value	2
UAN	Y/502/8261
NOS	2BS1

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### Unit aim and purpose

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.

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### Learning outcomes and assessment criteria

1 Know how to prepare customer and service areas.

The Learner can:

- a Describe safe and hygienic working practices when preparing customer and **service areas**
- b State the importance of securing service areas from unauthorised access at all times
- c Describe the procedures for maintaining **service and electrical equipment**
- d State the importance of following correct storage procedures and maintaining constant stocking, restocking and rotating of **drinks** and **accompaniments**
- e 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.

The Learner can:

- a Describe safe and hygienic working practices when clearing customer and service areas
- b State the importance of turning off selected electrical equipment after service
- c State the importance of securing service areas from unauthorised access after service
- d State the importance of following correct storage procedures for food and drink stocks
- e Describe the types of unexpected situations that may occur when clearing the customer and service areas

3 Know how to clean and store glassware.

The Learner can:

- a Describe safe and hygienic working practices when handling **glassware**, cleaning equipment and materials

- b State the importance of handling glassware with care
  - c Identify the correct procedure for disposing of broken glass
  - d Describe how to maintain glass washing equipment
  - e Describe the types of unexpected situations that may occur when handling and cleaning glassware
- 

## **Range**

### **Service equipment**

Bottle openers/cork screws, optics, measurers/pourers, glassware, drip trays and drip mats, ice buckets and tongs, knives and chopping boards, coasters and drink mats

### **Electrical equipment**

Refrigerated units, ice machine

### **Service areas**

Counters and shelves, waste bins/bottle containers, floors, tables and chairs

### **Drinks**

Bottled soft/alcoholic drinks, draught soft/alcoholic drinks, soft/alcoholic drinks served by optics, soft/alcoholic drinks free poured with measure and pourer, hot drinks

### **Accompaniments**

Ice, food garnishes for drinks, accompaniments for hot drinks, decorative items from drinks

### **Glassware**

Glasses, water jugs

Level	2
Credit value	1
UAN	Y/502/8308
NOS	2BS3

---

### Unit aim and purpose

The aim of this unit is to enable learners to gain knowledge of how to prepare service areas and equipment for cocktail service, how to prepare and serve cocktails using different methods.

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### Learning outcomes and assessment criteria

1 Know how to prepare service areas and equipment for serving cocktails.

The Learner can:

- a Describe safe and hygienic working practices when preparing areas and **equipment** for making **cocktails**
- b State the importance of keeping preparation areas and equipment hygienic when preparing cocktails
- c State the importance of having all the **ingredients** ready before preparing cocktails
- d 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.

The Learner can:

- a Outline the different ingredients that can be used when mixing cocktails
  - b Describe the different **methods** used to mix cocktails
  - c State current relevant **legislation** relating to licensing and weights and measures legislation
  - d Describe safe and hygienic working practices when preparing and serving cocktails
  - e State the importance of following safe working practices when preparing and serving cocktails
  - f State the importance of offering customers accurate information
  - g Describe the types of unexpected situations that might happen when preparing and serving cocktails
-

## **Range**

### **Equipment**

Pourers, blenders, shakers/mixers, stirring equipment, squeezers and strainers, knives and chopping board, glasses/jugs, ice scoops, cocktail list/menu

### **Cocktails**

Spirit based, non-alcoholic, cream-based, champagne based, sour

### **Ingredients**

Alcohol, fruit juices/soft drinks, sweeteners/sugars, cream/milk, fruit, herbs

### **Mixing Methods**

Shaken, stirred, blended, muddled, built

### **Legislation**

Sale and Supply of Goods Act, licensing legislation, Price Marking Order (Food and drink service), Weights and Measures legislation, drink awareness

Level	2
Credit value	2
UAN	M/502/8265
NOS	2BS4

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### Unit aim and purpose

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.

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### Learning outcomes and assessment criteria

1 Know how to prepare service areas, equipment and stock for wine service.

The Learner can:

- a Describe safe and hygienic working practices when preparing service areas, **equipment** and stock for wine service
- b Identify equipment and glassware needed for different types of **wine**
- c Identify suitable temperatures for the storage of different types of wine
- d Describe procedures for preparing service areas, equipment and stock
- e 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.

The Learner can:

- a State current relevant legislation relating to the sale of wine
- b State the importance of maximising sales through up-selling and how to do this
- c Describe how to interpret the **wine label information**
- d Identify what factors to consider when providing **advice to customers** on choice of wine
- e Outline under what circumstances customer must not be served with alcohol

3 Know how to present and serve wine to meet relevant legislation and customer needs.

The Learner can:

- a State relevant licensing weights, measures and trades description **legislation**
- b Identify glassware and handling procedures used in the service of different types of wine
- c Identify the recommended temperatures for the storage of different types of wine during service

- d Describe the correct method of service for white, red, rose and sparkling wines
  - e Describe the types of unexpected situations that might occur when serving wine
- 

## **Range**

### **Equipment**

Glassware, trays, service cloths/linen, corkscrews/bottle opener, ice buckets/stands, chillers/coolers

### **Wine**

Red, white, rosé, sparkling/semi-sparkling, dessert

### **Wine label information**

Name and type of wine, ABV, style characteristic, region/country of origin, vintage

### **Advice to customers**

Taste and style, price, occasion, matching wine to menu items

### **Legislation**

Sale and Supply of Goods Act, licensing legislation, Price Marking Order (Food and drink service), Weights and Measures legislation, drink awareness



Level	2
Credit value	1
UAN	H/502/8327
NOS	2BS7

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### Unit aim and purpose

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.

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### Learning outcomes and assessment criteria

1 Know how to prepare work area and equipment for service.

The Learner can:

- a Describe safe and hygienic working practices when preparing the work area and **equipment** for service
- b Describe the importance of having drink, **ingredients** and **accompaniments** available and ready for immediate use
- c Describe the importance of checking all work areas and **service equipment** for damage before taking orders
- d 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.

The Learner can:

- a Describe safe and hygienic working practices when preparing and serving hot drinks
  - b State the importance of giving accurate information about products to customers
  - c Identify the techniques for mixing and preparing different types of **beverages**
  - d State the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment
-

## **Range**

### **Beverages**

Coffee, hot chocolate, tea

### **Preparation equipment**

Small vending machines, pour and serve machines, kettles, urns, coffee pots/cafétières, tea pots

### **Service equipment**

Cutlery, glassware, crockery, trays

### **Drink ingredients**

Coffee bags/pods/capsules, pre-ground coffee beans, instant coffee, syrups, chocolate powder, loose tea, tea bags, fruit/herbal tea

### **Drink accompaniments**

Sugar, milk, dusting/topping powder, cream

Level	2
Credit value	2
UAN	D/502/8309
NOS	2BS8

---

### Unit aim and purpose

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.

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### Learning outcomes and assessment criteria

1 Know how to prepare work area and equipment for service.

The Learner can:

- a Describe safe and hygienic working practices when preparing work area and **equipment** for service
- b State the importance of having **drink, ingredients** and **accompaniments** available and ready for immediate use
- c State the importance of checking all work areas and **service equipment** for damage before taking orders
- d 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.

The Learner can:

- a Describe safe and hygienic working practices when preparing and serving hot drinks and maintaining hot drink making equipment
  - b Describe the techniques for mixing and preparing different types of beverages
  - c State the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment
  - d Describe the types of unexpected situation that might occur when preparing and serving hot drinks and maintaining hot drinks equipment
-

## **Range**

### **Equipment**

Espresso machine, cream whipper, knock out box, bean grinders, filter system, cafetière, blender, steamer, urn

### **Drinks**

Coffee, hot chocolate, tea, steamed milk drinks, iced drinks (ie frappé/iced tea)

### **Ingredients**

Freshly ground coffee beans, pre-ground coffee beans, syrups, chocolate powder, milk, ice cream, spray cream, tea, ice

### **Drink accompaniments**

Sugar, dusting/topping powder, cream

### **Service equipment**

Cutlery, glassware, crockery, trays

Level	2
Credit value	2
UAN	R/502/8307
NOS	2BS5

---

### Unit aim and purpose

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.

---

### Learning outcomes and assessment criteria

1 Know how to maintain cellars.

The Learner can:

- a Describe **safe and hygienic practices** when maintaining cellars
- b State the importance of following specific security procedures for going in and out of the cellar
- c State the importance of securing cellars against unauthorised access at all times
- d State the importance of keeping the cellar clean and tidy and at a recommended temperature at all times
- e Describe the types of unexpected situations that might happen when maintaining cellars

2 Know how to prepare kegs and gas for use.

The Learner can:

- a Describe safe and hygienic working practices when preparing **kegs** and **gas cylinders** for use and dealing with mixed gases
  - b State the importance of turning off the gas supply before disconnecting the keg
  - c Describe how to tell if stock is out of condition
  - d State the importance of checking date stamp on stock
  - e Describe the types of situations that might happen when preparing kegs and gas cylinders
-

## **Range**

### **Safe and hygienic practices**

Keep cellars well lit, well ventilated, dry

### **Kegs**

Beer, cider, lager, real ales

### **Gas cylinders**

Carbon dioxide/mixed gas cylinders, bulk gas

Level	2
Credit value	2
UAN	J/502/8319
NOS	2BS6

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### Unit aim and purpose

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.

---

### Learning outcomes and assessment criteria

1 Know how to clean drink dispense lines to the correct standard.

The Learner can:

- a State current legislation regarding safe and hygienic working practices when cleaning **drink dispense lines**
- b Identify dangers of mishandling **kegs** and **gas cylinders**
- c State the importance of testing on-line beverages after cleaning pipes and lines
- d Describe procedures for cleaning and maintaining post-mix dispense systems
- e Describe the types of unexpected situations that may occur when cleaning lines

2 Know how to safely use cleaning agents and equipment.

The Learner can:

- a State current legislation regarding the use of cleaning agents and equipment
  - b Outline health and safety issues when working with line cleaning chemicals
  - c State the importance of checking that cleaning agents are correctly diluted
  - d Identify equipment needed to clean drink dispense lines
  - e Describe the types of unexpected situations that may occur when using cleaning agents and equipment
-

## **Range**

### **Drink dispense line**

Beer/stout/lager/cider dispense lines

### **Kegs**

Beer, cider, lager, real ales

### **Gas cylinders**

Carbon dioxide/mixed gas cylinders



Level	2
Credit value	1
UAN	M/502/8315
NOS	2BS9

---

### Unit aim and purpose

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.

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### Learning outcomes and assessment criteria

1 Know how to receive drinks deliveries.

The Learner can:

- a Describe safe and hygienic working practices when receiving **drinks deliveries**
- b State the importance of securing receiving areas from unauthorised access
- c State the importance of checking that deliveries match the order and delivery documentation
- d Identify what documentation must be retained for records
- e Describe the types of unexpected situations that might occur when receiving drinks stock

2 Know how to store and issue drinks stock.

The Learner can:

- a Describe safe and hygienic working practices when storing and issuing drinks
  - b State the importance of securing storage areas from unauthorised access at all times
  - c State the importance of following correct storage and rotation procedures and maintaining a minimum stock of drink items
  - d State the importance of receiving the correct documentation before stock is issued
  - e Describe the types of unexpected situations that might occur when storing and issuing drinks
- 

### Range

#### Drink deliveries

Crated bottled drinks, boxed bottled drinks, bottled wines, bottled spirits, keg beers, cask beers

Level	2
Credit value	2
UAN	R/502/8260
NOS	2FS1

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### Unit aim and purpose

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.

---

### Learning outcomes and assessment criteria

1 Know how to prepare service areas and equipment for table service.

The Learner can:

- a Describe safe and hygienic working practices when preparing areas and **equipment** for table service
- b Describe procedures for storage and stock rotation of **food service items**
- c Describe procedures for maintaining service equipment
- d 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.

The Learner can:

- a Describe safe and hygienic working practices when preparing customer dining areas for table service
- b State the importance of checking table items and menus before service
- c State the importance of checking heating/air conditioning/ventilation and lighting before use when preparing customer dining areas for table service
- d 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

The Learner can:

- a Describe safe and hygienic working practices when clearing dining and service areas
- b Describe the procedures for handling and disposing of waste correctly
- c Identify the security procedures that should be followed
- d Describe the types of unexpected situations that might occur when clearing dining and service areas

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## **Range**

### **Equipment**

Hot/cold beverage serving containers, refrigeration units, heated units, service utensils, trolleys

### **Food service items**

Trays, crockery, promotional items, disposable table coverings, decorative items, disposable napkins, linen, cutlery, menu, prepared sauces/dressings, prepared bread items

Level	2
Credit value	1
UAN	A/502/8298
NOS	2FS3

---

### Unit aim and purpose

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.

---

### Learning outcomes and assessment criteria

1 Understand how to silver serve food.

The Learner can:

- a Describe safe and hygienic working practices when providing a silver service
- b Explain the importance of being familiar with the available **menu items**
- c Describe the operational procedures for serving courses
- d 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.

The Learner can:

- a Describe safe and hygienic working practices when **clearing finished courses**
  - b Describe procedures for clearing finished **courses**
  - c Describe the hygiene aspects of clearing tables
  - d Describe the types of unexpected situations that might occur when clearing courses
- 

### Range

#### Menu items

Soups, gravies/sauces, bread rolls/potatoes/other solid items, sliced meat/poultry, rice/vegetables/other small chopped items, pies/tarts/flans/gateaux, puddings/spooned desserts, cheese

#### Clear finished:

Cutlery, crockery and other table items

#### Courses

Starters, main course, sweet, cheese

Level	2
Credit value	1
UAN	M/502/8296
NOS	2FS4

---

### Unit aim and purpose

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.

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### Learning outcomes and assessment criteria

1 Know how to prepare and maintain a buffet and carvery display.

The Learner can:

- a Describe safe and hygienic working practices when preparing and maintaining a **buffet or carvery** display
- b Describe procedures for maintaining dining service areas and **service equipment**
- c State the importance of checking **table items** for damage and cleanliness before service
- d 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.

The Learner can:

- a Describe safe and hygienic working practices when maintaining dining area and serving customers at a buffet or carvery display
  - b State the importance of giving accurate information to customers when serving **food items**
  - c State the importance of controlling portions when serving customers
  - d Describe the types of unexpected situations that might occur when serving customers from a buffet or carvery display
-

## **Range**

### **Buffet or Carvery**

Served buffet/carvery, self-service buffet/carvery

### **Table items**

Crockery, cutlery/silverware, glassware, table coverings, napkins, decorative items, flowers

### **Service equipment**

Dishes/flats/plates, service cutlery/silverware, service cloths/linen

### **Food items**

Hot food, cold food, accompaniments

Level	2
Credit value	2
UAN	K/502/8314
NOS	2GEN8

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### Unit aim and purpose

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.

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### Learning outcomes and assessment criteria

1 Know about responsibilities in a customer service team.

The Learner can:

- a Identify services or products that rely on effective teamwork
- b Identify customer service **delivery process stages** that rely on exchange of information between self and colleagues
- c Describe the importance of agreeing how **information** should be exchanged with colleagues to enable completion of **customer service actions**
- d 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.

The Learner can:

- a State the importance of checking that a customer service action has been completed
- b State the importance of knowing all **details** of customer service actions that colleagues were due to complete
- c State the importance of asking colleagues about the **outcome** of completing the customer service action as agreed
- d **Review** the way customer service actions are shared with colleagues

3 Know how to maintain customer service through effective handover

The Learner can:

- a Describe appropriate **customer service procedures** for the delivery of services or products

- b State the importance of passing responsibility to **appropriate colleagues** for completing particular customer service actions
  - c State the importance of carefully checking with a colleague whether the expected customer service actions have been completed
  - d Contribute to reviewing the **way** customer service actions are shared in customer service processes
- 

## **Range**

### **Learning Outcome 1:**

#### **Delivery process stages**

Requiring further information, using services of internal partners, eg transport, point of sale, processing complaints, during handover.

#### **Customer service actions**

Establishing needs, identifying product/service, closing sale, promoting additional products/services, following up queries/requests, processing complaints, after-sales service.

#### **Ways**

Notes/lists, diaries, schedulers, formal logging procedures to ensure follow-up.

#### **Information**

Details of customer, actions taken so far, customer requirements, promises made, colleague taking responsibility

### **Learning Outcome 2:**

#### **Details**

Customers concerned, timescale, promises made, actions taken, whether completed.

#### **Outcomes**

Timescale, promises made, actions taken, customer satisfaction.

#### **Review**

Use of feedback, analysis of records, assessment techniques, eg SWOT, to identify improvements.

### **Learning Outcome 3:**

#### **Customer service procedures**

Relating to approach, personal presentation, establishing needs, identifying product, up- and cross-selling, responding to queries/requests, dealing with complaints, team-working.

#### **Appropriate colleagues**

In terms of knowledge/experience, ability, authority.

#### **Ways**

Communication methods – oral, written, face-to-face. Tools to log actions - schedulers, databases. Team and handover meetings.



Level	2
Credit value	2
UAN	Y/502/8311
NOS	2GEN6

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### Unit aim and purpose

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.

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### Learning outcomes and assessment criteria

1 Know the importance of promoting additional services or products that are available.

The Learner can:

- a State the importance of accurate services or products **knowledge** when dealing with **customers**
- b State the importance of **checking with colleagues** when unsure about new service or product details
- c State the importance of identifying **appropriate services or products** that may interest customers
- d 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.

The Learner can:

- a Describe appropriate **procedures and systems** for encouraging customers to use additional services or products
  - b Describe how the use of additional services or products will **benefit organisations and its customers**
  - c Identify **factors** that influence customers to use additional services or products
  - d 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
-

## **Range**

### **Customers**

External and internal.

### **Knowledge**

Price, availability, features/benefits.

### **Checking with colleagues**

What may happen if inaccurate details are supplied both from customer and service deliverer points of view. Methods of checking.

### **Appropriate**

According to customer needs. Use of questioning/listening techniques and building of rapport.

### **Informing**

Methods – face-to-face, by telephone, written.

### **Additional services or products**

Warranties, loyalty schemes, up-selling, cross-selling. Products/services may be offered by service partners.

### **Procedures and systems**

Organisational and general guidelines covering when, eg at point of sale, and how, eg the dialogue to be used, the additional products/services are introduced. Reasons for avoiding hard-sell.

### **Benefits to organisations and its customers**

In terms of sales/profits, increased range of products to offer, time saved for customer, organisation's reputation, professional appearance of staff.

### **Factors**

Ease of the transaction, discounts offered, value for money, suitability of product, rapport with the service deliverer, customer's mood.

### **Introduce additional services or products**

Approach, gauging interest, use of two-way questioning, provision of information.

### **Benefits**

- security/peace of mind
- time saving
- money savers/makers
- health and safety
- status/luxury
- convenience
- comfort
- flexibility
- enjoyment
- to comply with legislation

### **Reservations**

Relating to cost, time. How to overcome these – reassurance, emphasising benefits, further information.

Level	2
Credit value	2
UAN	M/502/8301
NOS	2HK5

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### Unit aim and purpose

The aim of this unit is to enable learners to gain knowledge of how to prepare to clean soft floors and furnishings and how to maintain soft floors and furnishings including the removal of stains and applying treatments.

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### Learning outcomes and assessment criteria

1 Know how to prepare to clean and protect floors, carpets and soft furnishings.

The Learner can:

- a State the importance of maintaining personal hygiene that meets the standards of the cleaning specification throughout the **cleaning process**
- b State the importance of wearing the appropriate personal protective equipment throughout the cleaning process
- c State the importance of checking health and safety instructions against organisational requirements
- d State the importance of following checks and restrictions for use of **deep cleaning equipment**
- e State the importance of checking that the material is suitable for the planned treatment

2 Know how to maintain soft floors and furnishings.

The Learner can:

- a State the importance of removing superficial dust and debris before starting the cleaning process
  - b State the importance of softening ground-in soil and/or stains
  - c State the importance of carrying out test cleans before applying treatments
  - d Describe safe working practices when working at heights
  - e State the importance of removing any excess moisture from the area which has been cleaned
-

## **Range**

### **Cleaning process**

Removal of stains, applying treatments

### **Deep cleaning equipment**

Dry suction, pile agitation, bonnet mopping absorption, dry powder extraction, water extraction, dry solvent application, shampooing, pile realignment

Level	2
Credit value	2
UAN	Y/502/8325
NOS	2HK7

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### Unit aim and purpose

The aim of this unit is to enable learners to gain knowledge of how to undertake periodic room servicing, deep cleaning involving, for example turning mattresses, changing curtains, high dusting, cleaning carpet edges, skirting boards and paintwork, and how to undertake periodic servicing and deep cleaning of bathrooms and toilets.

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### Learning outcomes and assessment criteria

1 Know how to undertake periodic room servicing.

The Learner can:

- a Describe the importance of following a schedule for **periodic room servicing and deep cleaning** in an organisation
- b Describe the importance of inspecting the work area on completion of periodic room servicing
- c Describe quality standards for the appearance and cleanliness of rooms
- d Identify the correct procedures for dealing with items that need to be or have been replaced

2 Know how to undertake periodic deep cleaning.

The Learner can:

- a Describe the **preparations** needed to carry out periodic deep cleaning and its importance
- b Identify the **equipment and materials** needed for periodic deep cleaning of rooms
- c Identify **procedures** for using equipment and materials efficiently and safely
- d Identify health and safety requirements for high dusting

3 Know how to undertake periodic servicing and deep cleaning of bathrooms and toilets.

The Learner can:

- a Identify the preparations needed to carry out periodic servicing and deep cleaning of bathrooms and toilets
- b Identify materials and equipment needed to servicing and cleaning different areas of bathrooms and toilets

- c Describe how to report areas and items that might need specialist maintenance
  - d Describe the types of unexpected situations that might occur when servicing and cleaning bathrooms and toilets
- 

## **Range**

### **Periodic room servicing and deep cleaning**

High dusting, vacuuming under furniture and carpet edges, cleaning shower rails, plug traps, drains, behind pedestals, plugs and switches, cleaning skirting boards and other paintwork, cleaning air vents and extractors

### **Preparation**

Use of appropriate protective clothing, move furniture to clean underneath, protect vulnerable surrounding areas

### **Equipment and materials**

Vacuum cleaner, manual equipment, electrical equipment, cleaning materials

### **Procedures**

Turning mattresses, changing curtains and drapes, changing other soft furnishings as required

Level	2
Credit value	2
UAN	A/502/8317
NOS	2GEN5

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### Unit aim and purpose

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

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### Learning outcomes and assessment criteria

1 Know about customer service problems.

The Learner can:

- a Describe how to respond to a customer service **problem** when it is raised
- b State the importance of recognising repeated problems and alerting the appropriate person
- c State the importance of sharing customer feedback with others to identify potential problems before they happen
- d Identify options for **resolving a customer service problem**
- e 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.

The Learner can:

- a Describe organisational procedures and systems for dealing with customer service problems
  - b Describe how to resolve potentially difficult situations
  - c Describe how to negotiate with others to resolve problems
  - d Describe the limitations of what can be offered to a customer to resolve a problem
  - e Describe types of action that may make a customer problem worse and that should be avoided
-

## **Range**

### **Problem**

System or procedure failure, lack of resources, human error

### **Resolving a customer service problem**

Used agreed organisational procedures, have made exceptions to usual practice



Level	2
Credit value	1
UAN	T/600/1059
NOS	N/A

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### Unit aim and purpose

To meet the requirements of the Hospitality, Leisure, Travel and Tourism sector in providing staff who engage with internal and external customers with introductory knowledge in customer service.

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### Learning outcomes and assessment criteria

- 1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries.

The Learner can:

- a Describe the **role of the organisation** in relation to customer service
- b Identify the characteristics and benefits of **excellent customer service**
- c Give examples of internal and external **customers** in the industries
- d Describe the **importance of product knowledge and sales** to organisational success
- e 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.

The Learner can:

- a Identify the **benefits of excellent customer service** for the individual
- b Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service
- c Describe the **importance of personal presentation** within the industries
- d Explain the importance of using appropriate **types of communication**
- e Describe the **importance of effective listening skills**

- 3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

The Learner can:

- a Identify what is meant by **customer needs** and expectations in the industries
- b Identify the **importance of anticipating and responding to varying customers' needs and expectations**

- c Describe the **factors** that influence the customers' choice of products and services
  - d Describe the importance of meeting and exceeding customer expectations
  - e Describe the **importance of dealing with complaints** in a positive manner
  - f Explain the **importance of complaint handling procedures**
- 

## Range

### Role of the Organisations

Tour operators; transport providers; accommodation providers; visitor attractions; restaurants and fast food outlets; leisure centres; conference and banqueting; pubs, bars and nightclubs; cafes bars and bistros; sports, gyms, recreational and social clubs.

Organisation's role relates to:

- 1 Setting the service offer. The service offer, also known as a customer charter, sets the basis on which the organisation will provide a service to its customers. Customers will know this is what they can expect while organisations know what they must deliver.
- 2 Monitoring, evaluating and improving standards via customer feedback, analysis of records, complaints, comment cards.
- 3 Complying with industry codes of practice and legislation:
  - a Health and Safety at Work Act.
  - b Data Protection Act.
  - c Equal opportunities - Disability Discrimination Act, Sex Discrimination Act, Race Relations Act.
  - d Consumer legislation - Sale of Goods Act. Supply of Goods and Services Act, Unsolicited Goods and Services Act, Trade Descriptions Act, Consumer Protection Act, Consumer Credit Act, The Consumer Protection Regulations.

### Excellent customer service

meeting and exceeding customer expectations, knowing key benefits/features of organisations services and products, actively listening to the customer, being professional, friendly and polite, encouraging customer loyalty, forming a relationship with customers, ensuring customers leave happy and return, ensuring customers pass on positive feedback to others.

Having experienced a certain level of customer service from an organisation, customers then come to expect that level of customer service whether good or bad.

Benefits of excellent customer service:

Increased sales, fewer complaints, new customers, numbers of compliments, repeat business/brand loyalty, reduced staff turnover, referred business, job satisfaction and staff motivation.

Good customer relationships are important to a service provider because they build customer loyalty, resulting in repeat business. It is beneficial for an organisation to have loyal customers as it tends to be cheaper and easier to repeat business with an existing satisfied customer than it is to find a new customer.

### Customers

an individual or an organisation and is somebody who receives customer service from a service deliverer. Customers can be internal eg from another part of the same organisation or colleagues; external eg individuals; businesses including suppliers.

The learner should be able to identify the chosen organisation's customers be they internal and/or external and also those who require special assistance for example those who have specific needs eg health, language, age, cultural needs, family needs or who have specific learning difficulties.

### **Importance of Product Knowledge and Sales**

provide relevant product information to the customer to help them with their decision or any questions, explain products to the customer to give a professional impression and increase trust with the customer, cross-sell and up-sell, match the customer's needs against the correct product, increase referrals/repeat business/ increase sales.

### **Importance of Organisational Procedures**

service standards, feedback systems, complaints procedures, emergency procedures.

Organisations write procedures for staff to follow to ensure that a specific job or task is completed in a set way to achieve the same outcome and level of service. A procedure may also be in place to ensure that legislative requirements are met.

### **Benefits of excellent customer service**

recognition within the organisation, motivation, customer loyalty, engaging/building relationships with customers makes the role more enjoyable, job satisfaction, monetary rewards, referrals, increased sales, better career prospects.

### **Importance of Personal presentation**

own personal presentation, approach and attitude will influence the customer's perception of the service delivered. If the customer expects to see staff in uniform who make a friendly approach and have a positive attitude they will not be satisfied if they are faced with someone who makes no approach and appears not to care.

A service deliverer's presentation should address:

creating a first impression, dress codes, personal hygiene, verbal and body language, approach and attitude, behaviour.

Service deliverers should always be professional despite difficult circumstances eg being under pressure through lack of time, during busy periods.

### **Types of communication**

Communication

Clear, respectful, polite and confident, without the use of jargon, adapted to meet individual needs.

It is important to adapt methods of communication to meet the individual needs of a range of customers for example those:

with language difficulties, with health issues, of different age groups, with cultural differences, with learning difficulties.

Face-to-face – is about eye contact and active listening. 'Normal' eye contact may differ across cultures; 'active listening' is about head nodding, gestures and repeating back phrases that are heard and confirmation of understanding

Written communication is eg letter, email, memos and reports. There will be guidelines on when and how to use written communication eg house styles, language to be used etc. Written communication will be necessary when a formal response is required.

Telephone communication requires being able to operate the equipment efficiently and effectively; making sure customers are regularly informed when the service deliverer is accessing information to provide responses, or if they are going to be on hold, etc; speaking clearly and slowly to allow for the possibility that reception on the 'phone line may not be perfect; adapting speech to meet individual needs of customer.

### **Importance of effective listening skills**

Being a good or active listener ensures the exchange of information between the speaker and the listener is correctly understood:

make eye contact, pay attention to the words, expressions, and body language of the speaker, use positive body language to express your continued concentration, use encouraging phrases such as "I see" or "Go on, do not interrupt – allow the speaker to finish, give the person your complete attention, summarise the discussion to bring the conversation to a close.

Techniques to ensure understanding:

Paraphrasing, clarifying, probing, verifying, summarising

### **Customer needs**

information eg directions, facilities, price, availability, health, safety and security, assistance eg for parents, those with disabilities, level of service eg that timescales are met, promises kept, value for money, quality presentation, specific needs, products and services eg customers' expectations, identification of needs, knowledge of products and services.

Other types of customer needs exist where customers' health, mood, language skills, age or cultural background or learning difficulties influence how a service provider may need to adapt their behaviour and adapt their methods of communication to meet these individual needs. (Specific to industry)

Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service.

Expectations are formed:

through what customers hear and see, what they read and the messages the organisation sends (ie via its reputation and brand), what actually happens to them when dealing now and in the past with an organisation, by word of mouth, through the media.

Customer expectations will be specific to the industries but broadly fall into expectations about: level of service, value for money, hygiene and health and safety, luxury factor.

### **Importance of anticipating and responding to varying customers' needs and expectations**

The customer service deliverer needs to establish the customer's expectations and needs in a way that takes full account of them as an individual. The use of questioning and listening techniques will establish needs and expectations. They need to look out for verbal and non verbal clues so that customer's are treated with respect and in the right manner according to the situation ie diffusing conflict with an angry customer.

The customer service deliverer should behave according to the organisation's policies and procedures.

### **Factors**

Price, value for money, reputation/brand, past experience, recommendation.

Customers buy benefits and solutions **not** products and the learner should be familiar with the technique of selling features and benefits and should know how these compare with those of competitors. Benefits can be:

security/peace of mind, time savers, money savers, health and safety, status, convenience, comfort, flexibility, enjoyment, to comply with legislation.

### **Importance of dealing with complaints**

Analysis of complaints logs can assist in the process of continuous improvement.

Types of complaint may be:

price-value, quality, speed of service/deliver, level of service, poor staff attitude, breakdown.

### **Importance of complaint handling procedures Importance**

It is important to deal properly with any customer complaint within the organisation's recognised systems and procedures for doing so in order to retain the customer.

Learners must know the procedures for handling customer which will include:

acknowledging the complaint, apologising for inconvenience, prompt attention to situation, identifying questions to answer, investigate the complaint, identifying problems to resolve.

Techniques for dealing with complaints include:

keeping calm, empathise with customer, keep customer informed, arriving at a mutually acceptable solution, follow up with customer and/or with staff.

Strategies to deal with complaints involve avoiding conflict and not reacting to possible anger from customers face-to face, on the phone or in writing.

Use the HEAT strategy (Hear, Empathise, Apologise, Take Ownership).

Level	3
Credit value	4
UAN	F/600/1808
NOS	HS02

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### Unit aim and purpose

This unit provides the learner an understanding of the principles of developing working relationships in hospitality. The unit covers working relations with both customers and colleagues, there is also a focus on working with a manager and the importance of good communication.

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### Learning outcomes and assessment criteria

1 Understand the key elements that encourage good working relationships.

The Learner can:

- a Explain the importance of **clear communication** in the workplace
- b Identify **methods for communicating** clearly with colleagues, managers and customers
- c Identify the basic **legal requirements** that cover working with colleagues
- d State the importance of recognising and valuing diversity
- e Explain the importance of **meeting the special needs** that colleagues and customers may have

2 Understand the principles of maintaining good working relationships with colleagues.

The Learner can:

- a State the importance of working as a team
- b State the importance of providing honest, helpful and motivating feedback to colleagues on their performance
- c State the importance of **discussing issues** with colleagues
- d Explain how to build colleagues' strengths and weaknesses in the context of a team
- e State the importance of showing that **colleagues are respected as individuals**
- f Explain **how to deal with disagreements** between colleagues
- g Identify the types of information about colleagues and customers that should be kept confidential

3 Know how to work well with a manager.

The Learner can:

- a state the importance of **keeping managers up-to-date** with work related issues
- b describe **situations** where a manager's help and advice should be sought
- c. state the **importance of responding positively** to feedback from a manager
- d state the importance of having procedures to follow for when someone has a disagreement with their manager

4 Know how to maintain good customer relations.

The Learner can:

- a describe how to **present a positive and professional image** to customers
- b identify the need to adapt behaviour for different customers
- c identify types of issues that customers need to be kept informed about
- d describe **how to explain to customers** when their needs and expectations cannot be met
- e state the **value** of exceeding customers' expectations
- f identify the importance of knowing limits of personal authority when solving customers problems
- g state the importance for having **procedures** for dealing with customer complaints
- h state the importance for having **procedures** for dealing with customers who are aggressive and abusive

## Range

### Clear communication

To ensure requirements are understood, to ensure efficient use of resources and get the job done effectively, health and safety reasons.

### Methods for communicating

using appropriate language, being direct and precise, being clear in what is communicated, whether verbally, in writing or electronically, confirming understanding.

### Legal requirements

Equal opportunities, employment law.

### Meeting special needs of customers

To show respect to customers as individuals, to provide the best possible service.

### Discussing issues

To develop and maintain teamwork, to assist in team building to get the job done effectively and efficiently, to maintain health and safety at work, to comply with company practices and procedures.

### Colleagues are respected as individuals

To get the best out of them, work effectively as a team, achieve the company standards, provide customer satisfaction, adhere to legal / organisational requirements.

### How to deal with disagreements

By being patient and calm, through reasoned discussion and compromise, if necessary involve management.

**Keeping managers up-to-date**

To keep them aware of activities, issues, developments, to maintain support from them, to reassure them that matters are under control, to identify problems or potential problem areas, to ensure smooth running of the business and to report on financial matters.

**Situations**

In unexpected situations (eg severe staff shortages), those outside of own experience and knowledge

**Importance of responding positively**

To improve work performance, quality of support for colleagues, quality of service to customers, to achieve company targets, to develop as an individual.

**Present a positive and professional image**

By: attention to appearance and detail, demonstrating good social skills, following company practices and procedures, providing quality service, being positive about the organisation.

**How to explain to customers**

Listen to their requirements, explain clearly why their needs cannot be met, outline alternative actions that could be taken

**Value**

Customer satisfaction, Organisation's reputation is improved, future business through word of mouth

**Procedures**

Provides staff with clear guidelines on how to deal with difficult situations, ensures that all staff deal with the situation in a consistent manner and all customers are treated in the same way.



Level	3
Credit value	4
UAN	A/600/1810
NOS	HS04

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### Unit aim and purpose

This unit provides the learner with the understanding associated with Health, Safety and Security in the Hospitality Working Environment. The unit covers areas relating to the maintenance of the work environment, acquisition and storage of relevant information and the principles of risk management.

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### Learning outcomes and assessment criteria

1 Know how to maintain health, hygiene, safety and security at work.

The Learner can:

- a identify the **enforcement agencies** for health, hygiene, and safety laws and regulations
- b state the importance for an organisation of having procedures which maintain health, hygiene, safety and security at work
- c state the **implications** of breaking the law on health, hygiene and safety
- d state the **importance** of having a named individual responsible for health, hygiene, safety and security

2 Understand the need for the maintenance of information regarding health, hygiene, safety and security.

The Learner can:

- a identify **people and organisations** who may need access to information
- b explain **procedures** used to record and store information
- c state the **information** that external authorities may require
- d identify the types of **information** that should be recorded and stored
- e state the importance of having **procedures for making recommendations** about health, hygiene, safety and security
- f describe how to communicate with colleagues on issues to do with health, hygiene, safety, and security

3 Understand risk management in the work place.

The Learner can:

- a state the need to identify, report and deal with faulty equipment
  - b state the **importance of contingency plans** to reduce the impact of any health, hygiene, safety and security problems
  - c explain **how to monitor** an area to maintain the health, hygiene, safety and security of employees, customers and other members of the public
  - d identify the frequency with which health, hygiene, safety and security inspections should be carried out
  - f explain **how to minimise the risks** associated with different types of health, hygiene, safety and security hazards
  - g state the **importance of emergency procedures**
- 

## Range

### Enforcement agencies

Health and Safety Executive – Environmental Health Officers (EHOs), Fire Officers, Trading Standards – Trading Standards Officers.

### Implications

Individual: Dismissal, fine, imprisonment, injury, death.

Organisation: Improvement notice, prohibition order, emergency prohibition notice, heavy fine, imprisonment of named person responsible for health and safety, reputation, closure of business.

### Importance

To ensure staff know their legal responsibilities, to provide or arrange training, to monitor staff and organisational compliance.

### People and organisations

Line manager, supervisors, EHOs, health and safety executive, doctors, police, fire authority, customers.

### Procedures

Information may be recorded and stored manually or electronically and should be kept secure.

### Information

(recorded and stored/required by external authorities)

Notifiable illnesses, accidents, risk assessments, fire assessments, fire drill records, HACCP and temperature records, first aid assessment, guest and visitor registrations, COSHH documentation.

### Procedures for making recommendations

Issues can be brought to the attention of health and safety officer and management, ensures reporting mechanism is understood and utilised by all, forms part of staff health and safety training.

### Importance of contingency plans

Contingency plans identify key areas to be monitored such as; Resources (physical and human), communications, monitoring and support of team, training for team, reporting mechanism.

### How to monitor area

Regular checks, keep informed on requirements, observation of self and others at work, checking records, monitoring strengths, weakness, opportunities and threats (SWOT), checklists.

**How to minimise the risks**

Monitor critical control points and set control limits for discrepancies, ensure awareness of potential and real hazards, observe safe practices, exercise due care and attention, supervision, comply with risk assessment, consider alternatives / contingencies.

**Importance of emergency procedures**

To provide clear guidance to staff, customers and visitors, to comply with legislation.

Level	3
Credit value	3
UAN	F/600/1811
NOS	3FPC1

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### Unit aim and purpose

This unit is about providing knowledge for preparing complex sauces, stocks, gravies and glazes using different preparation and cooking methods. The unit also provides the understanding relating to finishing hot sauces correctly.

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### Learning outcomes and assessment criteria

1 Know how to prepare hot sauces.

The Learner can:

- a describe **preparation methods** for hot sauces
- b state the reasons for using different methods of hot sauces preparation
- c describe the characteristics of different **types of hot sauces**
- d state corrective action to take if problems are identified with sauces
- e identify how to **store prepared hot sauces**

2 Know how to cook hot sauces.

The Learner can:

- a identify the correct **tools and equipment** for different hot sauces cooking methods
- b describe correct **cooking methods** for different types of hot sauces
- c state the **correct temperatures for cooking** hot sauces
- d state **healthy eating** considerations when cooking hot sauces

3 Understand how to finish hot sauces.

The Learner can:

- a describe the correct **finishing methods** for hot sauces dishes
- b state the importance of correctly finishing dishes for service
- c state how to check hot sauce dishes have met finishing requirements
- d explain how to **adjust the taste and flavour** of complex hot sauces
- e state the **correct temperature for holding and serving** hot sauces dishes
- f state methods to minimise and correct common faults in complex sauces, stocks, gravies and glazes
- g explain the methods used to balance the flavour, texture, colour, consistency and quality of the final dish with the sauce

## **Range**

### **Preparation methods**

Weighing and measuring, chopping, slicing, liquidising/blending, combining, emulsifying, knife skills

### **Types of hot sauces**

Compound butter sauces, other roux based sauces, emulsified sauces, cream thickened sauces, white/brown sauce derivatives

Roast (veal, beef, pork), bechamel derivatives, veloutés derivatives, (jus lie/brown sauces derivatives), jus (thickened/unthickened), purées (fruits/vegetables/herbs), reductions (wine, stocks, cream), miscellaneous (bread, tomato).

### **Store prepared hot sauces**

Hot sauces should be covered with a cartouche and kept above 63°C, or if not to be used immediately they should be cooled to 5°C or below within 90 minutes and labelled and stored

### **Tools and equipment**

Saucepans, sauteuse, wooden spatula, spoons, ladles, strainers, colander, sieves, pestle and mortar, whisks, knives, chopping boards, muslin cloth, tammy cloth, bain marie, serving equipment.

### **Cooking methods**

Sweating/frying, mixing, simmering, reducing, skimming, temperature control, straining, whisking.

### **Correct temperatures**

Cooking – most sauces (such as demi glace) will reach a temperature of 100°C during the cooking process (minimum 75°C)

Hot holding for service – 63°C or above.

Cooking – emulsified sauces will only reach 37°C but should be prepared to order, just before service and not kept for any length of time. While most sauces have a holding temperature, emulsified sauces do not as they are not suitable for holding.

### **Healthy eating**

Replace butter in roux with vegetable fats/margarine, ensure that fat is removed from stocks used in sauces, do not use butter, fresh cream, egg yolks, reduce level of salt and seasoning, avoid use of alcohol in finishing the sauce, use of vegetables

### **Finishing methods**

Liquidising, passing, amend consistency (reductions, liaison of egg yolks and cream, stocks, monter au beurre/olive oil, sabayon), Adjust flavouring, correct seasoning (salt/spices), garnishing, adjust temperature.

### **Adjust taste and flavour**

Use of herbs, spices, bouquet garni, mirepoix of vegetables, proprietary sauces.

Level	3
Credit value	3
UAN	J/600/1812
NOS	3FPC11

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### Unit aim and purpose

This unit is about providing knowledge for preparing Dressings and Cold sauces using different preparation and cooking methods. The unit also provides the understanding relating to finishing dressings and cold sauces correctly in readiness for service.

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### Learning outcomes and assessment criteria

1 Know how to prepare dressings and cold sauces for basic dishes.

The Learner can:

- a describe **preparation methods** for dressings and cold sauces
- b state the reasons for using different methods of dressings and cold sauces preparation
- c describe the characteristics of different **types of dressings and cold sauces**
- d state the **corrective action** to be taken if there are quality problems
- e identify how to **store prepared dressings and cold sauces**

2 Know how to cook dressings and cold sauces.

The Learner can:

- a identify the correct **tools and equipment** for different dressings and cold sauces cooking methods
- b describe correct **cooking methods** for different types of dressings and cold sauces
- c state the **correct temperatures** for cooking dressings and cold sauces
- d state **healthy eating** considerations when cooking dressings and cold sauce

3 Know how to finish dressings and cold sauces.

The Learner can:

- a describe the correct **finishing methods** for dressings and cold sauces dishes
- b state the importance of correctly finishing dishes for service
- c state how to check dressings and cold sauces dishes have met finishing requirements
- d state the **correct temperature** for holding and serving dressings and cold sauces dishes
- e describe methods for adjusting the flavour of dressings and cold sauces

## **Range**

### **Preparation methods**

Weighing and measuring, chopping, whisking, liquidising/blending, blanching, emulsifying, knife skills

### **Types of dressings and cold sauces**

Emulsified egg based sauces, oil based dressings, fruit/pulses/vegetable thickening sauces, cream thickened sauces, egg and oil emulsions, sour cream/yoghurt based, coulis

### **Corrective action**

Adjust quantities, rescueing split mayonnaise

### **Store prepared dressings and cold sauces**

Sauces should be stored in a covered bowl which should be labelled and dated and placed in a refrigerator and stored at temperatures below 5°C Sauces should be used in rotation - First in First out.

### **Tools and equipment**

Saucepans, sauteuse, wooden spatula, spoons, ladles, strainers, colander, sieves, pestle and mortar, whisks, knives, chopping boards, muslin cloth, tammy cloth, bain marie, serving equipment.

### **Cooking methods**

Weighing and measuring, knife skills, sweating/frying, mixing, simmering, reducing, skimming, temperature control, straining, whisking, sieving.

### **Correct temperatures**

Cooking sauces - 100°C.

Holding and serving dressings and sauces – Storage 8°C or below, Service 5°C

### **Healthy eating**

Reduce salt, serve dressings separately from main dishes, use unsaturated fats, use semi-skimmed milk.

### **Finishing methods**

Check consistency, seasoning and appearance, adjust accordingly, present according to dish requirements

Level	3
Credit value	3
UAN	L/600/1813
NOS	3FP1/3FC1

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### Unit aim and purpose

This unit is about providing the understanding for creating complex fish dishes using different preparation and cooking methods. This unit also provides the understanding for finishing complex fish dishes correctly in readiness for service.

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### Learning outcomes and assessment criteria

1 Understand how to prepare fish for complex dishes.

The Learner can:

- a explain the **selection process** used in order to ensure fish meets the dish requirements
- b identify how to **control portions** to minimise waste
- c describe **preparation methods** for different complex fish dishes
- d explain the reasons for using different methods of fish preparation
- e describe the **characteristics** of different types of commonly used fish
- f state **healthy eating** considerations when preparing fish
- g describe the **corrective action** to be taken if there are quality problems
- h identify how to **store prepared fish** which is ready for cooking

2 Understand how to cook fish for complex dishes.

The Learner can:

- a describe the **tools and equipment** used for different fish cooking methods
- b describe correct **cooking methods** for different complex fish dish requirements
- c state the importance of using the **correct temperatures for cooking** different types of fish
- d identify the nutritional value of different types of fish
- e state **healthy eating** considerations when cooking fish
- f explain how to combine fish with other ingredients to create a complex and balanced dish



### 3 Understand how to finish complex fish dishes.

The Learner can:

- a describe the correct **finishing methods** for a range of complex fish dishes
  - b state the importance of correctly finishing dishes for service
  - c describe how to minimise and correct common faults in complex fish dishes
  - d describe how to adjust the colour, consistency and flavour of different fish dishes
  - e identify the **correct temperature for holding and serving** complex fish dishes
  - f state the **correct storage methods** for complex fish dishes
  - g describe **current trends** and methodologies in relation to cooking and finishing complex fish dishes
- 

## Range

### Selection process

The ingredients are checked against the recipe to ensure they are correct, they are of the correct weight for the dish to be prepared correctly, quality is checked to ensure that fish is fresh, pleasant smell, firm texture, clear eyes, pink gills, not slimy

### Control portions

Purchase fish to specification, which have a high portion yield, prepare fish into individual portions, do not make the size of the portion too large.

### Preparation methods

Filleting, gutting through the gills, removing bones leaving whole fish intact, skinning eel, stuffing whole fish with multiple fillings, classic cuts of fish, compressing and shaping techniques, marinades, sous vide, carving, mincing/blending and preparation of fine/coarse forcemeats.

### Characteristics

Exotic fish (eg barramundi, grouper, tilapia, parrot fish, red snapper), oily fish (eg trout, salmon, mackerel, herring, tuna, shark, eels), flat fish (eg. skate/ray, Dover sole, brill), round fish (eg cod, haddock, sea bass, red snapper), fresh water fish (eg sea bream, pike, sandre).

### Healthy eating

Preparation methods; Use olive oil when marinating, use low fat items when topping or covering, prepare fish by using healthy cooking methods such as steaming, use fresh fish as opposed to frozen, reduce salt content. Cooking methods; use healthier cooking techniques such as steaming or poaching rather than frying.

### Corrective action

Fish must not be used, Replace fish, seek advice, change menu.

### Store prepared fish

Controlled temperature environment, between 1°C – 5°C, separate from other items.

### Tools and equipment

Pans, trays, spatulas, whisks, strainers, tongs, spoons, ladles, moulds, knives, bain marie, stoves, grills (over and under fired), ovens, fryer, hot plates, cold and frozen storage.

## **Cooking methods**

### **Dry**

Roast (whole fish, larger cuts).

Grill ( whole fish, larger cuts – shellfish).

Shallow fry (whole fish, goujons, fillets, suprêmes - suitable shellfish).

Deep fry (goujons, fillets, suprêmes, fry of fish – suitable shellfish).

Bake (fish pies, en papillote, au gratin/crusts, whole fish, large cuts – suitable shellfish).

### **Wet**

Boil (suitable shellfish).

Poach (whole fish, fillets, paupiettes – suitable shellfish).

Steam (whole fish, suprêmes, darnes – suitable shellfish).

Stew (whole fish – suitable shellfish).

Braise (whole fish, larger cuts).

## **Correct temperatures**

Fish may be overcooked, break up, quality of batter may be poor, batter will brown before fish cooks, fish may stick to bottom of the pan. Will not meet dish requirements.

## **Correct temperature**

Cooking – 75°C or above.

Hot holding for service – 63°C or above.

## **Finishing methods**

Remove skin/bone/shells, amend consistency (reductions, liaison of egg yolks and cream, stocks, monter au beurre/olive oil, sabayon), adjust flavouring (fish glaze, soy sauce, Worcester sauce, tomato/mushroom ketchup, fish, sweet chilli), correct seasoning (salt/spices), adjust temperature.

## **Correct storage methods**

Hold above 63°C and serve as quickly as possible, or, cool rapidly to 5°C (preferably with the use of a blast chiller), cover and label dish, refrigerate within 90 minutes

## **Current trends**

Cooking methods focus on a healthier approach, sauces made using alternative thickening agents to roux based sauces, use of organic products, use of pre-prepared and pre-portioned fish, use of a wider variety of fish eg exotic fish, use of farm fished products eg salmon, sustainability..

Level	3
Credit value	3
UAN	D/600/1816
NOS	3FP3/3FC3

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### Unit aim and purpose

This unit is about providing the understanding for creating complex meat dishes using different preparation and cooking methods. This unit also provides the understanding for finishing complex meat dishes correctly in readiness for service.

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### Learning outcomes and assessment criteria

1 Understand how to prepare meat for complex dishes.

The Learner can:

- a explain the **selection process** used in order to ensure meat meets the dish requirements
- b identify how to **control portions** to minimise waste
- c describe **preparation methods** for different complex meat dishes
- d explain the reasons for using different methods of meat preparation
- e describe the **characteristics** of different types of meat dishes
- f state **healthy eating** considerations when preparing meat for complex dishes
- g describe the **corrective action** if there are quality problems
- h identify how to **store prepared meat** which is ready for cooking

2 Understand how to cook meat for complex dishes.

The Learner can:

- a describe the **tools and equipment** used for different meat cooking methods
- b describe correct **cooking methods** for different complex meat dish requirements
- c state the importance of using the **correct temperatures for cooking** different types of meat
- d describe the process for checking meat is cooked correctly
- e identify the **nutritional value** of different types of meat
- f state **healthy eating** considerations when cooking meat
- g explain how to combine meat with other ingredients to create a complex and balanced dish

### 3 Understand how to finish complex meat dishes.

The Learner can:

- a describe the correct **finishing methods** for a range of complex meat dishes
  - b state the importance of correctly finishing dishes for service
  - c describe how to minimise and correct common faults in complex meat dishes
  - d describe the **corrective action** to adjust the colour, consistency and flavour of different meat dishes
  - e identify the **correct temperature for holding and serving** complex meat dishes
  - f state the correct **storage methods** for complex meat dishes
  - g describe **current trends** and methodologies in relation to cooking and finishing complex meat dishes
- 

## Range

### Selection process

The ingredients are checked against the recipe to ensure they are correct, they are of the correct weight for the dish to be prepared correctly, quality is checked to ensure meat is fresh, correct colour and amount of fat for cut and type, correct period of ageing and slaughtering method.

### Control portions

Buy good quality products which have a high portion yield, do not make the size of the portion too large. Prepare the meat into individual portions, meat should be cut into the correct size, weight or shape for service.

### Preparation methods

Larding, barding, tunnel boning, smoking, curing, drying, compressing and shaping techniques, substances used for tenderising, marinades, mincing/blending and preparation of fine/coarse forcemeats (eg for quenelles, mousselines, pojarskis, terrines, pates, sausages).

### Characteristics

Beef (sirloin, fillet, rump, foreribs, topside, chuck), lamb (legs, shoulder, loins, rack/best end), pork (loin, leg, shoulder, fillet), bacon (back, streaky, gammon), veal (cushion, loin, cutlets).

### Healthy eating

Preparation methods: Trim meat to remove excess fat, choose leaner cuts of meat, use olive oil when marinating, use low fat items for topping and covering, use fresh meat instead of frozen, reduce salt content.

### Cooking methods

Grilling the meat on a rack to allow fat to drain, brushing with unsaturated rather than saturated fats during grilling, serving sauces separately to the dish for customer choice, skimming excess fat from pot-roasted and braised meat dishes, frying at correct temperature in un-saturated fats, remove cream from sauces/low fat option, reduce salt content, increase vegetable garnish.

### Corrective action

Segregate the problem meat, inform kitchen manager and seek advice, discontinue preparing the meat, investigate causes of the problem, ensure HACCP system is reviewed.

**Store prepared meat**

Store meat at bottom of refrigerator, label prepared meat and ensure label includes date, temperature should be controlled at 1-5°C, ensure different types of meat are stored separately to prevent cross-contamination.

**Tools and equipment**

Pans, trays, spatulas, whisks, strainers, tongs, spoons, ladles, knives, bain marie, stoves, grills (over and under fired), ovens, fryer, hot plates, cold and frozen storage.

**Cooking methods**

Dry:- Roast (best ends of lamb, rolled and stuffed breast of pork), grill (pork chops, rib eye steaks, kebabs - lambs liver, lambs kidneys), shallow fry (stir fried beef, pork escalopes, lamb medallions - veal liver, pork kidneys (pane)), deep fry (croquettes, tempuras, samosas, sweet & sour pork - croustis (Kromesky) – pig's caul, bake (steak and kidney pies, pasties, patés (Bain Marie))

Wet: Boil (fresh and salted) - Silverside of beef, hocks of bacon – bones (stocks), tongue, tripe, poach (fillet of beef), steam (steak and kidney puddings, terrines), stew (navarins, ragoûts, blanquettes, fricassées, curries, chilli con carne), braise (beef olives, carbonades, hot pots, casseroles - hearts, oxtail, ox liver, ox tongue), combination (hams).

**Nutritional value**

Vitamins A, K, B12, B6, Riboflavin, Iron, Zinc.

**Finishing methods**

Relevant sauces, dressings and finishes; Starch based, reduction based, monté au beurre, liaison finish, foam, emulsion, herb oils, salsas.

**Corrective actions**

Introduce more stock or wine, reduce liquor further to amend consistency, add additional ingredients eg tomato puree, butter, add further seasoning.

**Correct temperature**

Hot holding for serving – 63°C or above.

**Storage methods**

If not to be served immediately then the dish should be cooled rapidly to 5°C within 90 minutes, it should then be covered, labelled and stored on the bottom shelf of a refrigerator.

**Current trends**

Use of organic food, pre-prepared portions, use of leaner/healthier cuts of meat.

Level	3
Credit value	3
UAN	H/600/1817
NOS	3FP4/3FC4

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### Unit aim and purpose

This unit is about providing the understanding for creating complex poultry dishes using different preparation and cooking methods. This unit also provides the understanding for finishing complex poultry dishes correctly in readiness for service.

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### Learning outcomes and assessment criteria

1 Understand how to prepare poultry for complex dishes.

The Learner can:

- a explain the **selection process** used in order to ensure poultry meets the dish requirements
- b identify how to **control portions** to minimise waste
- c describe **preparation methods** for different complex poultry dishes
- d explain the reasons for using different methods of poultry preparation
- e describe the **characteristics** of different types of complex poultry dishes
- f state **healthy eating considerations** when preparing poultry for complex dishes
- g describe **corrective action** for if there are quality problems
- h identify how to **store prepared poultry** which is ready for cooking

2 Understand how to cook poultry for complex dishes.

The Learner can:

- a describe the **tools and equipment** used for different poultry cooking methods
- b describe correct **cooking methods** for different complex types of poultry
- c state the importance of using the **correct temperatures** for cooking different types of poultry
- d describe the process for checking poultry is cooked to the correct extent
- e identify the nutritional value of different types of poultry
- f state **healthy eating** considerations when cooking poultry
- g explain how to combine poultry with other ingredients to create a complex and balanced dish

### 3 Understand how to finish complex poultry dishes.

The Learner can:

- a describe the correct **finishing methods** for a range of complex poultry dishes
  - b state the importance of correctly finishing dishes for service
  - c describe how to **minimise and correct common faults** in complex poultry dishes
  - d describe the action required to adjust the colour, consistency and flavour of different poultry dishes
  - e identify the **correct temperature** for holding and serving complex poultry dishes
  - f state the correct **storage methods** for complex poultry dishes
  - g describe current trends and methodologies in relation to cooking and finishing complex poultry dishes
- 

## Range

### Selection process

Choice of Poultry: eg quail, chicken (inc poussin), turkey, guinea fowl, goose.

Dish specification: Methodology, precise quantities, timings, presentation, balance of ingredients

### Control portions

Ensure portion size is not too large, prepare individual portions, purchase good quality products in order to produce a higher yield.

### Preparation methods

Skimming (breast chicken/duck), trimming – bones/fat/sinus, boning legs of poultry, boning whole birds, slicing, eminces (stir fry), dicing (pies), mincing (forcemeats), stuffing neck cavities, trussing poultry.

### Characteristics

Age, undamaged, pliability of breast bone, plumpness of breast, brittleness of beak, freshness, aroma, colour, packaging, temperature, texture, water content and composition of poultry eg texture, fat content, muscle development, colour.

### Healthy eating considerations

Preparation: Remove skin, omit salt and use unsaturated oils when marinating, use low fat other ingredients when preparing poultry.

Cooking: Grill or poach dishes where appropriate, remove poultry skin, fry or sauté in un-saturated fats, serve rich sauces separately for customer choice, do not season heavily, use low fat products.

### Corrective action

Segregate the problem ingredient, inform manager and relevant colleagues, notify front of house (change menu if necessary), find replacement ingredient.

### Storage methods

Prepared poultry: label prepared poultry and ensure label includes date, temperature should be controlled at 1-5°C.

Cooked poultry: It should be cooled rapidly to 5°C within 90 minutes, covered, labelled and stored on the bottom shelf of a refrigerator.

## **Tools and equipment**

Knives, boards, trays.

## **Cooking methods**

Dry: Roast (whole poultry), grill (flattened/spatchcock chicken, kebabs), shallow fry (escalopes, supremes (pané), chicken sauté), deep fry (southern fried, croquettes), bake (chicken and ham pies).

Wet: Poach (chicken supremes), stew (fricassees, curries), braise (duck legs), combination.

Principles: Brown (coatings), cook without applying colour (sautés, stews), sear to colour (stews, braised), dishes, grills, roasts, sautés, stir fries, de-glaze (wines, stocks), thicken sauces (first and second stage roux, beurre manie, cornflour, purees), simmer and skim (gravies, broths, stocks, thickened gravies), basting (roasting, braising), glazing (pies, pasties, chicken, braising, grilling).

## **Correct temperature**

For cooking: 75°C.

For serving and holding: Above 63°C.

## **Finishing methods**

Remove skin and bone, amend consistency (reductions, liaison of egg yolks and cream, stocks, monter au beurre/olive oil, sabayon), adjust flavouring (poultry glaze, soy sauce, Worcester sauce, tomato or mushroom ketchup, sweet chilli), correct seasoning (salt/spices), adjust temperature

## **Minimise and correct common faults**

Larding with bacon fat, regular basting, regularly turning the dish, cooking at the correct temperature.

Use the appropriate cooking method.



Level	3
Credit value	3
UAN	K/600/1818
NOS	3FC6

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### Unit aim and purpose

This unit is about providing the understanding for creating complex vegetable dishes using different preparation and cooking methods. This unit also provides the understanding for finishing complex vegetable dishes correctly in readiness for service.

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### Learning outcomes and assessment criteria

1 Understand how to cook complex vegetable dishes.

The Learner can:

- a explain the **selection process** used in order to ensure vegetables meet the dish requirements
- b describe the **characteristics** of different types of complex vegetable dishes
- c describe the corrective action to be taken if there are problems with the quality of vegetables or other ingredients
- d describe the **tools and equipment** used for different vegetable cooking methods
- e identify correct **cooking methods** for different complex vegetable dishes
- f state the importance of using the correct temperatures for cooking different types of vegetable
- g state the methods used to maximize and retain **nutritional content** of complex vegetable dishes during cooking
- h state **healthy eating** considerations when cooking vegetables
- i explain how to **combine vegetables** with other ingredients to create a complex and balanced dish

2 Know how to finish complex vegetable dishes.

The Learner can:

- a describe the correct **finishing methods** for a range of complex vegetable dishes
- b state the importance of correctly finishing dishes for service
- c describe how to **minimise and correct common faults** in complex vegetable dishes
- d describe what should be done to adjust the colour, consistency and flavour of different vegetable dishes

- e identify the **correct temperature** for holding and serving complex vegetable dishes
  - f state the correct **storage methods** for complex vegetable dishes
- 

## **Range**

### **Selection process**

The ingredients are checked against the recipe to ensure they are correct, they are of the correct weight for the dish to be prepared correctly, quality is checked to ensure they are fresh, have a good aroma vegetables should be clean, mould and blemish free, firm or crisp, correct colour, even size and shape, age and tenderness, undamaged packaging.

### **Characteristics**

Vegetables: roots, tubers, bulbs, leaves and brassicas, pods and seeds, fruits, nuts, rice, pulses, root, tuber, bulb, leaf and brassica, vegetable fruits, stems and shoots, fungi, flower, squash, vegetable protein, micro protein, seaweed/sea vegetables, exotic/uncommon (bok/pak choi), specialist fungi (eg morel, trompette, chanterelle, enoki, cepes, porcini, black and white truffles), artichokes (globe, Jerusalem), salsify, okra, water chestnuts, bamboo shoots, fennel, white asparagus, kohlrabi, durian.

### **Tools and equipment**

Knives, boards, trays, bowls, graters, mandolin, moulds.

### **Cooking methods**

Wet: Boiling (whole, portioned, cut), poaching (whole, portioned), steaming (whole, portioned, cut), braising (whole, trimmed, white-celery, brown onion), stewing (whole, halved, cut).

Dry: Roasting (whole, portioned, cut), grilling (sliced, halved, stuffed), shallow and deep fried (whole, portioned, cut), baking (whole, portioned, stuffed, cut).

### **Nutritional content**

High pressure steaming, stir frying, microwaving, sous vide.

### **Healthy eating**

Choose cooking methods that retain nutritional content such as steaming, stir frying, sauces should be made with low fat products, oils should be unsaturated, reduce salt or use low salt.

### **Combine vegetables**

Use of liquids and sauces; béchamel derivatives, oils, vinegars, lemon juice, tomato, jus lie.

### **Finishing methods**

Correcting seasoning, checking the consistency of an accompanying sauce, garnishing appropriately, gratinate, glaze, meeting recipe requirements.

### **Minimise and correct common faults**

Inform kitchen manager and seek advice, segregate the problem vegetable or ingredient, find replacement, investigate possible causes of the problem and ensure HACCP system is reviewed.

### **Correct temperature**

For serving and holding: Above 63°C.

### **Storage methods**

Dishes may be held above 63°C prior to service or cooled rapidly within 90 minutes and stored at 5°C. Other dishes may be bottled or vacuum packed

Level	3
Credit value	2
UAN	D/502/8276
NOS	3FPC2

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare, cook and finish complex soups including:

- Consommé
  - Bisque
  - Chowder
  - Veloute
  - Cold soups
- 

### Learning outcomes and assessment criteria

1 Know how to prepare complex soups.

The Learner can:

- a Describe **preparation** methods for **complex soups**
- b Explain the reasons for using different preparation methods
- c Describe the characteristics of different complex soups
- d Describe corrective actions if there are quality problems with ingredients
- e Describe how to **store** prepared soups

2 Know how to cook complex soups.

The Learner can:

- a Identify the **tools and equipment** for different cooking methods
- b Describe cooking methods for different types of complex soups
- c State the **temperature** for cooking complex soups
- d State **healthy eating considerations** when cooking complex soups

3 Know how to finish complex soups

The Learner can:

- a Describe the finishing methods for complex soups

- b Describe the characteristics of finished complex soups
  - c Explain how to adjust the taste and flavour of complex soups
  - d State the correct temperature for holding and serving complex soups
  - e Describe methods to minimise common faults in complex soups
- 

## **Range**

### **Preparation**

Weighing/measuring, cutting, chopping, simmering, clarifying, whisking, passing/straining, skimming, liaison with garnish, chilling

### **Complex soups**

Consommé, bisque, cold soup, velouté, chowder, creams

### **Storage**

Labelling (product name, date, name, quantity, use by date)

### **Tools and equipment**

Knives, pans, chinois, thermo-mix/blender, whisks, muslin cloth

### **Temperature**

Hot holding for service – 65°C or above

Chill holding for service –8°C and below

Cooking temperatures – as suitable for different soups

### **Healthy eating options**

Reduce salt, use low fat ingredients, skim excess fat from stocks

Level	3
Credit value	2
UAN	T/502/8266
NOS	3FPC3/10

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare, cook and finish fresh pasta dishes, including ravioli and tortellini. It will cover knowledge of both fresh and filled pasta and a range of preparation and cooking techniques.

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### Learning outcomes and assessment criteria

1 Know how to prepare fresh pasta dishes.

The Learner can:

- a Describe quality points in fresh **pasta**
- b Explain the reasons for using different **preparation** methods
- c Describe corrective actions if there are quality problems with ingredients
- d Identify the **tools and equipment** used when carrying out different preparation methods
- e Describe the importance of using the correct equipment and techniques when carrying out different preparation methods

2 Know how to cook fresh pasta dishes.

The Learner can:

- a Describe **cooking** methods for fresh pasta dishes
- b Explain how to identify when pasta is cooked correctly
- c State the **temperature** for cooking complex pasta dishes

3 Know how to finish fresh pasta dishes.

The Learner can:

- a Describe the **finishing** methods for fresh pasta dishes
- b Describe the characteristics of finished complex pasta dishes
- c State methods to minimise common faults in fresh pasta dishes
- d State the correct temperature for holding and serving complex pasta dishes
- e State how to **store** complex pasta dishes
- f State **healthy eating considerations** when cooking complex pasta dishes

## **Range**

### **Pasta**

Filled pasta, unfilled pasta

### **Preparation**

Weighing/measuring, sieving, pulling/kneading, resting, rolling, portioning

### **Cooking**

Boiling, baking, combining cooking methods

### **Tools and equipment**

Sauce pans, strainers, colanders

### **Finishing**

Glazing, garnishing

### **Temperature**

Recommended core temperature for cooked food – 75°C

Hot holding for service – 65°C

Chill holding for service –8°C and below

Cooking temperatures – as suitable for different soups

### **Storage**

Covered, labelled showing the date, stored in a refrigerator at 3°C-5°C

### **Healthy eating options**

Reduce salt, use unsaturated fat, use wholegrain pasta, substitute ingredients high in fat with healthier options

Level	3
Credit value	2
UAN	Y/502/8275
NOS	3FPC5

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare, cook and finish complex cakes, sponges, biscuits and scones including:

- Genoese
  - Rich fruit cakes
  - Joconde sponge biscuits
  - Savarin
  - Sable biscuits
  - Tuiles biscuits
  - Fresh gateaux
  - Chocolate torte
  - Hot plate scones
- 

### Learning outcomes and assessment criteria

1 Know how to prepare complex cakes, sponges, biscuits and scones.

The Learner can:

- Describe the **quality points** in **ingredients** used for preparing **complex cakes, sponges, biscuits and scones**
- Describe corrective actions if there are quality **problems** with ingredients
- State the correct **tools and equipment** to use when preparing complex cakes, sponges, biscuits and scones
- Explain the effects of various preparation and **aeration methods** on complex cakes, sponges, biscuits and scones
- Explain how the choice of fat and flour relates to the end product
- Describe **preparation** methods for complex cakes, sponges, biscuits and scones

2 Know how to cook complex cakes, sponges, biscuits and scones.

The Learner can:

- Describe **cooking methods** for different types of complex cakes, sponges, biscuits and scones

- b State the **temperatures** for cooking complex cakes, sponges, biscuits and scones
- c State **healthy eating considerations** when cooking complex cakes, sponges, biscuits and scones

3 Know how to finish complex cakes, sponges, biscuits and scones.

The Learner can:

- a Identify when complex cakes, sponges, biscuits and scones have the correct colour, flavour, texture and quantity
- b Explain how to minimise common faults
- c Explain how to control portions and minimise waste
- d Describe **finishing methods** for complex cakes, sponges, biscuits and scones
- e Explain how to **store** complex cakes, sponges, biscuits and scones

## Range

### Complex cakes, sponges, biscuits and scones

Genoise/light fatless, Swiss roll, rich fruit cake/Dundee cake, joconde, sponge biscuits/fingers, savarin, biscuits (sable, shortbread, tuilés, langue de chat), macaroons, fresh gateaux, chocolate torte, scones/drop scones

### Ingredients

Flour, fat/oil, eggs, sugar, raising agents, flavourings, dried fruit

### Quality points in ingredients

Condition (pest free, no physical contaminants, freshness), fat/oil (texture, colour, smell, flavour), eggs (fresh/dried/liquid, undamaged, structure, colour, smell), sugar (type, free flowing, dry), flour (type, gluten content, dry)

### Tools and equipment

Small equipment (bowls, spoons, cake tins, scrapers, spatulas, plain/fluted cutters, piping bag and plain/fluted nozzles, moulds, whisks, palette knife), mixers, oven

### Problems

Take appropriate actions (corrective, discard)

### Preparation methods

Weighing/measuring, creaming/beating/whisking, folding, rubbing in, greasing, glazing, portioning, piping, shaping, filling, rolling, lining, trimming/icing, spreading/smoothing, kneading, proving, dusting/dredging/sprinkling, mixing, coating, stacking, slicing, baking

### Aeration methods

Chemical, mechanical, biological

### Cooking methods

Baking, frying



**Cooking temperatures**

According to different product requirements

**Finishing methods**

Filling, rolling, trimming / icing, spreading / smoothing, dusting / dredging / sprinkling, piping, glazing, portioning, stacking

**Store**

Cooked products unfilled – in airtight conditions

Filled products containing high risk foods – in refrigerator

**Healthy eating options**

Reduce salt and sugar where possible, use unsaturated fat, substitute ingredients high in fat with healthier options

Level	3
Credit value	2
UAN	F/502/8318
NOS	3FPC9/10

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### Unit aim and purpose

This unit aims to provide learners with knowledge of how to produce complex cold products such as cooked meats, salads, farinaceous products, fish (whole and portioned), pate, terrines and mousses. They will gain knowledge of the following preparation, cooking and finishing techniques:

- Boiling
  - Roasting
  - Combination cooking methods
  - Poaching (shallow and deep)
  - Baking
  - Steaming
  - Pressing and reforming
  - Shaping and moulding
  - Filleting
  - De-boning
  - Skinning and trimming
  - Blending/liquidising
  - Rolling
  - Carving
  - Trussing and tying
  - Mincing and processing
  - Sieving
- 

### Learning outcomes and assessment criteria

1 Know how to prepare complex cold products.

The Learner can:

- a Explain different preparation methods when preparing **complex cold products**
- b Describe corrective actions if there are quality **problems** with ingredients

- c Identify the tools and equipment used when carrying out different **preparation methods**
- d State the importance of using the correct equipment and techniques when carrying out different preparation methods

2 Know how to cook complex cold products.

The Learner can:

- a Describe different **cooking methods** for complex cold products
- b Describe the **characteristics** of finished complex cold products
- c Describe methods to minimise **common faults** in complex cold products
- d State **healthy eating considerations** when making complex cold products

3 Know how to present complex cold products.

The Learner can:

- a Describe the **finishing** methods for complex cold products
- b State **garnishes** used to present complex cold products
- c Describe how garnishes are used in the presentation of complex cold products
- d State how to deal with unwanted products from the buffet table
- e State how to **store** complex cold products

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## Range

### Complex cold products

Salads, breads, pies, cooked meat including joints, poultry fish including whole fish, shellfish, pates, terrines, mousses, game, cured meats, cold sauces, blinis, gravad lax, galantine, ballotine, parfait

### Problems

Return ingredient to supplier, use alternative products

### Preparation methods

Slicing, de boning, pressing, shaping, moulding, filleting, skinning, blending, rolling, carving, tying, whisking, combining

### Cooking methods

Boiling, frying, roasting, poaching, baking, steaming, confit

### Characteristics

Colour, texture, flavour, seasoning

### Common faults

Over cooked, over sauced, over seasoned, curdled mayonnaise

### Healthy eating considerations

Use alternative lower cholesterol ingredients, serve sauces separately

**Finishing**

Garnishing, slicing, presentation, accompaniments

**Garnishes**

Fruits, vegetables, herbs, sauces, glazes, dressings

**Store**

Store 5°C or below

No longer than 4 hours

Level	3
Credit value	2
UAN	K/502/8328
NOS	3FPC12

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### Unit aim and purpose

This unit aims to provide learners with the knowledge of how to prepare, cook and finish complex hot desserts including:

- Hot soufflés
  - Paste based desserts
  - Fruit based desserts
  - Sponge based desserts
- 

### Learning outcomes and assessment criteria

1 Know how to prepare hot desserts.

The Learner can:

- Describe the **quality points** in the ingredients
- Explain how to control portions
- Describe cooking methods for **hot desserts**
- Explain the effects of temperatures on ingredients
- State the correct **tools and equipment** for **preparing** complex hot desserts
- Explain the types of problem which may occur when preparing hot desserts

2 Know how to cook complex hot desserts.

The Learner can:

- Describe **cooking** methods for different types of complex hot desserts
- State the quality points relating to the finished product
- State **healthy eating considerations** when cooking complex hot desserts

3 Know how to finish complex hot desserts.

The Learner can:

- Describe **finishing** methods for complex hot desserts
- Describe the types of **problem** which may occur when cooking hot desserts
- Explain how to deal with problems when finishing complex hot desserts

## **Range**

### **Quality points**

Eggs, flour, sugar, fat, fruit (ripeness, shape, size), chocolate (appearance, texture, colour and taste), nuts

### **Hot desserts**

Egg based desserts, batter based desserts, sponge based desserts, fruit based desserts, hot soufflés

### **Tools and equipment**

Oven, deep fryer, small equipment (spoons, bowls, moulds, cloths, whisks), saccharometer

### **Preparation**

Using prepared mixes, weighing/measuring, creaming/beating, whisking, folding, greasing, portioning, piping, shaping, lining, filling

### **Cooking methods**

Baking, frying (deep and shallow), steaming, microwaving, poaching

### **Healthy eating considerations**

Reduce salt and sugar where possible, use unsaturated fat, substitute ingredients high in fat with healthier options

### **Finishing methods**

Garnishing, de-moulding, slicing, portioning, piping, glazing, sauces, presentation

### **Problems**

Texture, consistency, visual (cleanly de-moulded) according to dish specifications

Level	3
Credit value	2
UAN	F/502/8254
NOS	3FPC13/10

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### Unit aim and purpose

This unit aims to provide learners with knowledge of how to prepare, cook and finish complex cold desserts including cheesecake, mousses, meringues and sorbets. They will cover a range of preparation, cooking, processing and finishing techniques.

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### Learning outcomes and assessment criteria

1 Know how to prepare complex cold desserts.

The Learner can:

- a Describe **preparation** methods when preparing complex cold desserts
- b Describe corrective actions if there are quality **problems with ingredients**
- c Identify the **tools and equipment** used when carrying out different preparation methods
- d State the importance of using the correct equipment and **techniques** when carrying out different preparation methods

2 Know how to cook complex cold desserts.

The Learner can:

- a Describe different **cooking methods** for complex cold desserts
- b Describe the **characteristics** of finished complex cold desserts
- c Describe methods to minimise common faults in complex cold desserts
- d State **healthy eating considerations** when making complex cold desserts

3 Know how to finish complex cold desserts.

The Learner can:

- a Explain how to identify when complex cold desserts meet dish requirements for colour, flavour, texture and finish
  - b Describe **finishing** methods for complex cold desserts
-

## **Range**

### **Preparation methods**

Creaming, aeration, combining, sieving, passing, pureeing, folding, addition of flavours, straining, poaching, whisking

### **Problems with ingredients**

Use alternative, return to supplier, adjust recipe where possible

### **Tools and equipment**

Moulds, small equipment including; scales, bowls, spoons measuring jugs, mixing machines, steamer, freezer, piping bags and nozzles, scoops, sieves, ramekins, blow torch, strainer, saucepans, whisks

### **Techniques**

De moulding, freezing, chilling

### **Cooking methods**

Poaching, baking, boiling

### **Characteristics**

Colour, texture, consistency

### **Healthy eating considerations**

Use lower cholesterol ingredients, use healthier cooking methods

### **Finishing**

Cooling, stacking, slicing, filling, glazing, portioning, cutting, piping



Level	3
Credit value	3
UAN	K/502/3775
NOS	2GEN3

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### Unit aim and purpose

The aim of the unit is to ensure that learners are trained in accordance with regulation (EC) no 853/2004 of the European Parliament and of the council of 29 April 2004. These regulations require food businesses to develop and implement food safety management systems that are based on HACCP principles. The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities.

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### Learning outcomes and assessment criteria

1 Understand the role of the supervisor in ensuring compliance with food safety legislation.

The Learner can:

- a Summarise the **importance of food safety management procedures**
- b Explain the **responsibilities** of employers and employees in respect of food safety legislation and **procedures for compliance**
- c Outline **how the legislation is enforced**

2 Understand the application and monitoring of good hygiene practice.

The Learner can:

- a Explain the **importance of**, and **methods for**, temperature control
- b Explain **procedures to control contamination and cross-contamination**
- c Justify the **importance of high standards of personal hygiene**
- d Explain **procedures for cleaning, disinfection and waste disposal**
- e Outline **requirements relating to the design** of food premises and equipment
- f Describe the **importance of**, and **methods for**, **pest control**

3 Understand how to implement food safety management procedures

The Learner can:

- a Describe the **importance** to food safety of microbial, chemical, physical and allergenic hazards
- b describe **methods and procedures for controlling food safety** to include **critical control points, critical limits** and **corrective actions**

- c explain the **requirements** for monitoring and recording food safety procedures
- d describe **methods** for, and the **importance of**, evaluating food safety controls and procedures

#### 4 Understand the role of the supervisor in staff training

The Learner can:

- a explain the **requirements** for induction and on-going training of staff
- b explain the **importance** of effective communication of food safety procedures

## Range

### Range for Learning Outcome 1

#### Importance

To ensure safe delivery, storage, preparation, cooking and service of food, compliance with legal requirements, to avoid causing harm, to avoid legal action from government agencies, to avoid civil action (both personal and against the business), to demonstrate due diligence

#### Food safety management procedures

HACCP (hazard analysis and critical control points): ranging of HACCP, identification monitoring and assessment of critical control points, implementation of HACCP, corrective action, verification, documentation, ongoing review

Monitoring and reporting procedures, pest control, swabbing, supervision, instruction and training, cleaning, waste disposal, maintenance of equipment and building infrastructure

SFBB (Safer Food, Better Business)

#### Responsibilities

Employers – registering the food business (premises and vehicles), ensure appropriate licences are in place, requirement for at least one employer to be trained in HACCP, ensure training is provided commensurate with employees' level of responsibility, to ensure policies and procedures are in place for training, recruitment and day-to-day staffing levels, supervision, implementation of food safety management procedures, supply of appropriate sanitary accommodation, potable water supply, adequate washing facilities, equipment, materials and PPE (personal protective equipment), record keeping and accident reporting, compliance with EHOs (environmental health officers)/EHPs (environmental health practitioners), provide sufficient ventilation

Employees – to comply with the law, to follow instructions and comply with employer's processes/procedures, to attend instruction/training/supervision, good personal hygiene, reporting of illness, reporting of errors/omissions in employer processes/procedures (eg hand washing facilities, kitchen and cleaning equipment such as fridges, infrastructure faults, deliveries)

#### Procedures for compliance

Ranging and implementation of HACCP (7 principles of HACCP)

Written documentation (eg on recruitment, instruction/supervision/training, guidance on working practices, reporting procedures)

Record keeping (eg temperature control, delivery records, sickness records, supplier records)

Ensure reputable suppliers are in place

#### How the legislation is enforced

Through the Food Safety Act 1990, the Food Safety (England, Scotland, Wales, Northern Ireland)

Regulations 2006, enforcement visits (eg by EHOs/EHPs), enforcement notices (hygiene improvement notice, hygiene prohibition order, hygiene emergency prohibition notice), through the

civil and criminal courts, in addition the employer enforces legislation through appropriate practices, procedures and training

## **Range for Learning Outcome 2**

### **Importance of temperature control**

To prevent, or reduce to an acceptable level, bacterial multiplication; to prevent outbreaks of food poisoning; to meet due diligence criteria; EHO requirements; to keep food safe; to comply with legislation; to control wastage

### **Methods for temperature control**

Temperature logs; use of fridges (under 8 C core), freezers (under -18 C) and serving cabinets, ovens, chiller cabinets, hot cupboards/bains marie (above 63 C), other methods of holding hot food for service (eg Norwegian flasks), thawing cabinets, blast chiller; in order to prevent optimum bacterial growth in food heat/chill food through danger zone as quickly as possible (5C – 63C); calibrated, sanitized temperature probes, temperature management systems (computerised/automated systems); visual checks/control systems, manual control systems; food to be chilled below 8C within 90 minutes of cooking, eg by breaking down into smaller portions; cook chill; effective servicing contracts; use of appropriate vehicles for transporting food

### **Procedures to control contamination and cross-contamination**

COSHH; effective cleaning procedures which are monitored and reviewed regularly; correct use of cleaning products; colour coding (eg of utensils, chopping boards, cleaning equipment); regular microbial swabbing of food preparation areas; clear separation between low and high risk areas; good visibility; pest control; work surfaces which are smooth, impervious, non-tainting, easily cleaned, no crevasses, resistant to corrosion, fit for purpose (eg for commercial use); equipment which is easy to take apart, in good state of repair, installed as to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting, resistant to corrosion, fit for purpose; personal hygiene procedures (hand washing); correct use of protective clothing; visitors' policy; use of separate sinks for food/washing food equipment/hand washing; use of sterilising sinks; correct storage of equipment; internal/external waste/food disposal procedures

### **Importance of high standards of personal hygiene**

Prevention of the transmission of pathogenic bacteria (in particular staphylococcus aureus) /objectionable matter from an individual into the food chain, routes and vehicles to avoid cross-contamination; convalescent and healthy carriers; consideration to co-workers; tainting/spoilage of food

### **Procedures for cleaning, disinfection and waste disposal**

Cleaning and disinfection – ensuring equipment is disconnected from power before cleaning; clean as you go, traditional stages of cleaning (pre-clean, main clean, rinse, disinfect, rinse, dry), 'clean, rinse, sanitise' method; double-sink washing up, pre-clean, main clean using detergent, second sink to disinfect using water above 82C; cleaning in place; consideration of procedures from delivery of food to service point; correct clearance of areas for cleaning (to avoid chemical contamination, over-spray); correct dilution of chemicals, correct equipment (single use cloths, colour coding); COSHH, lockable storage away from foods (restricted access), storage in original containers, dilution, mixing of chemicals, manufacturers' instructions, PPE, appropriate cleaning and disposal of chemical spillages, safety data sheets; use of mechanical equipment

Waste disposal – regular disposal, no over-night storage, use of bin bags, waste containers kept clean and in good condition, kept on hard surfaces, easy access for collection, clean as you go, separating food and general waste eg glass policy, external waste storage (covered waste container, impervious surface, away from direct sunlight/rain, kept clean and tidy to avoid odours and so as not to attract pests, availability of hoses), recyclables; waste collection of food waste (liquid food waste, oil, grease traps)

## **Requirements relating to the design**

Food premises – designed to make good food hygiene practicable, relating to walls, floors, ceilings, windows, doors, lighting, design of waste areas, work flow (separation between high and low risk areas, good visibility), ventilation, design of building infrastructure/work areas (eg for pest control, storage, surfaces), washing facilities (hand washing basins, toilets), staff areas (changing, shower area as necessary), services (gas, electricity, water, drainage, sanitation)

Equipment – easy to take apart, in good state of repair, installed as to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting, resistant to corrosion, fit for purpose (eg for commercial use), suitable work surfaces (eg smooth, no crevasses)

## **Importance of, and methods for, pest control**

Pest – rodents, cockroaches, insects, stored products insects, domestic pets, birds, wild cats

Importance of – legislative requirements, to avoid contamination (pathogenic bacteria, spoilage bacteria), to avoid spread of disease, loss of reputation and profit, to prevent drop in staff morale, to avoid damage, wastage of food

Methods for – written policy for pest control; engagement of a pest control contractor; path around food business buildings for ease of detection; traps, poisons, rodenticides, pesticides; netting, fly traps, electronic fly killers; clean as you go

## **Range for Learning Outcome 3**

### **Importance**

Microbial – typical hazards FBIs and FPs (salmonella, campylobacter, e coli, e coli 0157VTEC, etc), danger zone, vegetative reproduction, binary fission, bacterial growth line (lag, log, stationary, decline), common symptoms (diarrhoea, vomiting, stomach ache etc), bacterial cell make-up (endotoxins, exotoxins, enterotoxins, etc), four elements of growth (food, water, time, warmth), psychotrophic, mesophilic, thermophilic,

Chemical – typical hazards (cleaning chemicals, veterinary residue, farming chemicals), overspray, common symptoms (eyes, nose, throat, skin irritation, sickness, vomiting)

Physical – typical hazards (broken machinery, packaging material, plants, string, pests and insects etc), common symptoms (choking, broken teeth, vomiting, etc)

Allergenic – typical hazards (nuts, flour, dairy products, shellfish, wheat, fungi, etc), common symptoms (anaphylactic shock, asthma-like symptoms, difficulty in breathing, swollen lips etc)

### **Methods and procedures for controlling food safety**

Delivery – correct vehicle (fit for purpose, temperature, cleanliness, personal hygiene of the driver)

Storage – correct storage conditions (temperature control, dry stores, COSHH), time limits on temperature control deliveries (food stored within 15 minutes from delivery), FIFO, conditions of storage facilities (infrastructure, seals, shelving, maintenance, etc), drip and cross-contamination

Preparation – correct defrosting, food not prepared too far in advance, temperature control (before, during, after preparation), cross-contamination (vehicles and routes), over-handling, personal hygiene (hand-washing, PPE, jewellery, etc), see also CCPs

Cooking – correct temperatures, methods and time, physical inspections, use of appropriate equipment (probes and wipes), drip and cross-contamination, see also CCPs

Chilling – correct times, temperatures, methods, cross-contamination, equipment

Holding - correct times, temperatures, methods (cold and hot food holding), use of baines maries, equipment, correct disposal

Re-heating - correct times, temperatures, methods, equipment (probes and wipes)

Cleaning – in all the above: effective, monitored cleaning must be in place using correct chemicals and equipment for specific jobs

### **Critical Control Points, Critical Limits and Corrective Actions**

CCPs – the point at which it is critical for an intervention to be taken by the food handler in order to maintain food safety

CLs – the maximum acceptable limits set by management within the HACCP analysis for the safe production of food

CAs – the actions that must be taken by the food handler where a CCP is identified to insure the safe production of food; these actions must form part of the management HCAAP plan and must be regularly reviewed and amended if required

### **Requirements**

2006 Food Safety Regulations make it a legal requirement for records to be kept. Traceability of food (farm to fork), choice of suppliers (supplier audits), delivery records, HACCP (implement the seven steps of HACCP and record all necessary documentation), temperature control records (including storage, cooking, reheating and holding), staff (training, sickness, pre and post employment records), cleaning records and schedules, monitoring of cleaning records and schedules, recommended sample keeping, visitors' records/policy, pest control, maintenance records, waste management policy (including disposal of glass), ensure due diligence is maintained

### **Methods**

Internal/external audits, management reviews, supervisory spot checks (including swabbing of equipment and food handlers), advisory visits by regulatory bodies, staff consultation, supervisors' handover book

### **Importance**

The importance of regular reviews and monitoring of all food safety management systems and records is to ensure the continued safe storage, production and delivery of all foodstuffs. Records of review findings and corrective actions taken must also be recorded.

### **Range for Learning Outcome 4**

#### **Requirements**

2006 Food Safety Regulations require that: the proprietor of a food business shall ensure all persons employed within a food business shall be supervised, instructed and/or trained in food hygiene matters commensurate with their work activities. Further obligations under these regulations are placed upon management in relation to training for HACPP.

Induction – benefits (quickly integrates new employees into the business, goes towards proving due diligence on the part of the employer, allows new employees to become aware of basic food hygiene matters), records of induction to be kept

On-going training – supervisors must observe employees and carry out spot checks to ensure company standards and legal requirements are being maintained. Discrepancies observed and/or identified must be recorded and have corrective action taken (staff may need to be placed of refresher food safety courses or retrained in company procedures)

#### **Importance**

In defence of due diligence (including HACCP), staff are aware of legal requirements, company policies and procedures, risks can be eliminated or reduced to an acceptable level, staff awareness/ability is raised, reduction of possible FBIs and FP outbreaks, to encourage good working relationships

## 4 Course design and delivery

### 4.1 Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the learner has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
- any units the learner has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualifications they will work towards, their responsibilities as a learner, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction that centres may use, are available on the City & Guilds website.

## **4 Course design and delivery**

### **4.2 Recommended delivery strategies**

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualifications

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications. Relationship tables are provided in Appendix 1 Relationships to other qualifications to assist centres with the design and delivery of the qualification.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

## Appendix 1 Relationships to other qualifications

### Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that learners completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

These qualifications have connections to the:

- Level 2/3 N/SVQ in Hospitality

### Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/57650.html](http://www.cityandguilds.com/57650.html)



## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

### ***Providing City & Guilds qualifications – a guide to centre and qualification approval***

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

***Ensuring quality*** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**  
Find out how to register and certificate learners on line
- **Events**  
Contains dates and information on the latest Centre events
- **Online assessment**  
Contains information on how to register for GOLA assessments.

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## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

#### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: **[intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

#### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

#### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: **[singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

#### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **[intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

#### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **[walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

#### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: **[business\\_unit@cityandguilds.com](mailto:business_unit@cityandguilds.com)**

#### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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