

# Entry Level Certificate in Hospitality and Catering (Entry 3)

**City&  
Guilds**

Centre guide/Assessor guide (3340)

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# **Entry Level Certificate in Hospitality and Catering (Entry 3)**

**Centre guide/Assessor guide (3340)**

**November 2003**

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# Guidance for centres

## General

Centres should ensure that they hold the relevant City & Guilds documentation to offer this scheme. For details about Centre and Scheme approval, centres should refer to the guidance document entitled *Providing City & Guilds Qualifications* and for specific information about assessment for learners with particular requirements centres should refer to the document entitled *Access to Assessment*. Both of these documents are available from Publication Sales.

## Rationale and the relationship to the NQF

This course has been designed for learners who have an interest in the hospitality and catering industry but are not confident enough to access S/NVQs level 1. The qualification is designed to develop confidence, practical skills and understanding of the hospitality and catering industry. **The course has been designed to reflect the demands of the National Qualification Framework at entry level 3.** This level assesses skills that are at a level below the S/NVQs at level 1 and Foundation GNVQ in Hospitality & Catering.

This course will enable learners to develop basic hospitality and catering skills and knowledge and will facilitate progression into level 1 NVQ/SVQs, other vocational qualifications at level 1 and Foundation GNVQ in Hospitality and Catering. It will help meet the skills needs identified by our industry at operative levels, and in the DfES's Skills Strategy. It will address the employability needs of some people with learning disabilities highlighted in the White Paper *Valuing People* (CM5086). The award will be suitable for learners in full or part time education. On successful completion of the award learners may naturally progress towards further vocational studies. It may be offered as a discrete course or it may be offered as part of a more general pre-vocational training course alongside appropriate basic skills.

The qualification

- a will address the needs of learners who are disaffected or socially excluded, those with some mild learning disabilities or difficulties, the long term unemployed, 14-19 year olds, those who are working in the industry at low levels and wish to develop their skills, and those who are unable to access a qualification at level 1 due to lack of confidence or formal education
- b will provide opportunities for progression to further learning or employment
- c has the support of the Sector Skills Council for Hospitality, Leisure and Tourism, and of a range of centres offering qualifications at level 1.

## Selection of learners

There are no specific entry requirements for this qualification although learners that have undertaken the City and Guilds Entry Level certificates in Food Studies entry 1 and 2 may be able to progress to it. Centres should undertake a diagnostic skill scan for all prospective learners (see skill scan form Appendix 1). The skill scan is to assess preparedness for embarking on the course by reviewing current skills, knowledge and experience. Some learners applying for the course may be better suited to starting with an entry level course at 1 or 2: others may be ready to start a course at level 1 of the NQF. It is important that the centre identifies learners' individual needs and that there are adequate resources both in terms of equipment and facilities and staffing levels to provide for all learners. Learners with certain difficulties or disabilities may be unable successfully to complete the requirements for certain optional units, and this should be discussed at the outset and suitable option choices agreed.

## Learner profile

The centre should ensure that members of the team the learners will be working with understand their needs and capabilities. This could be done through briefing sessions, visits, or a handbook providing information on the range of learning difficulties that learners may have.

This may also include a **care/support plan** which can be used by the centre and learner to document information regarding any special needs the learner may have with regard to eg medication, specific assistance, behaviour patterns, dietary requirements and may be used as an ongoing record/diary in order to monitor learners' progress and well being. The same **plan** may also prove to be helpful for employers if learners undertake work experience.

## Learners with particular requirements

Guidance for learners with particular requirements can be found in the *Access to Assessment – learners with particular requirements* document, which can be obtained from the Publications Sales department. Where adaptations/support are required to any assessment, centres should follow the guidance contained in this document carefully.

## Simulated working environment

Learners must be assessed in a simulated working environment where they come into contact with customers and work in a team. This may be achieved in a number of ways for example:



- Within a college or centre
  - In a training kitchen or restaurant
  - In the centre's kitchen, restaurant or residential area assisting in the provision of services to staff, students and residents
  - Whilst undertaking themed events for example taking part in a specially organised event – a presentation evening, parents evening, prize giving, concerts
- Whilst attending a training facility open to the public.

In any of the above situations the learner will need to undertake a job role with assistance or help from a colleague or support worker. The experience should enhance the learner's understanding of the industry and will link to element 301.2 where the learners have undertaken an investigation into jobs within the industry and the tasks that are done within job roles.

The centre must address the basic principles and structure of a simulated working environment. The criteria are outlined in appendix 5 (they are similar to but not identical to the RWE criteria for National Vocational Qualifications). All centres must complete the pro forma outlining what simulated work situations will be used for the assessment of the learner as part of the approval process. Where changes to the original application are made the centre should inform City and Guilds and the external verifier of these changes to the SWE using the Approval update form *APU* located in *Providing City and Guilds Qualifications* and the SWE pro forma.

## Work experience and employability

Wherever possible, centres should arrange a period of work experience for their learners, which may be organised in a single block or spread over a number of weeks. Generally learners with no previous employment experience should not be scheduled to work more than five hours per day.

The purpose would be to give learners a taste of employment and of some of the demands and disciplines associated with it.

Learners will not be expected to work independently or to plan and organise their work. The work roles selected by centres for their learners should be focussed on

- **assisting** a job holder who would be working at operative level in food preparation, service or housekeeping
- **listening** to and **following** simple instructions.

## Learner support

Due to the nature of the learners and the range of difficulties that they may have, there is a number of issues that centres should consider when operating this scheme.

- **Health & safety issues**

Centres and any prospective employers must ensure that they comply with all health and safety regulations. They should also be aware of any health and safety issues that may arise as a result of working with learners with learning difficulties.

- **Insurance**

Ensure that the insurance covers all learners particularly those under 16.

- **Risk assessment**

The centre should undertake a thorough risk assessment of the environments where learners will be working. It is also important to complete a risk assessment of the learners themselves to identify any particular requirements that they may have.

- **Induction programme**

The learner should be given an induction programme on commencing the programme.

- **Review and monitoring of the learner in the workplace**

Centres should visit learners if they are in employment. The centre should ensure that the learners are fully supported and that they have the opportunity to describe any problems that they may be experiencing.

The centre should provide details of centre staff who will act as the contact with the employer.

- **Equal opportunities**

City & Guilds are required to monitor centres to check whether equal opportunities policies are being adhered to and centres should ensure that there is an equally effective policy in place where work experience is being undertaken. Explanation of equal opportunities should be appropriate to the learner's level of understanding.

## **Learner diary and Witness testimony**

Learners may keep a work experience diary to record what they have done and tasks that they have undertaken.

Witness testimony can be completed by someone who has observed the learner undertaking practical tasks.

An example of a witness testimony is shown in Appendix 1.

## **Learner portfolio**

Throughout the course, learners are encouraged to compile a portfolio of documents recording their learning, to include notes, brochures, leaflets, menus, customer evaluation forms, photographic evidence etc.

## The qualification: overall structure and aims

The **core** units are:

- Unit 301 Introduction to the hospitality & catering industry
- Unit 302 Health, safety and hygiene in the hospitality & catering industry
- Unit 303 Communication at work
- Unit 304 Working relationships

On successful completion of the four core units learners will be able to:

- 1 Demonstrate a basic knowledge of the catering and hospitality industry locally (301)
- 2 Demonstrate an awareness of career opportunities available in the catering and hospitality industry locally (301)
- 3 Demonstrate a basic knowledge of health, safety and hygiene within the catering and hospitality industry (302 and options)
- 4 Deal with customers and colleagues in a polite and helpful manner (303 and options)
- 5 Demonstrate a basic awareness of verbal and body language (303 and options)
- 6 Report any problems or customer requests (303 and options)
- 7 Demonstrate effective working relationships with colleagues and supervisors (304 and options)
- 8 Demonstrate that they work effectively as part of a team (304 and options).

The **optional** units are:

- Unit 305 Housekeeping
- Unit 306 Table service
- Unit 307 Counter service
- Unit 308 Food preparation and cooking

On successful completion of the relevant optional units the learners will be able to:

- 1 Demonstrate basic housekeeping skills (305)
- 2 Demonstrate basic table service skills (306)
- 3 Demonstrate basic counter service skills (307)
- 4 Demonstrate basic food preparation and cooking skills (308).

**The recommended minimum learning hours for learners undertaking this award are 180 hours.**

## Links to other qualifications

Learners may be able to access the Foundation Food Hygiene certificate see resource list Appendix 4.

The importance of safe working practices, and the demands of the Health and Safety at Work (HASAW) Act 1974 must be stressed. This will include directives from Brussels for the European Union. Learners have responsibilities for maintaining the safety of others as well as their own.

Learners may be able to access a suitable Health & Safety qualification see resource list Appendix 4.

## Links to Basic Skills Core Curriculum

Each unit of the City & Guilds Entry Level 3 Certificate in Introduction to Catering (3340) identifies opportunities for the development of the Core Curriculum Standards for Adult Literacy. The summary chart below highlights opportunities for development of those skills **at the same level** as the 3340 award. There may be other opportunities presented depending on the SWE the learner is placed in.

## Core Curriculum Adult Literacy Signposting

Unit number	Speaking and Listening			Reading			Writing			
	Listen and respond (SLr/E3)	Speak to communicate (SLc/E3)	Engage in discussion (SLd/E3)	Read and understand text (Rt/E3)	Read and understand sentence (Rs/E3)	Read and understand word (Rw/E3)	Write to communicate text (Wt/E3)	Write to communicate sentence (Ws/E3)	Write to communicate word (Ww/E3)	
301	✓	✓	✓	✓		✓	✓			
302	✓	✓	✓		✓	✓				
303	✓	✓	✓			✓				
304	✓	✓	✓			✓	✓	✓	✓	
305	✓	✓				✓			✓	
306	✓	✓				✓			✓	
307	✓	✓								
308	✓	✓	✓			✓			✓	

## Links to Basic Skills Core Curriculum

Each unit of the City & Guilds Entry Level 3 Certificate in Introduction to Catering (3340) identifies opportunities for the development of the Core Curriculum Standards for Adult Numeracy. The summary chart below highlights opportunities for development of those skills **at the same level** as the 3340 award. There may be other opportunities presented depending on the SWE the learner is placed in.

## Core Curriculum Adult Numeracy Signposting

Unit number	Number	Fractions, Decimals and percentages (N2/E3)	Measure Shape and Space		Handling Data	Data and statistical measures(HD1/E3)
301					✓	✓
302						
303	✓		✓			
304		✓	✓			✓
305	✓					
306			✓		✓	
307			✓		✓	
308	✓	✓	✓			✓

## Progression

This qualification provides progression from the City & Guilds Entry Level Certificate in Introduction to Food Studies at Entry 2.

The qualification will prepare learners for progression to the following vocational qualifications in hospitality & catering at level 1:

### **NVQs/SVQs in**

Housekeeping, Table service, Food preparation and cooking, Kitchen portering, Preparing and serving food, Guest service

### **Foundation GNVQ in**

Hospitality and Catering

### **City & Guilds Vocational Qualifications in**

Food preparation and cooking  
Food and beverage service.

## The wider curriculum

Delivery of this qualification can contribute to learners' understanding of moral, ethical, social and cultural issues in the following manner:

*Moral/ethical:* appreciating religious beliefs and gender issues can lead to discussions of moral/ethical issues. The optional units in this qualification ensure that learners have contact with the general public. Learners will need to provide reliable information on hospitality products and services and this provides the opportunity for discussions around consumer needs and values when selling those products. Learners will also need to be aware of the importance of health, safety and hygiene and the moral responsibility those in the catering industry have towards providing safe food products for general consumption.

*Social:* there is a requirement throughout this qualification for learners to interact with others, their peers, assessors, supervisors, work colleagues and customers. Units 303 and 304 place particular emphasis on communication and working with others whilst all the optional units involve direct relationships with customers and work colleagues.

*Cultural:* learners should be aware of the impact of differing cultures purchasing hospitality products, reflecting the multi cultural society. Unit 304, working relationships, involves learners in team working as part of a special event which could include a religious festival.

*European:* learners will need to be aware of relevant European health, safety and hygiene regulations. Unit 304 allows for learners to organise an event which may have a European or international focus.

## **Health and safety**

The importance of safe working practices, and the demands of the Health and Safety at Work (HASAW) Act 1974 must be stressed. This will include directives from Brussels for the European Union. Learners have responsibilities for maintaining the safety of others as well as their own. Centres offering this award will need to show that they have experience and resources appropriate to meet the needs of learners working at this level, both in terms of monitoring the safety of the working environment and providing an appropriate level of supervision, especially of practical work.

## **Food hygiene qualifications**

Centres may wish to encourage learners to undertake a basic or foundation food hygiene qualification as part of this qualification. See resources list Appendix 4 for details of organisations offering these awards.

# Assessment guidance

## 1 General

The aim of this document is to provide assessors with the information necessary to assess the City & Guilds Entry Level Certificate in Hospitality and Catering (entry 3). This Guide has been developed to assist assessors and those responsible for Quality Assurance with both the assessment requirements and administration of this qualification.

## 2 The qualification

This pre-vocational award is designed to provide opportunities for learners to develop confidence, practical skills and understanding of the catering industry.

This qualification;

- a will address the needs of learners who are disaffected or socially excluded, those with some mild learning disabilities or difficulties, the long term unemployed, 14-19 year olds, those who are working in the industry at low levels and wish to develop their skills, and those who are unable to access a qualification at level 1 due to lack of confidence or formal education
- b will provide opportunities for progression to further learning or employment
- c has the support of the Sector Skills Council for Hospitality, Leisure and Tourism, and of a range of centres offering qualifications at level 1
- d will be marketed and implemented in ways which support its sustainability as a valuable entry level skills development route into industry.

On successful completion of the award learners may naturally progress towards further vocational studies. This qualification may be offered as a discrete course or it may be offered as part of a more general pre-vocational training course alongside appropriate basic skills.

This course will enable learners to develop basic catering skills and knowledge and will facilitate progression into level 1 NVQ/SVQs and Foundation GNVQ in Hospitality and Catering.

## 3 Assessment centres

City & Guilds qualifications may only be offered by organisations specifically approved to do so. These are known as 'approved centres'. Approval is open to a variety of organisations: a centre may be a single (large or small) employer, an education/training organisation, an employer and education/training organisation acting together, or groups of small employers combining to offer assessment.

Any organisation applying for approval as an assessment centre will have to satisfy City & Guilds that it can meet rigorous requirements including the provision of

- adequate resources
- clear management and information systems
- effective assessment and quality assurance procedures.



New centres must apply for centre and scheme approval (*Forms CAP and SAP*). Once a centre has been approved by City & Guilds and has established the effectiveness of its general systems, processes and procedures it will not normally be required to provide this information again. If it wishes to add further qualifications to its provision it need only provide evidence of its scheme-specific assessment resources.

Existing City & Guilds centres will need to get specific scheme approval to run this Entry level qualification (*Form SAP*).

City & Guilds reserves the right to suspend an approved centre, or withdraw its approval from an approved centre or for an approved centre to conduct a particular City & Guilds scheme or particular City & Guilds schemes, for reason of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

***Detailed approval criteria and guidance on centre/scheme approval is given in Providing City & Guilds qualifications – a guide to centre and scheme approval which is available from City & Guilds' regional offices.***

## **4 The assessment process**

In order for the learners to achieve this award they need to achieve a total of five units, all core units plus one optional unit of their choice. Learners will have to undertake a total of three assessments, two practical and one theory assessment.

**Learners must pass all three assessments in order to achieve the award.**

These will be as follows;

- **Practical skills assessment (one of 4 optional units)**

The practical skills for the core units 302-304 are best assessed through the practical situations provided by the optional units, and are therefore all assessed with the chosen optional unit as a single holistic assessment.

- **Practical assignment (Unit 301)**

Unit 301 *Introduction to the hospitality and catering industry* is assessed via a separate practical assignment with knowledge requirements tested through the theory test. The practical assignments are recorded on the assignment records for unit 301. In this unit the learner will be expected to visit hospitality and catering outlets in their local area and using the assignment records provided, record the outcome of their visits.

- **Theory test (core units)**

The knowledge elements of units 301–304 will be assessed via a City & Guilds set and externally marked 45 minute short answer synoptic test paper: a sample test paper is included in Appendix 6.

## Core units

Unit	Unit title	Practical assignment	Practical assessment	Knowledge assessment external test
301	Introduction to the Catering Industry	✓		✓
302	Health, safety and hygiene in the hospitality Industry		✓	✓
303	Communication at work		✓	✓
304	Working relationships		✓	✓

## Optional units

Unit	Unit title	Practical assignment	Practical assessment	Knowledge assessment external test
305	Housekeeping		✓	
306	Table Service		✓	
307	Counter Service		✓	
308	Food Preparation and Cooking		✓	

## Assessment record

There is an assessment record for each optional unit that incorporates the practical elements of the core units. The total mark for each optional unit is the maximum number that a learner can achieve for that unit. Learners should be marked in **whole marks only** consequently where the mark scheme stipulates one mark the learner either successfully completes the task and achieves the mark or is given no marks.

The pass mark for each unit assessment is stated on the assessment record. The pass mark for the practical skills assessment and the practical assignment is 80%. The pass mark for the theory test is 75%.

Learners must cover all of the practical tasks listed on the assessment record.

The criteria that have been shown in italics indicate that it may not always be possible to assess these through practical observation. In this case assessors should find alternative methods, for example by role play or oral questioning which should be recorded for assessment purposes. In some cases it may be possible to use evidence from the workplace eg learners may have a record of a fire evacuation that they participated in.

The assessment may take place over a number of different dates and there is no requirement to complete the whole assessment at one time.

Once the tasks have been successfully completed the assessor and learner should sign and date the bottom of the form to show that the learner has successfully achieved that unit.

It is the assessor's responsibility to maintain the records of assessment decisions and copies should be held in learner files.

If the centre Quality Assurance Co-ordinator samples an Assessment Record they should also sign and date the form.

The external verifier must visit the centre once during the year to verify that the practical assessments are being assessed appropriately against the marking criteria.

### **Mark scheme**

Refer to the following pages for mark schemes

Unit 301	26-28
Unit 305	40-43
Unit 306	48-51
Unit 307	56-59
Unit 308	64-67

### **Assessments**

The pass mark for each unit assessment is stated on the assessment record. The pass mark for the practical skills assessment and the practical assignment is set at 80%.

The pass mark for the theory test is set at 75%

<b>Unit</b>		<b>Total no. of marks</b>	<b>Pass mark</b>
301	Introduction to the Hospitality and Catering Industry	76	61
305	Housekeeping	56	45
306	Table Service	40	31
307	Counter Service	45	36
308	Food preparation and cooking	48	39
Theory test paper short answer*		20	15

\*(See assessment specification on page 35)

## 5 Quality assurance

Quality assurance includes initial centre approval, scheme approval, the centre's own procedures for monitoring quality and City & Guilds' ongoing monitoring by an external verifier. Details of the City & Guilds' criteria and procedures can be found in *Providing City & Guilds Qualifications – a guide to centre and scheme approval*.

### The Assessor

The assessor should hold a recognised teaching or training qualification, knowledge of current practice within the hospitality and catering industry and a current Level 2 recommended food hygiene qualification.

Among other things the assessor must keep records of the learners' progress, observations, oral questioning, assessor record, assessment tracking sheets. Example forms for recording this information are included in Appendix 2.

### The responsibility for Quality Assurance

All schemes must be quality assured. Quality Assurance is an ongoing process that covers all aspects of the scheme and development. The Quality Assurance Co-ordinator should have a broad based knowledge and understanding of the catering and hospitality industry.

The Quality Assurance Co-ordinator should:

- Ensure that assessors are qualified and competent to assess
- Monitor and verify assessment decisions
- Support and observe assessors providing them with appropriate feedback
- Sample learner evidence keep records of what is to be sampled and what has been sampled
- Keep records of learners progress and assessment decisions
- Ensure that regular standardisation meetings take place with the team
- Keep centre records up to date
- Liaise with the awarding body

For more information on the role of the Quality Assurance Co-ordinator please refer to the document *Providing City & Guilds Qualifications*. There are example forms for recording this information included in Appendix 3.

### The External Verifier

On approval to offer the scheme the centre will be notified of the name of the external verifier, who will liaise with the Quality Assurance Co-ordinator on all matters relating to the scheme. Following approval the external verifier will visit the centre once a year to ensure that centre and scheme operation continues to meet the required standards. External verification visits will usually be undertaken only where learners have been registered for the scheme concerned.

On each verification visit, the external verifier will

- check whether there have been any changes affecting centre information previously notified (APU)
- check the action plan agreed on the previous visit has been implemented
- review Quality Assurance procedures
- observe assessments in progress and sample learners' assessment evidence
- advise on interpretation/implementation of the scheme standards
- develop a new action plan and complete a report, a copy of which will be left at the centre

It is particularly important that there should be good communication between the centre and the external verifier. The external verifier will tell the centre how and where they can be notified of any changes in the operation of the scheme as soon as they occur.

## 6 Scheme administration

### Registrations and certification

- Learners must be registered at the beginning of their course. Centres should submit registration using *Form S (Registration)*, under scheme/complex no. 3340-03.
- When assignments have been successfully completed, learner results should be submitted on *Form S (Results submission)*. Centres should note that results will **NOT** be processed by City & Guilds until verification records are complete.
- Written tests are available three times each year
- Learners must be entered for written (timetabled) assessment components using *Form S* (and examination month entered in the 'dated entry box')
- Learners achieving one or more optional units in addition to the 5 units required will be awarded a full certificate for the additional unit (s)
- Full details on all the above procedures, together with dates and times of written tests will be found in the *Directory of Vocational Awards* published annually by City & Guilds. This information also appears on City & Guilds Web site <http://www.city-and-guilds.co.uk>

### Regional offices

City & Guilds has a number of regional offices which serve the needs of local centres. They have a customer service focus and should be centres' first point of contact for general information and advice. They are also set up to manage the allocation of external verifiers and to deal with problems arising from quality issues. A list of regional offices can be found on the City & Guilds website [www.city-and-guilds.co.uk](http://www.city-and-guilds.co.uk). It is important for centres to know where their local contacts may be found.

### **Co-ordinated mailings**

City & Guilds has established a co-ordinated mailing programme to provide centres with a more structured form of communication and to ensure that communications are targeted at the most appropriate person. Mailings are despatched on the second Wednesday of the month and sent to the named person at each centre who has responsibility for internal distribution. Centres receive the information that is relevant to the schemes for which they are approved, but are also sent a summary listing so that they are aware of other developments.

### **Results processing queries**

Queries in connection with the processing of registrations or certification requests should be directed to the Entries and results processing department. It is essential that the allocated centre number be quoted for all enquiries.

### **Other queries**

<b>Type of query</b>	<b>Should be directed to</b>
General queries on City & Guilds products and services	Customer service enquiries unit
Centre scheme approval	City & Guilds regional offices
Verification issues or queries on operation of the scheme	External verifier or regional office
Use of documentation	EV or regional office
Content of standards	Quality Assurance Co-ordinator in the first instance then EV, awarding body, standards setting body

# Syllabus

## Core units

### **Unit 301 Introduction to the hospitality & catering industry**

- 301.1 explore hospitality and catering outlets in your own area
- 301.2 find out about job roles in local hospitality and catering outlets

### **Unit 302 Health, safety and hygiene in the hospitality & catering industry**

- 302.1 adopt safe working practices
- 302.2 adopt hygienic working practices

### **Unit 303 Communication at work**

- 303.1 communicate with people effectively
- 303.2 report problems or customer requests

### **Unit 304 Working relationships**

- 304.1 work as part of a team

## Optional units

### **Unit 305 Housekeeping**

- 305.1 assist in cleaning public areas
- 305.2 replenish supplies for a cleaned toilet/bathroom area
- 305.3 strip beds and collect linen

### **Unit 306 Table service**

- 306.1 assist in laying tables
- 306.2 assist in the service of food and drink
- 306.3 assist in clearing and cleaning tables

### **Unit 307 Counter service**

- 307.1 assist in preparing the counter for service
- 307.2 assist in dealing with customer orders
- 307.3 assist in clearing and cleaning dining areas

### **Unit 308 Food preparation and cooking**

- 308.1 use basic equipment
- 308.2 assist in preparation of cold foods
- 308.3 assist in preparation and cooking of hot foods

## Assessment of the City & Guilds Entry Level Certificate in Hospitality and Catering: Entry Level 3

In order for the learners to achieve the award learners need to achieve a total of five units, all core units plus one optional unit of their choice. Learners will have to undertake a total of three assessments, two practical and one theory assessment. These will be assessed as follows;

- **Practical skills assessment (one of 4 optional units)**

The practical skills for the core units 302-304 are assessed through the practical situations provided by the optional units (305-308), and are therefore all assessed with the chosen optional unit as a single holistic assessment.

- **Practical assignment (unit 301)**

Unit 301 *Introduction to the hospitality and catering industry* is assessed via a separate practical assignment with knowledge requirements tested through the theory test. The practical assignments are recorded on the assignment records for unit 301. In this unit the learner will be expected to visit hospitality and catering outlets in their local area and using the assignment records provided, record the outcome of their visits.

- **Theory test (core units)**

The knowledge elements of units 301–304 will be assessed via a City & Guilds set and externally marked 45 minute short answer synoptic test paper: a sample test paper is included in Appendix 6.

Learners may undertake more than one optional unit. All additional optional units will generate a full certificate on successful achievement of that unit.

The external verifier must visit the centre/workplace once during the year. The visit will include an observation of a practical assessment and verification that the centre is marking learners appropriately against the marking criteria.

### Mandatory

300	written theory test
301-304	practical

### Optional

305	Housekeeping – practical	
306	Table service – practical	
307	Counter service – practical	
308	Food preparation and cooking – practical	
3340–03	Entry level certificate in hospitality and catering	300 – 304 plus one of 305, 306, 307, 308



## Unit 301

### Introduction to the hospitality and catering industry

#### Unit rationale

This unit provides an introduction to the scheme by enabling students to think about what they already know of hospitality and catering as consumers. The learners will need to find out about hospitality and catering goods and services available in the local area. They will develop and practice skills in finding, collecting and recording information. Unit 301 contributes to learner's basic skills as well as providing a context for acquiring practical skills and knowledge in the later units; assessment records are included to record the completion of the tasks for unit 301.

#### 301.1 Explore hospitality & catering outlets in your own area

The learner must:

301.1.1 Name different types of hospitality & catering outlets in their local area

Choose examples from two of the outlet types from the list below and say who does what in it, that is:

301.1.2 What goods and services are provided

301.1.3 What staff is in place to provide them

301.1.4 How many customers are served daily

301.1.5 How much does each customer spend per visit

#### 2 from the following:

Hotels

Guesthouses

Bed & breakfast

Fast food and take away

Cafes

Tea and coffee shops

Residential homes

Hospitals

Restaurants

Catering outlets in leisure centres

Catering outlets in theme parks

Voluntary/charity catering operation

Transport catering

## Unit 301

### Introduction to the hospitality and catering industry

301.6 List 2 likes and 2 dislikes that the learner has about working in this business.

#### 301.2 Find out about job roles in local hospitality & catering outlets

Using the outlet(s) that the learner has chosen to find out about in **element 301.1** the learner must:

301.2.1.1 Identify **two jobs** from the list below and state what tasks are done in those roles

Chef or cook	Housekeeper
Waiter or waitress	Room attendant
Catering assistant	Manager
Cashier	Supervisor
Receptionist	Bar person

301.2.2 State what hours and rate of pay the job holder receives for carrying out their job

301.2.3 Identify the skills required by the job holder in order for them to be able to perform their job efficiently

301.2.4 State who the job holder reports to and identify at least one other person that the job holder works with

301.2.5 List two things that the job holder likes

301.2.6 List two things that the job holder dislikes.

#### Learning outcomes

- Learners will demonstrate a basic knowledge of the catering and hospitality industry locally.
- Learners will demonstrate an awareness of career opportunities available in the catering and hospitality industry locally.

#### Summary of assessment tasks

- Learners must find out about hospitality and catering outlets in their local area.
- They must visit at least two different types of outlet and find out and record information about its products and services using the *unit 301.1* report form
- Using the outlets chosen above learners must identify two different job roles and describe the basic activities involved in those jobs using the *unit 301.2* report form.

## Unit 301

### Introduction to the hospitality and catering industry

#### Assessor's notes

- Information on the chosen hospitality outlets may be recorded in writing on the forms or if necessary orally on audiotape. Learners are also encouraged to include copies of a menu/tariff, job description, organisational charts etc in their portfolio.
- Assessors will need to photocopy both forms in order to complete the assessment tasks ie two different outlets and two different job roles.
- The outlets should be chosen where possible to offer a contrast between business types. Centres are encouraged to foster links with local hospitality businesses, not only to facilitate visits but also to create opportunities for work experience (see page 7).
- In order to verify what learners say on their 'practical assignment record' reports (pages 26 and 27), centre staff will need to be present during visits to hospitality outlets. Assessors may therefore find it convenient to arrange the visits in small groups.
- In certain situations where access to external hospitality businesses is difficult, centres which contain a hospitality or catering facility on site may use this as one of the two outlets studied.
- Learners should include basic information on two job roles and basic activities undertaken within those roles. This should be via interviews with staff at local catering outlets supplemented if necessary from other sources such as job adverts, print or electronic recruitment literature and careers advisory services.

## Unit 301

### Introduction to the hospitality and catering industry

#### Unit 301.1 Practical assignment record

Explore hospitality and catering outlets in your own area

Learner name \_\_\_\_\_

Date of visit \_\_\_\_\_

What the learner must do <b>The learner should visit two different outlets and complete one copy of this form for each</b>		Mark	Mark awarded	Core
Name of outlet visited	_____	1	_____	301.1.1
Address of outlet visited	_____	1	_____	301.1.1
brief description of business • Type (1) • Location (1) • How many people work there? (1)	_____	3	_____	301.1.2
Name three types of food offered	_____	3	_____	301.1.2
Name three drinks that are offered	_____	3	_____	301.1.2
What service method is used?	_____	1	_____	301.1.2
Is overnight accommodation offered? Yes or no	_____	1	_____	301.1.2
Roughly how many customers are served every day?	_____	1	_____	301.1.4
Roughly how much money does each customer spend per visit? £1.00 – 4.00 £5.00 – 20.00 over £20.00	_____	1	_____	301.1.5
List 2 things that you would like and 2 things that you would dislike about working in this business	_____	2	_____	301.1.6
<b>Total</b>		<b>17</b>		

Assessor signature \_\_\_\_\_

Assessor name \_\_\_\_\_

Date \_\_\_\_\_

## Unit 301

### Introduction to the hospitality and catering industry

#### Unit 301.2 Practical assignment record

Find out about job roles in local hospitality and catering outlets

Learner name \_\_\_\_\_

Date of visit \_\_\_\_\_

What the learner must do <b>The learner should investigate two job roles and complete one copy of this form for each</b>		Mark	Mark awarded	Core
Title of job	_____	1	_____	301.2
What days (1) and hours (1) do they work?	_____	2	_____	301.2.2
What do they get paid?	_____	1	_____	301.2.2
What does the job involve? List at least 6 tasks	_____	6	_____	301.2.3
What skills does the job holder need to do this job well? Give at least 4	_____	4	_____	301.2.3
Who does the job holder report to?	_____	1	_____	301.4
Name one other person the job holder works with Name (1) job title (1)	_____	2	_____	301.2.4
List two things that the job holder likes (2) and dislikes (2) about their job?	_____	4	_____	301.2.5/6
<b>Total</b>		<b>21</b>		

Assessor signature \_\_\_\_\_

Assessor name \_\_\_\_\_

Date \_\_\_\_\_

## Unit 301

### Introduction to the hospitality and catering industry

#### Summary mark sheet for the practical assignments

##### Practical assignments

###### 301.1

###### Explore hospitality and catering outlets in your own area

hospitality outlet 1 : marks out of 17

hospitality outlet 2 : marks out of 17

total achieved for 301.1

##### Mark achieved

##### Practical assignments

###### 301.2

###### Find out about job roles in local hospitality outlets

job role 1: marks out of 21

job role 2: marks out of 21

total achieved for 301.2

##### Mark achieved

	Mark achieved	Pass mark
301.1		
301.2		
<b>Total</b>		<b>61</b>

I confirm that the learner has successfully demonstrated all the tasks required for this unit and achieved the **required pass mark of 61 out of 76**

Assessor signature

Assessor name

Learner signature

Learner name

Quality Assurance Co-ordinator signature (if sampled)

Quality Assurance Co-ordinator name

Date

## Unit 302

### Health, safety and hygiene in the hospitality and catering industry

#### Unit rationale

In this unit the learner must show that they have a basic knowledge and understanding of health, safety and hygiene. They should be able to demonstrate during practical activities that they can adopt safe and hygienic work practices in either the SWE or working environment.

#### 302.1 Adopt safe working practices

The learners must:

302.1.1 Follow and understand basic health & safety rules in the workplace or SWE

Workplace areas: **1 of the following**

Bedroom	Dining room
Restaurant	Public areas
Kitchen	

Health & safety applied to **all of the following**

Fire regulations & procedures	Lifting and handling techniques
Location of first aid boxes	Using cleaning agents
Identification and knowledge of safety signs and symbols	

302.1.2 Identify possible hazards and risks in the workplace or simulated working environment

Hazards & risks: **5 of the following**

Wet surfaces	Hot items
Slippery surfaces	Sharp items
Obstacles	Lifting
Cleaning agents	

## Unit 302

### Health, safety and hygiene in the hospitality and catering industry

#### 302.2 Adopt hygienic working practices

The learner must:

302.2.1 Follow, and know the reason for, hygienic working practices **all of the following:**

Keep hands and fingernails clean and free from nail varnish

Cover cuts, grazes & wounds

Be aware of personal hygiene

Know how to report infectious illnesses

Wear clean protective clothing & headwear (according to establishment standards)

Work hygienically

Follow workplace guidelines about jewellery, perfume & cosmetics

#### Learning outcomes

- Learners will demonstrate a basic knowledge of health, safety and hygiene within the catering and hospitality industry.

#### Summary of assessment tasks

- Knowledge elements of this unit will be covered in the synoptic written test covering all four core units.
- Practical aspects of this unit will be assessed within the practical assessment associated with the optional unit chosen.
- See the *assessment specification* on page 22, and the *assessment record* for each optional unit.

#### Assessor's notes

- Learners must demonstrate health, safety and hygienic practices at all times.
- In the course of their learning for this unit, learners should be encouraged to collect a portfolio of evidence which may include:
  - the key health safety and hygiene rules at work
  - the procedures necessary for fire/accidents and emergencies
  - evidence of safe lifting and handling techniques
  - different safety signs and symbols
  - different cleaning agents
  - what constitutes an infection and how to report it eg sickness, diarrhoea, cough, cold
  - preparing an A4 or A5 information leaflet covering the health and safety rules relevant to the chosen workplace
  - produce a poster/collage promoting information on hygienic work practices within the hospitality and catering industry.
- Learners are not expected to use fire extinguishers.
- Learners are not expected to carry out first aid.



## Unit 303

### Communication at work

#### Unit rationale

In this unit the learner will need to demonstrate through the activities undertaken in the SWE or working environment that they can communicate effectively. The level of communication required relates to the learner's ability to respond to simple requests to carry out tasks, communicating with customers and work colleagues. The learner will need to understand when to refer the request or problem to a colleague, supervisor or team leader.

#### 303.1 Communicate with people effectively

The learner must develop interpersonal and communication skills within a catering environment by:

- 303.1.1 Dealing with customers and colleagues in a polite helpful manner
- 303.1.2 Acknowledging and responding to requests promptly
- 303.1.3 Use the correct verbal and body language when dealing with people **all of the following**:

Posture	Gestures
Language	Facial expression
Tone of voice	

- 303.1.4 Listen and respond to queries and instructions on **3 of the following**:

Directions	Menu
Products	Tasks
Equipment	Ingredients
Prices	Methods

#### 303.2 Report problems or customer requests

- 303.2.1 Report any problems or customer requests **1 of the following**:

To colleagues	To team leader
To supervisors	

#### Learning outcomes

- Learners will deal with customers and colleagues in a polite and helpful manner.
- Learners will demonstrate a basic awareness of verbal and body language.
- Learners will report any problems or customer requests.

## Unit 303

### Communication at work

#### Summary of assessment tasks

- Knowledge elements of this unit will be covered in the synoptic written test covering all four core units.
- Practical aspects of this unit will be assessed within the practical assessment associated with the optional unit chosen.
- See the *assessment specification* on page 22, and the *assessment record* for each optional unit.

#### Assessor's notes

- Learners should collect evidence of communications from a place of work eg price lists, menus, information sheets, brochures. This should be included in the learner's portfolio of evidence.
- Learners could practise effective verbal communication by means of a role play in preparation for assessment.
- If assessors undertake role play with learners they should provide written feedback and/or video or tape recording on each individual learner's performance.
- Additional Evidence for this unit may be gathered whilst undertaking activities in optional units 305-308.
- Most of the evidence for this unit will come from observation in the workplace or Simulated Working Environment (SWE).

## Unit 304

### Working relationships

#### Unit rationale

This unit requires the learner to understand the basic interpersonal skills required to work as an effective part of a team. They must demonstrate effective behaviour when working with others through their appearance and attitude to other members of the team, and by following instructions and offering assistance.

#### 304.1 Work as part of a team

The learner must develop interpersonal and communication skills within a catering environment by:

304.1.1 Working effectively as part of a team **all of the following:**

Be punctual	Acceptable behaviour towards colleagues within a working environment
Check work routine and tasks with colleagues/supervisor	Offer assistance to others ie colleagues and supervisors
Follow instructions accurately	Ask colleagues, supervisor for help
Work in co-operation with others	

#### Learning outcomes

- Learners will be able to demonstrate effective working relationships with colleagues and supervisors.
- Learners will be able to demonstrate that they can work effectively as part of a team.

#### Summary of assessment tasks

- Knowledge elements of this unit will be covered in the synoptic written test covering all four core units.
- Practical aspects of this unit will be assessed within the practical assessment associated with the optional unit chosen.
- See the *assessment specification* on page 22, and the *assessment record* for each optional unit.

## Unit 304

### Working relationships

#### Assessor's notes

- A team must involve at least two people.
- Learners can develop team working skills by being involved in working towards a special event eg
  - Christmas/summer fair
  - Coffee morning
  - Charity event
  - Jumble/bring and buy sale
  - Car boot sale
  - Religious festival
  - Themed event.
- Prior to the event learners could work together to produce advertising material, posters, menus, invitations, photographs and include these in their portfolios.
- Learners may gather feedback following the event.
- Learners should practise communication skills in working with other team members. Inappropriate behaviour would include rudeness, arguments, lateness, unhelpfulness.
- Learners could practise working as part of a team by means of a role play.
- If assessors undertake a role play with learners they should provide feedback and/or video or tape recording on each individual learner's performance.

## Assessment specifications for the core units' synoptic paper

*Written mandatory paper 3340-300*

45 minute short answer paper set by City & Guilds and externally marked.

Unit title	% examination weighting
301 Introduction to the hospitality and catering Industry	10
302 Health, safety and hygiene in the hospitality and catering industry	30
303 Communication at work	40
304 Working relationships	20
	100

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# Unit 305

## Housekeeping

### Unit rationale

In this unit learners are introduced to basic housekeeping tasks through assisting a cleaner /room attendant, listening to and acting on simple instructions. Learners will assist in the identification of equipment and cleaning material, clearing dirty /used materials and equipment, use basic cleaning material to assist in cleaning a public area and fetch and store items required to replenish rooms. Acceptable health, safety and hygiene should be demonstrated throughout the practical activities undertaken within the SWE or working environment.

#### 305.1 Assist in cleaning public areas

The learner must:

305.1.1 Wear suitable clothing

305.1.2 Collect equipment and cleaning materials **5 from**:

Brush	Duster
Mop	Cleaning cloths
Bucket	Vacuum cleaner
Dustpan	Cleaning agents

305.1.3 Transport equipment & cleaning materials as instructed

305.1.4 Check work routine and tasks with colleagues/supervisors

305.1.5 Display appropriate warning/hazard signs

305.1.6 Remove dust, dirt and marks from the following areas **4 from**:

Floor coverings	Glass
Vertical surfaces	Soft furnishings
Horizontal surfaces	

305.1.7 Report any problems to colleagues/supervisors

305.1.8 Deal with customers in a polite and helpful manner

305.1.9 Clean and store cleaning equipment and materials as instructed

305.1.10 Carry out work in a safe hygienic manner

#### 305.2 Replenish supplies for cleaned toilet/bathroom area

The learner must:

305.2.1 Collect supplies for toilet/bathroom areas as instructed **5 from**:

Soap	Shower cap
Tissues	Bin liners
Toilet tissue	Towels/facecloth
Shampoo	Bathmat

## Unit 305

### Housekeeping

- 305.2.2 Transport supplies as instructed
- 305.2.3 Check that toilet/bathroom is unoccupied
- 305.2.4 Restock supplies as instructed
- 305.2.5 Return excess supplies as instructed
- 305.2.6 Request assistance of colleagues/supervisors when needed

#### 305.3 Strip beds and collect linen

The learner must:

- 305.3.1 Collect clean bed linen and coverings as instructed and transport to bedrooms as instructed **3 from the following:**

Pillow cases	Bed covers
Sheets	Valances
Duvet Covers	

- 305.3.2 Check that bedroom is unoccupied
- 305.3.3 Strip beds as instructed
- 305.3.4 Check used bed linen/coverings for damage and report to **1 of the following:**

Colleague	Team Leader
Supervisor	

- 305.3.5 Place clean bed linen/coverings in a safe place as instructed
- 305.3.6 Transport used bed linen/coverings as instructed
- 305.3.7 Return excess supplies as instructed

#### Learning outcomes

- Learners will be able to collect appropriate equipment and materials for cleaning public areas as instructed.
- Learners will assist in the removal of dust and marks from a variety of areas.
- Learners will be able to collect and transport bathroom supplies and bed linen.
- Learners will be able to strip beds and handle used linen as instructed.
- Learners will work within health, safety and hygiene requirements.

#### Summary of assessment tasks

- This unit will be assessed by means of a practical assessment. Assessment of the core units' practical skills are also integrated into the practical optional units.
- In certain cases, aspects of the assessment may be completed by means of oral questioning – see items in *italics* on the assessment record.
- Assessment should be carried out in an approved simulated working environment (SWE).



## Unit 305

### Housekeeping

#### Assessor's notes

- Learners should assist in:
  - checking, collecting and transporting cleaning materials and equipment including warning signs
  - cleaning and replenishing toilet and bathroom
  - servicing a bedroom. For example, to strip beds and collect clean linen for their colleague to remake them.
- Learners may produce additional evidence that occurs naturally in the workplace, and add it to their portfolio. This could include work sheets, storeroom requisitions or other records. The assessor could also carry out recorded oral questioning with individual learners.
- Learners are not expected to measure chemicals from one container to another.
- Please note criterion 305.3.4 may not occur naturally and may have to be assessed by a simulation or oral questioning. Where this is the case the assessor must provide evidence to prove how this aspect of the standards has been addressed.

## Unit 305

### Housekeeping

#### Assessment record

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
Arrive punctually wearing suitable protective clothing	305.1.1	304.1.1 302.2.1	1		
Ensure hands and nails are clean no nail varnish		302. 2.1	1		
Cover cuts, grazes and wounds		302. 2.1	1		
Follow guidelines about jewellery, perfume and cosmetics		302. 2.1	1		
<i>Report any infectious illness</i>		302.2.1	1		
<b>Listen and respond to queries and instructions 3 from</b> Directions (1) Products (1) Equipment(1) Prices (1) Menu(1) Task(1) Ingredients(1) Methods(1)		304.1.1 303.1.2 303.1.4	3		
<b>Use the correct verbal and body language when dealing with people all of</b> Posture(1) Language(1) Tone of Voice(1) Gestures(1) Facial expression(1)		303.1.3	5		
Work in cooperation with others displaying acceptable behaviour in the environment		304.1.1	1		

## Unit 305

### Housekeeping

#### Assessment record (continued)

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
<b>Collect cleaning material as instructed at least 5 from</b> Brush (1) Mop (1) Bucket (1) Dustpan (1) Duster (1) Cleaning cloths (1) Vacuum cleaner (1) Cleaning agents(1)	305.1.2		5		
Transport equipment and cleaning materials as instructed	305.1.3		1		
Check work routine and tasks with colleagues /supervisors	305.1.4		1		
Display appropriate warning hazard signs	305.1.5		1		
<b>Remove dust, dirt and marks from the following areas at least 4 from</b> Floor coverings (1) Vertical surfaces (1) Horizontal surfaces (1) Glass (1) Soft furnishing (1)	306.1.6		4		
<b>Report any problems 1 from the following</b> Colleagues(1) Supervisors(1) Team leader(1)	305.1.7	303.2	1		
Deal with customers in a polite and helpful manner acknowledging and responding to their needs	305.1.8	303.1.1	1		
Clean and store cleaning material as instructed	305.1.9		1		
Carry out work in a safe hygienic manner	305.1.10		1		

## Unit 305

### Housekeeping

#### Assessment record (continued)

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
<b>Collect supplies for toilet/bathroom area as instructed at least 5 from</b> Soap (1) Tissues (1) Toilet tissue (1) Shampoo (1) Shower cap (1) Bin liners (1) Towels/facecloth (1) Bathmat	305.2.1		5		
Transport supplies as instructed	305.2.2		1		
Check that toilet/bathroom is unoccupied	305.2.3		1		
Restock supplies as instructed	305.2.4		1		
Return excess supplies as instructed	305.2.5		1		
Request assistance of colleagues/supervisors when needed	305.2.6		1		
<b>Collect clean bed linen and coverings transport to bedroom at least 3 from</b> Pillow cases (1) Sheets (1) Duvet covers (1) Bed covers (1) Valances (1)	305.3.1		3		
Check that bed linen/coverings are in a safe place	305.3.5	302.1.1 302.1.2	1		
Transport bed linen/coverings as instructed	305.3.6		1		
Return excess supplies as instructed	305.3.7		1		
Check that bedroom is unoccupied	305.3.2		1		
Strip beds as instructed	305.3.3		1		

## Unit 305

### Housekeeping

#### Assessment record (continued)

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
<b>Check used bed linen coverings for damage and report to at least 1 from</b> Colleague Supervisor Team leader	305.3.4		1		
Offer assistance to colleagues/ supervisors		304.1	1		
<b>Follow basic health and safety rules in the workplace (SWE)</b> <b>All of the following</b> <i>Fire regulations(1)</i> <i>Location of first aid boxes(1)</i> <i>Lifting and handling techniques(1)</i> <i>Using cleaning agents(1)</i>		302.1.2	4		
Identify any hazards in the work place or SWE		302.1.2	1		
Work hygienically		302.2.1	1		
<b>Total</b>			<b>56</b>		

I confirm that the learner has successfully demonstrated all the tasks required for this unit and achieved the **required pass mark of 45 out of 56**

Assessor signature \_\_\_\_\_

Assessor name \_\_\_\_\_

Learner signature \_\_\_\_\_

Learner name \_\_\_\_\_

Quality Assurance Co-ordinator signature (if sampled) \_\_\_\_\_

Quality Assurance Co-ordinator name \_\_\_\_\_

Date \_\_\_\_\_

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## Unit 306

### Table service

#### Unit rationale

In this unit there may be some flexibility about what the learner can undertake depending upon the type of table service provided. However all learners will assist in the preparation and clearing of dining rooms as well as assisting in the service of food and drink to customers. Learners will be working under instruction and should communicate both with colleagues and customers. Acceptable health, safety and hygiene should be demonstrated throughout the practical activities undertaken within the SWE or working environment.

#### 306.1 Assist in the laying of tables

The learner must:

306.1.1 Check work routine with colleagues and supervisors **3 from**:

Crockery	Cutlery
Cruet	Serviettes
Accompaniments	Table decoration
Glasses	Table linen

306.1.2 Assist in positioning furniture and equipment **3 from**:

Tables	Glassware
Chairs	Cruet
Crockery	Linen
Service equipment	Serviettes

#### 306.2 Assist in the service of food and drink

The learner must:

306.2.1 Wear suitable protective clothing

306.2.2 Check work routine with colleagues/supervisors

306.2.3 Wash hands

306.2.4 Greet customers and assist in taking orders **2 from**:

Customers with special needs	Customers requiring drinks
Customers with children	Customers requiring food
Large groups	

306.2.5 Serve food and drink to customers in a polite and helpful manner

## Unit 306

### Table service

#### 306.3 Assist in clearing and cleaning tables

306.3.1 Remove items from the table **3 from**:

Crockery	Cutlery
Cruet	Serviettes
Accompaniments	Table decoration
Glasses	Debris

306.3.2 Stack dirty items as instructed

306.3.3 Dispose of waste in a safe and hygienic manner

306.3.4 Clean tables/chairs using **2 from**:

Cleaning cloths	Spray polish
Spray cleaner	Duster
Bottled cleaner	

306.3.5 Reposition tables and chairs as required

306.3.6 Request assistance of colleagues/supervisors when needed

#### Learning outcomes

- Learners will be able to assist check supplies and ensure that they are clean, undamaged and ready for use.
- Learners will be able to assist in laying tables.
- Learners will be able to greet customers and assist in taking orders.
- Learners will be able to help serve and clear food and beverages.
- Learners will be able to help clear and clean seating area.
- Learners will work within health, safety and hygiene requirements.

#### Summary of assessment tasks

- This unit will be assessed by means of a practical assessment. Assessment of the core units' practical skills are also integrated into the practical optional units.
- In certain cases, aspects of the assessment may be completed by means of oral questioning – see items in italics on the assessment record.
- Assessment should be carried out in an approved simulated working environment (SWE).



## Unit 306

### Table service

#### Assessor's notes

- Learners should assist in:
  - preparing the dining room area
  - greeting customers
  - serving food and beverages
  - clearing the dining room area.
- Learners can practise table service skills through role play. They should be given written feedback on their performance and guidance for improvement.
- Learners may produce additional evidence that occurs naturally in the workplace and add it to their portfolio. This could include written, oral or pictorial records, for example cover setting diagrams, serviette folds. The assessor could also carry out oral recorded questioning with individual learners to check the learner's understanding of the requirements of the syllabus.

## Unit 306

### Table service

#### Assessment record

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
Arrive punctually wearing suitable protective clothing	306.2.1	304.1.1 302.2.1	1		
Ensure hands and nails are clean no nail varnish		302.2.1	1		
Cover, cuts grazes and wounds		302.2.1	1		
Follow guidelines about jewellery, perfume and cosmetics		302.2.1	1		
<i>Report any infectious illness</i>		302.2.1	1		
<b>Listen and respond to queries and instructions 3 from</b> Directions (1) Products (1) Equipment(1) Prices(1) Menu(1) Task(1) Ingredients(1) Methods(1)		304.1.1 303.1.4	3		
<b>Use the correct verbal and body language when dealing with people all from</b> Posture(1) Language(1) Tone of Voice(1) Gestures(1) Facial expression(1)		303.1.3	5		
Work in cooperation with others displaying acceptable behaviour in the environment		304.1.1	1		

## Unit 306

### Table service

#### Assessment record (continued)

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
<b>Check work routine with colleagues and supervisors 3 from</b> Crockery(1) Cruet(1) Accompaniments(1) Glasses(1) Cutlery(1) Serviettes(1) Table decoration(1) Table linen(1)	306.1.1 306.2.2		3		
<b>Assist in positioning furniture and equipment 3 from</b> Tables(1) Chairs(1) Crockery(1) Service equipment(1) Glassware(1) Linen(1) Cruet(1) Serviettes(1)	306.1.2		3		
<b>Greet customers and assist in taking orders 2 from</b> Customers with special needs(1) Customers with children(1) Large groups(1) Customers requiring drinks(1) Customers requiring food(1)	306.2.4		2		
Serve food promptly to customers in a polite and helpful manner	306.2.5		1		

## Unit 306

### Table service

#### Assessment record (continued)

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
<b>Remove items from the table 3 from</b> Crockery(1) Cruet(1) Accompaniments(1) Glasses(1) Cutlery(1) Serviettes(1) Table decoration(1) Debris(1)	306.3.1		3		
<b>Report any problems 1 from</b> Colleagues(1) Supervisors(1) Team leader(1)		303.1.3 303.2.1	1		
Deal with customers in a polite and helpful manner by acknowledging and responding to their needs		303.1.1	1		
Stack dirty items as instructed	306.3.2		1		
Dispose of waste in a safe and hygienic manner	306.3.3		1		
Request assistance of colleagues/ supervisors when needed	306.3.6		1		
Offer assistance to colleagues/ supervisors		304.1.1	1		
<b>Clean tables/chairs using 2 from</b> Cleaning cloths(1) Spray cleaner(1) Bottled cleaner(1) Spray polish(1) Duster(1)	306.3.4		2		
Reposition tables and chairs as necessary	306.3.5		1		

## Unit 306

### Table service

#### Assessment record (continued)

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
<b>Follow basic health and safety rules in the workplace (SWE)</b> <b>All of the following</b> <i>Fire regulations(1)</i> <i>Location of first aid boxes(1)</i> <i>Lifting and handling techniques(1)</i> <i>Using cleaning agents(1)</i>		302.1.1	4		
Work hygienically		302.2.2	1		
<b>Total</b>			<b>40</b>		

I confirm that the learner has successfully demonstrated all the tasks required for this unit and achieved the **required pass mark of 31 out of 40**

Assessor signature \_\_\_\_\_

Assessor name \_\_\_\_\_

Learner signature \_\_\_\_\_

Learner name \_\_\_\_\_

Quality Assurance Co-ordinator signature (if sampled) \_\_\_\_\_

Quality Assurance Co-ordinator name \_\_\_\_\_

Date \_\_\_\_\_

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## Unit 307

### Counter service

#### Unit rationale

Learners in this option should be exposed to a range of counter service roles, excluding cash handling tasks. They may be assisting food service staff in preparation, by replenishing supplies to the counter during service and/or may be given the task of serving (which may include portioning) a specific menu item. The expected interaction with customers would be on a relatively restricted range of items but the learner should be able to listen and respond to requests. Acceptable health, safety and hygiene should be demonstrated throughout the practical activities undertaken within the working environment or SWE.

#### 307.1 Assist in the preparation of the counter ready for service

The learner must:

307.1.1 Check work routine with colleagues/supervisors

307.1.2 Replenish service items from stock provided **4 from**:

Trays	Disposable serviettes
Cutlery	Glassware
Crockery	Disposable cups
Straws	

307.1.5 Replenish condiments from stock provided **2 from**:

Seasonings	Sauces
Sugar	Dressings
Preserves	

307.1.6 Dispose of waste in a safe and hygienic manner

307.1.7 Request assistance of colleagues/supervisors when needed

307.1.8 Follow health, safety and hygiene procedures

#### 307.2 Assist in dealing with customer orders

The learner must:

307.2.1 Greet customers politely

307.2.2 Give correct information to customers **2 from**:

Requesting food	Menu enquiries
Requesting drinks	Requesting a special meal

307.2.3 Take customers' orders correctly

307.2.4 Deal with orders and serve portions as instructed

307.2.5 Request assistance of colleagues and supervisors when needed

## Unit 307

### Counter service

#### 307.3 Assist in clearing and cleaning dining areas

The learner must

307.3.1 Remove from the tables **3 from**:

Crockery	Serviettes
Condiments	Table decoration
Glasses	Debris
Cutlery	

307.3.2 Ensure that condiments suitable for reuse are checked and cleaned **3 from**:

Seasonings	Sauces
Sugar	Dressings
Preserves	

307.3.3 Stack dirty items as instructed

307.3.4 Dispose of waste in a safe and hygienic manner

307.3.5 Clean tables and chairs using **2 from**:

Cleaning cloths	Spray polish
Spray cleaner	Duster
Bottled cleaner	

307.3.6 Request assistance of colleagues/supervisors when needed

#### Learning outcomes

- Learners will be able to help prepare the counter for service.
- Learners will assist in taking customers orders and deal with their requests.
- Learners will be able to clear counter and dining area.
- Learners will assist in checking and repositioning cutlery, crockery, condiments, tables and chairs.
- Learners will work within health, safety and hygiene requirements relevant to the hospitality and catering industry.

#### Summary of assessment tasks

- This unit will be assessed by means of a practical assessment. Assessment of the core units' practical skills are also integrated into the practical optional units.
- In certain cases, aspects of the assessment may be completed by means of oral questioning – see items in italics on the assessment record.
- Assessment should be carried out in an approved simulated working environment (SWE).



## Unit 307

### Counter service

#### Assessor's notes

- Learners should assist in:
  - Preparing counter service
  - Serving customers
  - Clear and replenish dining area.
- Learners should greet customers and assist in dealing with orders.
- Learners can practise counter service skills through role play. They should be given written feedback on their performance and guidance for improvement.
- Written, oral or pictorial evidence relating to counter service could be collected in the learner's portfolio, for example menus, establishment operating procedures. The assessor could also carry out recorded oral questioning with individual learners.
- Learners may produce additional evidence that occurs naturally in the workplace, and add it to their portfolio. This could include written, oral or pictorial records.

## Unit 307

### Counter service

### Assessment record

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
Arrive punctually wearing suitable protective clothing	3071.1	304.1.1 302.2.1	1		
Ensure hands and nails are clean no nail varnish		302.2.1	1		
Cover cuts, grazes and wounds		302.2.1	1		
Follow guidelines about jewellery, perfume and cosmetics		302.2.1	1		
<i>Report any infectious illness</i>		302.2.1	1		
<b>Listen and respond to queries and instructions 3 from</b> Directions (1) Products (1) Equipment(1) Prices(1) Menu(1) Task(1) Ingredients(1) Methods(1)		304.1.1 303.1.2	3		
<b>Use the correct verbal and body language when dealing with people all of</b> Posture(1) Language(1) Tone of Voice(1) Gestures(1) Facial expression(1)		303.1.3	5		
Work in cooperation with others displaying acceptable behaviour in the environment		304.1.1	1		
Check work routine with colleagues/supervisors	307.1.2		1		

## Unit 307

### Counter service

### Assessment record (continued)

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
<b>Replenish service items from stock provided 4 from</b> Trays(1) Cutlery(1) Crockery(1) Straws(1) Disposable serviettes(1) Glassware(1) Disposable cups(1)	307.1.4		4		
<b>Replenish condiments from stock provided 2 from</b> Seasoning(1) Sugar(1) Preserves(1) Sauces(1) Dressings(1)	307.1.5		2		
Greet customers politely	307.2.1		1		
<b>Give correct information to customers 2 from</b> Requesting food(1) Requesting drinks(1) Menu enquiries(1) Requesting a special meal(1)	307.2.2		2		
Take customers orders correctly	307.2.3		1		
Deal with orders and serve portions as instructed	307.2.4		1		
Request assistance from colleagues and supervisors when needed	307.1.7 307.3.6		1		
<b>Report any problems 1 from</b> Colleagues(1) Supervisors(1) Team leader(1)		303.2.1	1		
Deal with customers in a polite and helpful manner by acknowledging and responding to their needs		303.1.1	1		

## Unit 307

### Counter service

#### Assessment record (continued)

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
Offer assistance to colleagues/supervisors		304.1.1	1		
<b>Remove from the tables 3 from</b> Crockery(1) Condiments(1) Glasses(1) Cutlery(1) Serviettes(1) Table decoration(1) Debris(1)	307.3.1		3		
<b>Ensure that condiments suitable for reuse are checked and cleaned 3 from</b> Seasonings(1) Sugar(1) Preserves(1) Sauces(1) Dressings(1)	307.3.2		3		
Stack dirty items as instructed	307.3.3		1		
Dispose of waste in a safe and hygienic manner	307.1.6 307.3.4		1		
<b>Clean tables and chairs using 2 from</b> Cleaning cloths(1) Spray cleaner(1) Bottled cleaner(1) Spray polish(1) Duster(1)	307.3.5		2		

## Unit 307

### Counter service

### Assessment record (continued)

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
<b>Follow basic health and safety rules in the workplace (SWE)</b> <b>All of</b> <i>Fire regulations(1)</i> <i>Location of first aid boxes(1)</i> <i>Lifting and handling techniques(1)</i> <i>Using cleaning agents(1)</i>		302.1.1	4		
Work hygienically	307.1.8		1		
<b>Total</b>			<b>45</b>		

I confirm that the learner has successfully demonstrated all the tasks required for this unit and achieved the **required pass mark of 36 out of 45**

Assessor signature \_\_\_\_\_

Assessor name \_\_\_\_\_

Learner signature \_\_\_\_\_

Learner name \_\_\_\_\_

Quality Assurance Co-ordinator signature (if sampled) \_\_\_\_\_

Quality Assurance Co-ordinator name \_\_\_\_\_

Date \_\_\_\_\_

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## Unit 308

### Food preparation and cooking

#### Unit rationale

Some of the learners undertaking this qualification may already have experience of preparing and cooking food in a domestic setting. In this unit they will be using basic equipment to assist in the preparation of a range of hot and cold food items. The learners should be able to listen and respond to instruction and work as part of a team. Acceptable health, safety and hygiene should be demonstrated throughout the practical activities undertaken in the working environment or SWE.

#### 308.1 Use basic equipment

The learner must:

308.1.1 From the list below, select suitable basic equipment for the task to be undertaken and use safely and hygienically **10 from**:

Knives	Weighing and measuring equipment
Tin opener	Sieves
Hand mixer	Saucepans
Kettle	Frying pans
Toaster	Deep fat fryer
Sandwich toaster	Measuring jugs
Bowls	Blender, liquidiser
Cutlery	Food processor
Peeler	Oven
Chopping board	Hob
Baking trays	Microwave
Graters	

308.1.2 Clean equipment using suitable cleaning agents and methods

308.1.3 Store clean equipment correctly

## Unit 308

### Food preparation and cooking

#### 308.2 Assist in the preparation of cold foods

The learner must:

- 308.2.1 Collect required ingredients and measure with assistance
- 308.2.2 Store any foodstuff awaiting preparation correctly
- 308.2.3 Prepare food for cold assembly as instructed **using 5 preparation methods** from the list below

Chopping	Creaming
Slicing	Sieving
Peeling	Rolling
Whisking	Grating
Rubbing-in	

- 308.2.4 Clean work area and equipment and dispose of waste in a safe and hygienic manner
- 308.2.5 Return unused foodstuff to stores

#### 308.3 Assist in the preparation and cooking of hot food

The learner must:

- 308.3.1 Collect required ingredients and measure with assistance
- 308.3.2 Store any foodstuff awaiting preparation correctly
- 308.3.3 Prepare and cook food as instructed **using 4 cooking methods** from the list below

Baking	Deep frying
Boiling	Microwaving
Grilling	Roasting
Frying (shallow and stir)	

- 308.3.4 Clean work area and equipment, dispose of waste correctly
- 308.3.5 Return unused foodstuff to stores
- 308.3.6 Store cooked food correctly



## Unit 308

### Food preparation and cooking

#### Learning outcomes

- Learners will be able to select equipment as instructed for simple food preparation and cooking tasks.
- Learners will be able to assist with the simple preparation of hot and cold foods.
- Learners should store food correctly according to instructions.
- Learners will work within health, safety and hygiene requirements relevant to the hospitality and catering industry.

#### Summary of assessment tasks

- This unit will be assessed by means of a practical assessment. Assessment of the core units' practical skills are also integrated into the practical optional units.
- In certain cases, aspects of the assessment may be completed by means of oral questioning – see items in italics on the assessment record.
- Assessment should be carried out in an approved simulated working environment (SWE).

#### Assessor's notes

- Evidence will be produced through products of work.
- Learners should assist in the preparation of cold food using a variety of equipment and methods. Examples of products of work are as follows:
  - Sandwiches
  - Salads
  - Desserts
  - Hors d'oeuvres
  - Vegetables
  - Fruit.
- Learners should assist in the preparation and cooking of hot food using the correct equipment and cooking methods. Examples of products of work are as follows:
  - Vegetables
  - Pizza
  - Soup
  - Jacket potatoes
  - Snack items such as sausages, burgers
  - Pastry items
  - Cakes such as scones, rock cakes and sponges
  - Bread and dough products packet mixes or part baked products may be used
  - Reheating food.
- Learners can practise food preparation and cookery skills in training kitchens. They should be given written feedback on their performance and guidance for improvement. Written, oral or pictorial evidence relating to food preparation and cooking could be collected in the learner's portfolio.
- Learners may produce additional evidence that occurs naturally in the workplace, and add it to their portfolio. This could include items such as recipes, photographs, menus, or other written, oral or pictorial records.
- Convenience foods may be used as appropriate.
- Learners must follow safety and hygiene guidelines at all times.

## Unit 308

### Food preparation and cooking

#### Assessment record

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
Arrive punctually wearing suitable protective clothing	_____	304.1.1 302.2.1	1	_____	_____
Ensure hands and nails are clean no nail varnish	_____	302.2.1	1	_____	_____
Cover cuts, grazes and wounds	_____	302.2.1	1	_____	_____
Follow guidelines about jewellery, perfume and cosmetics	_____	302.2.1	1	_____	_____
<i>Report any infectious illness</i>	_____	302.2.1	1	_____	_____
<b>Listen and respond to queries and instructions 3 from</b> Directions (1) Products (1) Equipment(1) Prices(1) Menu(1) Task(1) Ingredients(1) Methods(1)	_____	304.1.1 303.1.4	3	_____	_____
<b>Use the correct verbal and body language when dealing with people (all)</b> Posture(1) Language(1) Tone of Voice(1) Gestures(1) Facial expression(1)	_____	303.1.1	5	_____	_____
Work in cooperation with others displaying acceptable behaviour in the environment	_____	304.1.1	1	_____	_____

## Unit 308

### Food preparation and cooking

#### Assessment record (continued)

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
<b>Select suitable basic equipment for the task and use safely and hygienically 10 from</b> Knives(1) Tin opener(1) Hand mixer(1) Kettle(1) Toaster(1) Sandwich toaster(1) Bowls(1) Cutlery(1) Peeler(1) Chopping board(1) Baking trays(1) Graters(1) Weighing and measuring equipment(1) Sieves(1) Saucepans(1) Frying pans(1) Deep fat fryer(1) Measuring jugs(1) Blender, liquidiser(1) Food processor(1) Oven(1) Hob(1) Microwave(1)	308.1.1		10		
Clean equipment using suitable cleaning agents and methods	308.1.2		1		
Store clean equipment correctly	308.1.3		1		
Collect required ingredients and measure with assistance	308.2.1 308.3.1		1		
Store any foodstuff awaiting preparation correctly	308.2.2 308.3.2		1		

## Unit 308

### Food preparation and cooking

#### Assessment record (continued)

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
<b>Prepare food for cold assembly 5 preparation methods</b> Chopping(1) Slicing(1) Peeling(1) Whisking(1) Rubbing in(1) Creaming(1) Sieving(1) Rolling(1) Grating(1)	308.2.3 308.3.6		5		
Clean work area and equipment and dispose of waste in a safe and hygienic manner	308.2.4 308.3.4		1		
Return unused food stuff to stores	308.2.5 308.3.5		1		
<b>Report any problems 1 from</b> Colleagues(1) Supervisors(1) Team leader(1)		303.2.1	1		
Deal with customers in a polite and helpful manner by acknowledging and responding to their needs		303.1.1	1		
Offer assistance to colleagues/supervisors		304.1.1	1		
<b>Prepare and cook food as instructed using 4 cooking methods</b> Baking(1) Boiling(1) Grilling(1) Frying (shallow and stir) (1) Deep frying(1) Microwaving(1) Roasting(1)	308.2.3 308.3.3		4		

## Unit 308

### Food preparation and cooking

#### Assessment record (continued)

Learner name \_\_\_\_\_

What the learner must do	Option	Core	Mark	Centre mark	Date
Store cooked food correctly	308.3.6		1		
<b>Follow basic health and safety rules in the workplace (SWE)</b> <b>All of</b> <i>Fire regulations(1)</i> <i>Location of first aid boxes(1)</i> <i>Lifting and handling techniques(1)</i> <i>Using cleaning agents(1)</i>		302.1.1	4		
Work hygienically		302.2	1		
<b>Total</b>			<b>48</b>		

I confirm that the learner has successfully demonstrated all the tasks required for this unit and achieved the **required pass mark of 39 out of 48**

Assessor signature \_\_\_\_\_

Assessor name \_\_\_\_\_

Learner signature \_\_\_\_\_

Learner name \_\_\_\_\_

Quality Assurance Co-ordinator signature (if sampled) \_\_\_\_\_

Quality Assurance Co-ordinator name \_\_\_\_\_

Date \_\_\_\_\_

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# Appendices

**Appendix 1** General forms

**Appendix 2** Assessor tracking sheet

**Appendix 3** Quality assurance form

**Appendix 4** Resource list

**Appendix 5** Simulated working environment criteria

**Appendix 6** Sample questions

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## Appendix 1

- Diagnostic skill scan
- Witness testimony
- Learner diary

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## Diagnostic skill scan: Note to centres

- 1 There are no specific entry requirements for this qualification beyond the ability to benefit from the course. The form overleaf is to discover and record a potential learner's current level of knowledge and skill. It should assist you at interview
  - In selecting learners for the scheme
  - In selecting the right option for a learner to take.
- 2 In the first column the unit titles of this qualification are listed with the second column showing the content in more detail.
- 3 Review each unit in detail using the syllabus and discuss the content with the learner
  - What each unit means
  - Their understanding of it
  - The learner's current knowledge of the unit content
  - Any previous experience of doing itAnd tick the appropriate box. Have they done these tasks (in any context)  
*frequently, sometimes or never?*
- 4 Learners with little or no understanding of any of the units, and who have never experienced any of the activities in the units, should be considered for the entry level 1 or 2 programmes. Entry level 1 and 2 are qualifications below level 3 that may help to prepare a learner for embarking on this scheme.
- 5 Learners who have done many or most of the unit activities frequently and who have a good understanding of the unit content may be suitable to embark on a course at NQF level 1.
- 6 In selecting between the optional units 305-308, centres will need to take account of
  - The Simulated Working Environment (SWE) they can provide
  - Any specific difficulties the learner may have eg with communication
  - The learner's previous knowledge experience and aptitudes
  - The learner's own interests and ambitions.

## Diagnostic skill scan: City & Guilds Entry level Certificate in Hospitality and Catering (entry 3)

Learner		Centre		
Unit title	Element	Frequently	Sometimes	Never
Unit 301 Introduction to the hospitality and catering industry	301.1 explore hospitality and catering outlets 301.2 investigate job roles in local hospitality and catering outlets			
Unit 302 Health, safety and hygiene in the hospitality and catering industry	302.1 Adopt safe working practices 302.2 Adopt hygienic working practices			
Unit 303 Communication at work	303.1 Communicate with people effectively 303.2 Report problems or customer requests			
Unit 304 Working Relationships	304.1 Work as part of a team			
Unit 305 – option Housekeeping	305.1 Assist in cleaning public areas 305.2 Replenish supplies for a cleaned toilet/bathroom area 305.3 Strip beds and collect linen			
Unit 306 – option Table Service	306.1 Assist in the laying of tables 306.2 Assist in serving food and drink 306.3 Assist in clearing and cleaning tables			
Unit 307 – option Counter Service	307.1 Assist in the preparation of the counter for service 307.2 Assist in dealing with orders 307.3 Assist in clearing and cleaning dining areas			

(continued)

## Diagnostic skill scan: City & Guilds Entry level Certificate in Hospitality and Catering (entry 3) (continued)

Unit title	Element	Frequently	Sometimes	Never
Unit 308 – option Food Preparation and Cooking	308.1 Use basic equipment 308.2 Assist in the preparation of cold foods 308.3 Assist in the preparation and cooking of hot food			

Relevant Qualifications – already obtained

Further training/experience – required

Learner signature

Date

Assessor signature

Date

## Witness testimony

Learner

Centre/Organisation

Witness

Job title of witness

Activity observed	Place of observation	Unit of scheme	Date

Signature of witness

Date

# Learner diary

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Unit no	Element no
Today I have completed the following tasks:	
What went well	
Any problems	
What did I learn	

Learner signature \_\_\_\_\_

Assessor name \_\_\_\_\_

Signature \_\_\_\_\_

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## Appendix 2

- Assessor tracking sheet

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## Assessor tracking sheet

Assessor name

Assessor signature

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$\diagup$  = working towards       $\times$  = complete

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## Appendix 3

- Quality assurance form

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# Quality Assurance Co-ordinator learner tracking sheet

Quality Assurance Co-ordinator	Assessor	Year
Award	Site	Group

[illegible]

 = working towards
  = completed

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## Appendix 4

- Resource list
- Suppliers of specialist equipment

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## Resource list

Basic Skills Agency	Commonwealth House 1-19 New Oxford Street London WC1A 1NU	Tel: 020 7405 4017 Fax: 0230 7440 6626	www.basic-skills.co.uk enquiries@basic-skills.co.uk
British Institute of Learning Disabilities	Campion House Greent Street Kidderminster Worcestershire DY10 1JL	Tel: 01562 723010 Fax: 01562 723029	enquiries@bild.org.uk www.bild.org.uk
British Nutrition Foundation	High Holborn House 52-54 High Holborn London WC1V 6RQ	Tel: 020 7404 6504 Fax: 020 7404 6747	www.nutrition.org.uk postbox@nutrition.org.uk
Chartered Institute of Environmental Health	Chadwich Court 15 Hatfields London SE1 8DJ	Tel: 020 7928 6006 Fax: 020 7827 5866	www.cieh.org.uk cieh@dial.pipex.com
City & Guilds of London Institute	1 Giltspur Street London EC1A 9DD	Tel: 020 7294 2800 Fax: 020 7294 2400	www.city-and-guilds.co.uk enquiry@city-and-guilds.co.uk
Downs Syndrome Educational Trust	The Sarah Duffen Centre Belmont Street Southsea Hampshire PO5 1NA	Tel: 023 9282 4261 Fax: 023 9282 4265	enquiries@downsnet.org www.downsnet.org

Highfield Publications	Unit 5 & 6, Newton Business Centre Sprotbrough Road Doncaster South Yorkshire DN5 8BD	Tel: 01302 391999 Fax: 01302 783303	www.highfield.co.uk
Learning Disability Support Groups\	Unit D, Hatcham Mews Business Centre Hatcham Park Mews London SE14 5QA	Tel: 020 7639 4312 Fax: 020 7639 4317	contact@changeuk.demon.co.uk
Mencap	Mencap National Centre 123 Golden Lane London EC1Y 0RT	Helpline: 0808 808 111 Tel: 020 7454 0454	information@mencap.org.uk www.mencap.org.uk
MLD Alliance	c/o The Elfrida Society 34 Islington Park Street London N1 1PX	Tel: 020 7359 7443 Fax: 020 7704 1358	elfrida@elfrida.com www.elfrida.com
National Autistic Society	393 City Road London EC1V 1NG	Helpline: 0870 600 8585 Information line: 020 7903 3599 Fax: 020 7833 9666	nas@nas.org.uk www.nas.org.uk

National Learning Network			www.nln.ac.uk
Rathbone Special Education Advice	4th Floor, Chauchgate House 56 Oxford Street Manchester Greater Manchester M1 6EU	Tel: 0161 236 5358 Fax: 0161 238 6356	advice@rathbonetraining.co.uk www.rathbonetraining.co.uk
Royal Institute of Public Health and Hygiene	28 Portland Place London W1B 1DE	Tel: 020 7580 2731 Fax: 020 7580 6157	www.riphh.org.uk info@riphh.org.uk

## Suppliers of specialist equipment

<i>name</i>	<i>address</i>	<i>telephone (fax)</i>	
Cumbria Contract Services	Barras Lane Dalston Carlisle CA5 7NY	Tel: 01288 607607	
Nottingham Rehab Supplies	Ludlow Hill Road West Bridgford Nottingham NG2 6HP	Tel: 0870 600197	
Smith and Nephew Homecraft Ltd	P O Box 5655 Kirby-In-Ashfield Nottinghamshire NG17 7QX	Tel: 01623 754047	

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## Appendix 5

- Simulated Working Environment Criteria

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## Creating a Simulated Working Environment for a Vocational Programme

It is essential that an organisation wishing to operate a Simulated Working Environment (SWE) creates an environment which resembles a work setting. Therefore they must provide an environment which encompasses key characteristics of a work situation.

Criteria	Examples of evidence required	Your evidence
C1 Clearly state the type of work situation(s) being simulated	<ul style="list-style-type: none"> <li>A detailed description of the work situation to be used to assess the learner</li> </ul>	
C2 Show that equipment and furnishings are adequate to operate the work situation being simulated	<ul style="list-style-type: none"> <li>A detailed list of equipment and resources required to enable the adequate functioning of the environment taking account of health, safety and hygiene for the given situation(s)</li> </ul>	
C3 Show that work activities carried out reflect those found in the work situation being simulated	<ul style="list-style-type: none"> <li>A description of the job role or tasks required to be undertaken by the individual learners</li> </ul>	
C4 Identify the team structure and how the individual tasks meet the objectives of the work situation being simulated	<ul style="list-style-type: none"> <li>Organisational chart relating to the job roles and tasks to be undertaken by individual learners within the simulated environment</li> </ul>	
C5 Ensure that tasks undertaken clearly relate to the industry and reflect customers' expectations in the situation being simulated	<ul style="list-style-type: none"> <li>Evidence of quality indicators that may include dish specifications, portion size, table, counter and room layouts, customer care policies, customer comment cards, application of health, safety and hygiene</li> </ul>	

C6 Be managed as a work situation	<ul style="list-style-type: none"> <li>Operational standards eg appearance, behaviour and conduct of the learners</li> <li>Identify who is responsible for health, safety and risk assessment</li> </ul>	
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## Appendix 6

- Sample questions from the written test covering the core units 301-304

## Sample questions

### 1 Outcome 1

Which **one** of the following establishments offers overnight accommodation?  
*Put a tick in the box next to the correct answer.*

☐ Nightclub.

☐ Restaurant.

☐ Tea room.

☐ Guest house.

(1 mark)

### 2 Outcome 2

Which **one** of the following members of staff deals with room bookings?  
*Put a tick in the box next to the correct answer.*

☐ Waitress.

☐ Room attendant.

☐ Chef.

☐ Receptionist.

(1 mark)

### 3 Outcome 3

Draw an arrow to match the hazard/warning signs to the correct description below.



Fire exit sign

(1 mark)



No smoking sign

(1 mark)



Wash your hands sign

(1 mark)

#### 4 Outcome 4

Which **two** of the following are the reasons for taking part in discussions at work?  
*Put ticks in the boxes next to the two correct answers.*

- ☐ To promote team work.
- ☐ To make work more fun.
- ☐ To get the latest gossip.
- ☐ To find out the jobs to be done.
- ☐ To find out everyone's social plans. (2 marks)

#### 5 Outcome 5

What is the **best** way of greeting a customer in the evening?

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(1 mark)

#### 6 Outcome 6

Which **two** of the following statements are the **most** important reasons for giving correct room prices to a customer?  
*Put ticks in the boxes next to the two correct answers.*

- ☐ So they can stay for an extra long week.
- ☐ So they know the correct prices.
- ☐ So they can find their way.
- ☐ So they can read the menu.
- ☐ So they are happy with the service given (2 marks)

#### 7 Outcome 7

Select from the list below the **most** important reason for being punctual for work.  
*Put a tick in the box next to the correct answer.*

- ☐ So that staff can leave on time and get home earlier.
- ☐ So that staff can have a longer lunch and coffee break.
- ☐ So that staff work well together and as part of a team.
- ☐ So that staff can get the best seats in the staff room. (1 mark)

8 Which **two** of the following **best** describe why teamwork is important?  
*Put ticks in the boxes next to the two correct answers.*

- ☐ So that jobs get done properly.
- ☐ So that everyone can leave work earlier.
- ☐ So that everyone has good working relationships.
- ☐ So that someone else can do the harder jobs.
- ☐ So that it is possible to have more breaks.

(2 marks)



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