

# Awards/Certificates in Hospitality and Catering at SCQF Level 3 and Level 4 (4779)

September 2013 Version 1.0



## Qualification at a glance

<b>Subject area</b>	<b>Hospitality and Catering</b>
<b>City &amp; Guilds number</b>	4779
<b>Age group approved</b>	All
<b>Entry requirements</b>	None
<b>Assessment</b>	Assignment
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and Level</b>	<b>City &amp; Guilds number</b>
Award in Introduction to the Hospitality Industry at SCQF Level 3	4779-01
Certificate in Introduction to the Hospitality Industry at SCQF Level 3	4779-01
Certificate in General Hospitality at SCQF Level 4	4779-02
Award in Introduction to the Hospitality Industry at SCQF Level 4	4779-03
Certificate in Introduction to the Hospitality Industry at SCQF Level 4	4779-03
Certificate in General Food and Beverage Service at SCQF Level 4	4779-90
Certificate in General Cookery at SCQF Level 4	4779-90
Certificate in Investigating the Hospitality industry at SCQF Level 4	4779-90
Award in General front Office Operations at SCQF Level 4	4779-90
Award in General Housekeeping Operations at SCQF Level 4	4779-90



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# 1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	These qualifications are for anyone who is interested in a career in the hospitality sector. It is particularly aimed at 14-19 year olds working towards full SCQF Level 3/4 qualifications and skilled employment, including Apprenticeships.
What do the qualifications cover?	The qualification covers various routes in the sector, including cookery, food service and the industry as a whole.
What opportunities for progression are there?	<p>These qualifications can help the learner find a job in a wide range of roles including:</p> <ul style="list-style-type: none"> <li>• Bar person</li> <li>• Catering</li> <li>• Chef</li> <li>• Cleaner</li> <li>• Housekeeper</li> <li>• Kitchen assistant/Porter</li> <li>• Receptionist</li> </ul> <p>Once the learner has completed the course they might want to move on to full SCQF Level 3/4 qualifications and skilled employment including apprenticeships.</p>

## Structure

To achieve the **Award in Introduction to the Hospitality Industry at SCQF Level 3 (4779-01)**, learners must achieve **8** credits in total. **2** credits must be taken from the mandatory unit group and a minimum of **6** credits from the optional units group, of which **3** credits must come from units 403-406.

SCQF Level	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
3	401	Introduction to the hospitality industry	1
3	402	Customer service in the hospitality industry	1
<b>Optional</b>			
4	403	Serving food and drink	2

4	404	Basic food preparation	2
3	405	Basic cooking	2
3	406	Guest services in the hospitality industry	2
4	410	Housekeeping and guest services	3
4	411	Using kitchen equipment	1
4	413	Food service	3
4	415	Introduction to healthy eating	3
4	416	Basic food preparation and cooking	3
4	417	Preparing and serving drinks	3
4	418	Introduction to food commodities	1
4	419	Front office operations	3
4	620	Food safety in catering	1

To achieve the **Certificate in Introduction to the Hospitality Industry at SCQF Level 3 (4779-01)**, learners must achieve a minimum of **13** credits in total. **2** credits must be taken from the mandatory unit group and a minimum of **11** credits selected from the optional units group, of which **5** credits must come from units 403-406.

SCQF Level	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
3	401	Introduction to the hospitality industry	1
3	402	Customer service in the hospitality industry	1
<b>Optional</b>			
3	403	Serving food and drink	2
3	404	Basic food preparation	2
3	406	Guest services in the hospitality industry	2
4	410	Housekeeping and guest services	3
4	411	Using kitchen equipment	1
4	413	Food service	3
4	415	Introduction to healthy eating	3
4	416	Basic food preparation and cooking	3
4	417	Preparing and serving drinks	3
4	418	Introduction to food commodities	1
4	419	Front office operations	3
4	620	Food safety in catering	1

To achieve the **Certificate in General Hospitality at SCQF Level 4 (4779-02)**, learners must achieve a minimum of **14** credits from the optional units available.

SCQF Level	City & Guilds unit number	Unit title	Credit value
<b>Optional</b>			
4	410	Housekeeping and guest services	3
4	411	Using kitchen equipment	1
4	413	Food service	3
4	415	Introduction to healthy eating	3
4	416	Basic food preparation and cooking	3
4	417	Preparing and serving drinks	3
4	418	Introduction to food commodities	1
4	419	Front office operations	3
4	620	Food safety in catering	1

To achieve the **Award in Introduction to the Hospitality Industry at SCQF Level 4 (4779-03)**, learners must achieve **10** credits. **5** credits must be taken from the mandatory unit group, a minimum of **1** credit from 410,411,413,415,416,417,418 or 419. The remaining credits may be selected from any of the remaining optional units.

SCQF Level	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
4	421	Introduction to the hospitality industry	2
4	422	Customer service in the hospitality industry	3
<b>Optional</b>			
3	403	Serving food and drink	2
3	404	Basic food preparation	2
3	405	Basic cooking	2
3	406	Guest services in the hospitality industry	2
4	410	Housekeeping and guest services	3
4	411	Using kitchen equipment	1
4	413	Food service	3
4	415	Introduction to healthy eating	3
4	416	Basic food preparation and cooking	3
4	417	Preparing and serving drinks	3
4	418	Introduction to food commodities	1
4	419	Front office operations	3
4	620	Food safety in catering	1

To achieve the **Certificate in Introduction to the Hospitality Industry at SCQF Level 4 (4779-03)**, learners must achieve a minimum of **14** credits. **5** credits must be taken from the mandatory unit group and a minimum of **9** credits from the optional unit group of which at least **3** credits must come from the Level 4 units.

<b>SCQF Level</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
4	421	Introduction to the hospitality industry	2
4	422	Customer service in the hospitality industry	3
<b>Optional</b>			
3	403	Serving food and drink	2
3	404	Basic food preparation	2
3	405	Basic cooking	2
3	406	Guest services in the hospitality industry	2
4	410	Housekeeping and guest services	3
4	411	Using kitchen equipment	1
4	413	Food service	3
4	415	Introduction to healthy eating	3
4	416	Basic food preparation and cooking	3
4	417	Preparing and serving drinks	3
4	418	Introduction to food commodities	1
4	419	Front office operations	3
4	620	Food safety in catering	1

To achieve the **Certificate in General Food and Beverage Service at SCQF Level 4 (4779-90)**, learners must achieve **15** credits from the mandatory unit group.

<b>SCQF Level</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
4	413	Food service	3
4	415	Introduction to healthy eating	3
4	417	Preparing and serving drinks	3
4	421	Introduction to the hospitality industry	2
4	422	Customer service in the hospitality industry	3
4	620	Food safety in catering	1

To achieve the **Certificate in General Cookery at SCQF Level 4 (4779-90)**, learners must achieve **14** credits from the mandatory unit group.

<b>SCQF Level</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
	<b>Mandatory</b>		
4	411	Using kitchen equipment	1
4	415	Introduction to healthy eating	3
4	416	Basic food preparation and cooking	3
4	418	Introduction to food commodities	1
4	421	Introduction to the hospitality industry	2
4	422	Customer service in the hospitality industry	3
4	620	Food safety in catering	1

To achieve the **Certificate in Investigating the Hospitality Industry at SCQF Level 4 (4779-90)**, learners must achieve **26** credits from the mandatory units.

<b>SCQF Level</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
	<b>Mandatory</b>		
4	410	Housekeeping and guest services	3
4	411	Using kitchen equipment	1
4	413	Food service	3
4	415	Introduction to healthy eating	3
4	416	Basic food preparation and cooking	3
4	417	Preparing and serving drinks	3
4	418	Introduction to food commodities	1
4	419	Front office operations	3
4	421	Introduction to the hospitality industry	2
4	422	Customer service in the hospitality industry	3
4	620	Food safety in catering	1



To achieve the **Award in General Front Office Operations at SCQF Level 4 (4779-90)**, learners must achieve **8** credits from the mandatory units.

<b>SCQF Level</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
	<b>Mandatory</b>		
4	419	Front office operations	3
4	421	Introduction to the hospitality industry	2
4	422	Customer service in the hospitality industry	3

To achieve the **Award in General Housekeeping Operations at SCQF Level 4 (4779-90)**, learners must achieve **8** credits from the mandatory unit group.

<b>SCQF Level</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
	<b>Mandatory</b>		
4	410	Housekeeping and guest services	3
4	421	Introduction to the hospitality industry	2
4	422	Customer service in the hospitality industry	3



## 2 Centre requirements

### Approval

Scottish City & Guilds centres who currently offer 7107 will obtain automatic qualification approval for these qualifications.

All other City & Guilds centres will need to obtain full qualification approval for these qualifications. The **standard** Qualification Approval Process (QAP) applies. Please refer to the City & Guilds website for further details.

New centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

### Resource requirements

#### Physical resources and site agreements

Centres can use specially designated areas within a centre to assess, for example, basic food preparation. The equipment, systems and machinery must meet industrial standards and be capable of being used under normal working conditions

#### Centre staffing

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

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

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

#### Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

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

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Learner entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

### **Age restrictions**

There is no age restriction for this qualification unless this is a legal requirement of the process or the environment.



## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for this qualification:

Description	How to access
Assignment guide for centres	The documentation can be found on <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>



## 4 Assessment

Candidates must:

- successfully complete one assignment for each mandatory unit
- successfully complete one assignment for each chosen optional unit

Each unit is assessed by a separate assignment. The assignments cover the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.

Assignments are externally set by City & Guilds, locally marked and externally verified.

### **Time constraints**

The following must be applied to the assessment of this qualification:

- Candidates must be assessed within a realistic time limit
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments
- Any guidance on set time constraints for assessments have been included within assignments (see Assignment Guide)

### **Recognition of prior learning (RPL)**

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is also sector specific.



## 5 Units

### Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

### Structure of units

These units each have the following:

- City & Guilds reference number
- title
- level
- credit value
- guided learning hours
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Unit 401

## Introduction to the hospitality industry

<b>Level:</b>	SCQF 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism
<b>Aim:</b>	This unit gives learners a general introduction to the hospitality industry including: food preparation and cooking, food and drink services, accommodation services and guest services.

<b>Learning outcome</b>
The learner will: 1. Know the main outlets in the hospitality industry
<b>Assessment criteria</b>
The learner can: 1.1 give examples of <b>outlets</b> in the hospitality industry 1.2 state different <b>services</b> offered within the hospitality industry.

<b>Range</b>
<b>Outlets</b> Hotels, guest houses, public houses, cafes, fast food outlets, coffee shops, takeaway, restaurants, clubs, schools, colleges, hospitals, prisons, residential homes, voluntary/charity catering operations, leisure and tourism outlets
<b>Services</b> Food and drink service, accommodation/guest services, reception, portering, leisure facilities, entertainment

<b>Learning outcome</b>
The learner will: 2. Know the job opportunities within the hospitality industry
<b>Assessment criteria</b>
The learner can: 2.1 list <b>job roles</b> in the hospitality industry 2.2 list the <b>job opportunities</b> available in the industry.

<b>Range</b>
<b>Job roles</b> Kitchen porter, kitchen assistant, chef, head chef, porter, storekeeper, room attendant and cleaner, receptionist, waiter/ess, bar person, barista, manager, cashier, housekeeper, concierge
<b>Job opportunities</b> Local, national and international transport, contract, welfare, industrial, commercial



# **Unit 401            Introduction to the Hospitality Industry**

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 402

## Customer service in the hospitality industry

<b>Level:</b>	SCQF 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit introduces learners to the basic principles of effective customer service

<b>Learning outcome</b>
The learner will: 1. Know the importance of good customer service
<b>Assessment criteria</b>
The learner can: 1.1 state why good <b>customer service is important</b> .

<b>Range</b>
<b>Customer service is important</b> Profitability, customer loyalty, reputation, customer experience, job satisfaction

<b>Learning outcome</b>
The learner will: 2. Be able to communicate with customers
<b>Assessment criteria</b>
The learner can: 2.1 <b>communicate positively</b> in routine situations (to include verbal and non verbal).

<b>Range</b>
<b>Communicate positively</b> Verbal Face to face/telephone volume, tone, clarity  Non verbal Body language facial expression, eye contact, posture, stance, email, text, written

<b>Learning outcome</b>
The learner will: 3. Know the importance of good personal presentation
<b>Assessment criteria</b>
The learner can: 3.1 give examples of good personal presentation 3.2 present self appropriately to serve customers.

# **Unit 402            Customer Service in the Hospitality Industry**

Supporting information

## **Guidance**

### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 403

## Serving food and drink

<b>Level:</b>	SCQF 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit introduces the learner to food and drink service.

<b>Learning outcome</b>
The learner will: 1. Be able to serve food and drink to customers
<b>Assessment criteria</b>
The learner can: 1.1 serve food and drink to customers, <b>politely, safely</b> and <b>hygienically</b> 1.2 list the <b>stages</b> in serving the customer food and drink.

<b>Range</b>
<b>Politely</b> Eye contact, smiling, appropriate language
<b>Safely</b> Personal Protective Equipment (PPE), correct serving equipment, identify & deal with hazards (hot liquids, trips & slips, broken equipment, report hazards to supervisor)
<b>Hygienically</b> Personal Protective Equipment (PPE), personal hygiene, eg hands and nails, jewellery, cosmetics, hand washing
<b>Stages</b> Greet customer politely, take customer order, review customer order, prepare customer order, serve customer, check customer has all requirements

<b>Learning outcome</b>
The learner will: 2. Be able to work as part of a food and drink service team
<b>Assessment criteria</b>
The learner can: 2.1 work with others to serve food and drink 2.2 state how to work well as part of a food and drink service <b>team</b> . 2.3 assist in the <b>preparation/assembly of food and drink</b> .

<b>Range</b>
<b>Team</b> Arrive for work on time, help other members of staff, follow instructions, be polite, pass on information, complete tasks on time, personal presentation
<b>Preparation/assembly of food and drink</b> Check customer requirements, select correct equipment, select correct food and drink items, check the completed food and drink order, check customer has all requirements

# **Unit 403      Serving food and drink**

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 404

## Basic food preparation

<b>Level:</b>	SCQF 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit introduces learners to safely and hygienically preparing food for cold presentation and cooking.

<b>Learning outcome</b>
The learner will: 1. Be able to prepare food for cold presentation or cooking
<b>Assessment criteria</b>
The learner can: 1.1 select the <b>correct ingredients</b> for basic dishes 1.2 choose the correct <b>equipment</b> and handle <b>safely</b> and <b>hygienically</b> 1.3 <b>prepare</b> food items for cold presentation or cooking, safely and hygienically 1.4 <b>set aside or store</b> prepared food items ready for use according to instructions 1.5 clean work areas and equipment <b>safely and hygienically</b> during and after preparing food.

<b>Range</b>
<b>Correct</b> Quantity and quality
<b>Ingredients</b> Vegetables, fruit, meat, poultry, fish, beans and pulses, pasta, rice, dairy, bread
<b>Equipment</b> Knives, small handheld kitchen equipment, chopping boards, measuring equipment, bowls, trays, storage containers, gas/electrical equipment, saucepans, frying pans
<b>Safely</b> Personal Protective Equipment (PPE), selecting correct equipment for job, identify and deal with hazards (hot liquids, trips & slips, broken equipment), report hazards to supervisor



**Hygienically**

Personal Protective Equipment (PPE), personal hygiene, eg hands and nails, jewellery, cosmetics, hand washing, cross-contamination

**Prepare**

Wash, trim, chop, slice, peel, grate, rub in, whisk, cream, sieve

**Set aside or store**

Products stored in correct place, covered, labelled and dated, correct position in fridge/freezer

**Safely and hygienically**

PPE, return unused food products to stores, use of cleaning products and equipment, clean as you go, using correct sinks, cleaning floors, correct storage of equipment, disposal of waste

# **Unit 404            Basic food preparation**

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 405

## Basic cooking

<b>Level:</b>	SCQF 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit introduces learners to cooking basic food items and dishes safely and hygienically under supervision.

<b>Learning outcome</b>
The learner will: 1. Be able to cook basic food items and dishes
<b>Assessment criteria</b>
The learner can: 1.1 select the <b>correct ingredients</b> for basic dishes 1.2 choose the correct <b>equipment</b> and handle <b>safely</b> and <b>hygienically</b> 1.3 <b>cook</b> food items <b>safely and hygienically</b> 1.4 clean work areas and equipment safely and hygienically during and after cooking 1.5 identify what went well and suggest any improvements.

<b>Range</b>
<b>Correct</b> Quantity and quality
<b>Ingredients</b> Vegetables, fruit, meat, poultry, fish, beans and pulses, pasta, rice, dairy, bread, oils and fats, herbs and spices, seasoning
<b>Equipment</b> Knives, small hand-held kitchen equipment, chopping boards, trays, baking tins, gas/electrical equipment, saucepans, frying pans
<b>Safely</b> Personal Protective Equipment (PPE), selecting correct equipment for job, identify and deal with hazards (hot liquids, trips & slips, broken equipment) report hazards to supervisor

**Hygienically**

Personal Protective Equipment (PPE), personal hygiene, eg hands and nails, jewellery, cosmetics, hand washing, cross-contamination

**Cook**

Poach, bake, roast, steam, boil, fry (stir, shallow, deep), microwave, grilling

**Safely and hygienically**

Personal Protective Equipment (PPE), hand washing, cross-contamination, return unused ingredients to storage, use correct cleaning products and equipment, clean as you go, disposal of waste

# **Unit 405            Basic cooking**

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 406

## Guest services in the hospitality industry

<b>Level:</b>	SCQF 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit introduces the learner to food and drink service.

<b>Learning outcome</b>
The learner will: 1. Be able to work as part of the guest services team
<b>Assessment criteria</b>
The learner can: 1.1 follow instructions for the preparation of guest services <b>transporting materials, equipment and linen</b> 1.2 follow instructions to <b>service public areas, bedrooms, bathrooms/washrooms</b>

<b>Range</b>
<b>Transporting materials, equipment and linen</b> Maintenance of security, health and safety (manual handling), organisation (prevent cross-contamination, appropriate stock)
<b>Servicing of areas</b> Cleaning of area, maintain health and safety, use of PPE, replenish consumables, correct use of signage, correct use of cleaning equipment and materials (including use of colour-coded or specified cloths to avoid cross-contamination), disposal of waste, hand washing procedures
<b>Service public areas</b> Replenishment of current newspapers, magazines
<b>Service bedrooms</b> Strip and remake beds, sorting of linen (collecting clean linen, separating dirty linen, avoiding cross-contamination)
<b>Service bathrooms / washrooms</b> Clean to dirty cleaning, sorting of towels (avoiding unnecessary laundry), respect of customer wishes (towels, occupied rooms)

**Learning outcome**

The learner will:

2. Be able to communicate with customers

**Assessment criteria**

The learner can:

- 2.1 **respond** to **customer queries** politely
- 2.2 **refer** queries to the **correct person**

**Range****Respond**

Meet customer needs

**Customer queries**

Requests, complaints

**Refer**

Reporting procedures for faults/queries, knowing limits of own authority, communication with other departments

**Correct person**

Supervisor (knowing limit of authority)

# **Unit 406**                      **Guest Services in the hospitality industry**

## Supporting information

### **Evidence requirements**

Underpinning knowledge

The learner can:

1. identify different guest services
2. state how to work well as part of a guest services team.

### **Unit range**

#### **Guest services**

Cleaning – of public areas, bedrooms, bathrooms/washrooms  
stripping/making beds

replenish consumables – stocks of toiletries, towels, sugars/miniatures in  
rooms, minibar

#### **Work well**

Arrive for work on time, know own role in team, help other members of  
team, follow instructions, be polite, pass on information, complete tasks  
on time, correct personal presentation

### **Guidance**

Key Skills

This unit may help candidates to gain confidence in, and possibly  
generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge



## Unit 410

## Housekeeping and guest services

<b>Level:</b>	SCQF 4
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit is about the role of guest services in a hospitality operation and the daily activities to be carried out as part of the guest services role. The unit covers the cleaning requirements of bedrooms, bathrooms and communal areas, and the safe and correct handling of cleaning materials that are used when servicing accommodation facilities.

<b>Learning outcome</b>
The learner will: 1. Know the purpose of guest services
<b>Assessment criteria</b>
The learner can: 1.1 state <b>how</b> guest services meet <b>customer needs</b> 1.2 state the <b>role of guest services in maintaining security</b> 1.3 state the <b>importance of communication</b> with other <b>departments</b>

<b>Range</b>
<b>How</b> Dealing with customer needs within limits of own authority, referring to supervisor as necessary
<b>Customer needs</b> Different types of customer need, eg information, further stock items, unexpected requests
<b>Role of guest services in maintaining security</b> Respect for customer personal property, following security procedures (eg doors remain locked), reporting suspicious circumstances, awareness of lone working

<p><b>Importance of communication</b> Health &amp; safety reasons, security, reporting of faults, maintaining customer service, effective team work, accuracy of communication</p> <p><b>Departments</b> Maintenance, reception/front office</p>
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<p><b>Learning outcome</b></p> <p>The learner will: 2. Know the structure of guest services</p>
<p><b>Assessment criteria</b></p> <p>The learner can: 2.1 identify <b>job roles</b> within guest services 2.2 describe the <b>responsibilities</b> of different job roles in guest services.</p>

<p><b>Range</b></p> <p><b>Job roles</b> Room attendant, housekeeper, cleaner supervisor</p> <p><b>Responsibilities</b> Maintain customer satisfaction, maintaining Health and Safety, security, reporting of faults, communication with other departments</p>
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<p><b>Learning outcome</b></p> <p>The learner will: 3. Be able to maintain and service accommodation facilities</p>
<p><b>Assessment criteria</b></p> <p>The learner can: 3.1 correctly <b>select, use</b> and <b>store</b> routine cleaning materials and equipment 3.2 select suitable <b>personal protective equipment (PPE)</b> 3.3 maintain and <b>service public areas, bathrooms/washrooms</b> and <b>bedrooms</b> in accordance with organisational specifications</p>

<p><b>Range</b></p> <p><b>Select</b> Choose appropriate cleaning agent for job, matched to equipment, equipment is in good working order and ready for use</p> <p><b>Use</b> Cleaning agent/material and equipment used according to manufacturer's instructions, unused chemicals disposed of correctly, use of colour-coded or specified cloths to avoid cross-contamination</p> <p><b>Store</b> Returned securely and in good condition for future use</p>
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**Personal protective equipment (PPE)**

Service public areas, toilets and washrooms/bathrooms and bedrooms:  
gloves, uniform, apron

**Servicing of areas**

cleaning of area, maintain health and safety, use of PPE, replenish consumables, correct use of signage, correct use of cleaning equipment and materials, disposal of waste

**Service public areas**

Replenishment of current newspapers, magazines

**Service bathrooms/washrooms**

Clean to dirty cleaning, sorting of towels (avoiding unnecessary laundry), respect of customer wishes (towels, occupied rooms)

**Service bedrooms**

Strip and remake beds, sorting of linen (collecting clean linen, separating dirty linen, avoiding cross-contamination)

# **Unit 410            Housekeeping and guest services**

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 411

## Using kitchen equipment

<b>Level:</b>	SCQF 4
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit introduces the learner to the hygienic, safe and appropriate use of a range of large and small cooking equipment.

<b>Learning outcome</b>
The learner will: 1. Know about different types of kitchen equipment
<b>Assessment criteria</b>
The learner can: 1.1 give examples of <b>large kitchen equipment</b> and describe how they are used 1.2 give examples of <b>small kitchen equipment and hand tools</b> and describe how they are used 1.3 state the <b>safety requirements</b> for using kitchen equipment.

<b>Range</b>
<b>Large kitchen equipment</b> Food storage: fridge freezer Food preparation: tables, sinks Food cooking: stoves, ranges, ovens, steamers, deep fat fryers. griddle Food holding: hot cupboard, bain marie Cleaning: dishwasher, food waste disposer
<b>Small kitchen equipment and hand tools</b> Food preparation: knives, small hand-held kitchen equipment, bowls, chopping boards, measuring equipment, weighing scales, whisks, food processor, sieves Food cooking: pots, pans, baking sheet, cooling rack, cake tins
<b>Safety requirements</b> Induction and training, PPE, prescribed dangerous machinery, oven cloths

<b>Learning outcome</b>
The learner will: 2. Be able to select and use kitchen equipment
<b>Assessment criteria</b>
The learner can: 2.1 select the correct <b>equipment</b> for routine tasks 2.2 use different kitchen equipment for routine tasks <b>safely and hygienically</b> 2.3 follow correct <b>procedures</b> when cleaning equipment

<b>Range</b>
<p><b>Equipment</b></p> <p>Large kitchen equipment:  Food storage: fridge freezer  Food preparation: tables, sinks  Food cooking: stoves, ranges, ovens, steamers, deep fat fryers. griddle  Food holding: hot cupboard, bain marie  Cleaning: dishwasher, food waste disposer</p> <p>Small kitchen equipment and hand tools:  Food preparation: knives, small hand held kitchen equipment, bowls, chopping boards, measuring equipment, weighing scales, whisks, food processor, sieves  Food cooking: pots, pans, baking sheet, cooling rack, cake tins</p> <p><b>Safely and hygienically</b></p> <p>Safety: follow manufacturer's instructions, use of oven cloths, ppe, temperature control, visual checks, guards are in place on machines  Hygiene: protective clothing and footwear, hand washing procedures</p> <p><b>Procedures</b></p> <p>Turn off power/energy supply; disassemble equipment; select correct cleaning products; reassemble equipment; complete the documentation; store correctly</p>

# Unit 411      Using kitchen equipment

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

<b>Level:</b>	SCQF 4
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Skills Related to: <ul style="list-style-type: none"> <li>NVQ Level 1 Food and Drink Service unit options</li> </ul>
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit will give learners and introduction to food service in the hospitality industry.

<b>Learning outcome</b>
The learner will: 1. Know different types of food service
<b>Assessment criteria</b>
The learner can: 1.1 describe different types of food service.

<b>Range</b>
<b>Food service</b> Procedures and equipment for the following: counter/takeaway service, table/tray service, trolley service, plated, silver service

<b>Learning outcome</b>
The learner will: 2. Be able to serve food
<b>Assessment criteria</b>
The learner can: 2.1 state <b>health and safety, and hygiene requirements</b> when serving food 2.2 serve hot/cold food, including <b>plated</b> and <b>counter</b> service, in a <b>safe</b> and <b>hygienic</b> manner.



**Range****Health and safety and hygiene requirements**

Safe handling, spillages, correct temperature and time control, use of temperature probes, cleaning of food area and surrounding area, relating to current legislation

**Plated**

Correct portion size, on clean plate, with appropriate garnish

**Counter**

Correct portion size/dish assembly, using a clean plate/container, with correct condiments/accompaniments

**Safe**

Use of correct PPE, identify and deal with hazards (spillages, trips and slips, broken equipment), report hazards to supervisor

**Hygienic**

Personal hygiene, eg hands and nails, jewellery, cosmetics, hand washing procedures, cross-contamination, use correct cleaning products and equipment, clean as you go, disposal of waste, clean and correct serving equipment, return unused food products to storage

**Learning outcome**

The learner will:

3. Be able to work in a food service area

**Assessment criteria**

The learner can:

3.1 set up, maintain and close down the service area according to instructions

**Range****Maintain**

Clean as you go, replenish supplies, dispose of waste

**Instructions**

eg from supervisor, verbally, or written (eg on a work card)

# **Unit 413      Food Service**

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

<b>Level:</b>	SCQF 4
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit gives learners an introduction to healthy eating.

<b>Learning outcome</b>
The learner will: 1. Know the effects of food on the body
<b>Assessment criteria</b>
The learner can: 1.1 state what the <b>body uses</b> food for 1.2 state the <b>benefits</b> of a <b>healthy diet</b> 1.3 state why <b>different groups of people</b> require <b>different diets</b> .

<b>Range</b>
<b>Body uses</b> Growth and repair, energy, warmth
<b>Benefits</b> Healthy body, correct weight/BMI, good energy levels, general well being
<b>Healthy diet</b> Balanced range of foods, low fat, low salt, low added sugar, government recommendations (eg '5 a day')
<b>Groups of people</b> Different age ranges, those suffering ill health, those following special diets for medical, cultural or religious reasons, pregnant women
<b>Different diets</b> Weight loss (including low fat, low calorie), high energy, diabetic, food allergies, cultural/religious diets, medical diets

<b>Learning outcome</b>
The learner will: 2. Know the different food groups and their contribution to a healthy, balanced diet
<b>Assessment criteria</b>
The learner can: 2.1 check food labels for <b>nutritional information</b> 2.2 list the <b>major food groups</b> 2.3 describe a <b>healthy, balanced diet</b> 2.4 describe the <b>importance</b> of <b>regular fluid/water intake</b> in relation to a balanced diet.

<b>Range</b>
<b>Nutritional information</b> Energy (calorific value), protein, carbohydrates including sugar, fats including saturated fats, fibre, salt, additives
<b>Major food groups</b> Carbohydrates, proteins, fats, vitamins and minerals, water
<b>Healthy, balanced diet</b> Variety of foods in the correct proportions, fresh, seasonal produce, healthy cooking methods without the addition of unnecessary sugar, fat or salt
<b>Importance</b> Essential for life, aids digestion, hydrates the body
<b>Regular fluid/water intake</b> Fresh palatable water must be available at all times, regular intake throughout the day

# **Unit 415            Introduction to healthy eating**

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 416

## Basic food preparation and cooking

<b>Level:</b>	SCQF 4
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit gives learners an introduction to preparing and cooking food using wet and dry methods of cooking.

<b>Learning outcome</b>
The learner will: 1. Know the principal methods of cooking
<b>Assessment criteria</b>
The learner can: 1.1 state the principal <b>methods</b> of cooking 1.2 state typical cooking methods for different <b>commodities</b> .

<b>Range</b>
<b>Methods (dry)</b> Roasting, grilling, baking, microwave, frying (shallow, stir, deep)
<b>Methods (wet)</b> Poaching, boiling, stewing, steaming, braising
<b>Commodities</b> Meat: fry, poach, roast, boil, stew, braise Fish: fry, poach, steam, bake, grill Poultry: fry, steam, poach, roast, boil, grill Vegetables: fry, steam, poach, roast, boil, grill Dough products: baking, boiling Fruit: Poached, stewed, fried, baked Eggs: poached, fried, boiled Rice and grains: boiled, braised, fried

<b>Learning outcome</b>
The learner will: 2. Be able to prepare, cook and present simple dishes
<b>Assessment criteria</b>
The learner can: 2.1 <b>prepare, cook</b> and <b>present</b> simple dishes <b>safely and hygienically</b> , using wet and dry methods 2.2 state safe working practices for different cooking methods 2.3 clean <b>work areas</b> and <b>equipment</b> safely and hygienically during and after preparing and cooking food. 2.4 <b>review</b> own performance and make suggestions for future improvements.

<b>Range</b>
<b>Prepare</b> Wash, trim, chop, slice, peel, grate, rub in, whisk, cream, sieve
<b>Cooking methods (dry)</b> Roasting, grilling, baking, microwave, frying (shallow, stir, deep)
<b>Cooking methods (wet)</b> Poaching, boiling, stewing, steaming, braising
<b>Present</b> Appropriate portion size, arrangement of dish, correct garnish and decoration, appropriate clean and unchipped serving dishes, accompaniments
<b>Safely and hygienically</b> Personal Protective Equipment (PPE), hand washing, cross-contamination, return unused ingredients to storage, use correct cleaning products and equipment, clean as you go, disposal of waste
<b>Work areas</b> Work surfaces benches, cloths, chopping boards, knives, cooking utensils, tasting spoons floors
<b>Equipment</b> Knives, small hand held kitchen equipment, chopping boards, trays, baking tins, gas/electrical equipment, saucepans, frying pans, cloths
<b>Review</b> Identify what went well, not so well and suggest any improvements

# **Unit 416            Basic food preparation and cooking**

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge



## Unit 417

## Preparing and serving drinks

<b>Level:</b>	SCQF 4
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Skills Related to: NVQ Level 1 in Hospitality: Prepare and clear areas for drinks service 1DS1, Serve Drinks 1DS2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit will give learners an introduction to preparing and serving drinks in the hospitality industry

### Learning outcome

The learner will:

1. Be able to prepare and serve different drinks

### Assessment criteria

The learner can:

1.1 Prepare different drinks:

- **safely** and **hygienically**
- according to instructions
- using the correct **equipment**

1.2 Serve different drinks:

- safely and hygienically
- according to instructions
- using the correct equipment (including cup/glass)

1.3 identify **different types** of drink

1.4 list correct equipment for preparing and serving different drinks

1.5 describe the **main stages** in serving the customer

1.6 list suitable **accompaniments** for drinks service.

### Range

#### Safely

Use of correct PPE, identify and deal with hazards (broken glass, hot liquids, spillages, trips and slips, broken equipment), report hazards to supervisor

**Hygienically**

Personal hygiene, eg hands and nails, jewellery, cosmetics, hand washing procedures, cross-contamination, use correct cleaning products and equipment, clean as you go, disposal of waste, clean and correct serving equipment, return unused drink products to storage

**Equipment**

Crockery, glassware, trays, cutlery, decorative items (straws, stirrers, napkins etc), kettles, vending machines, jugs, hot drinks machines

**Different types**

Bottled: wines, beers, soft drinks, water

Draught: beers, wines, soft drinks

Dispensed: optics, alcoholic

Hot: tea, coffee, chocolate

**Main stages**

Greet customer politely, take customer order, review customer order, prepare customer order, serve customer, check customer has all requirements

**Accompaniments**

Sugar, milk/cream, chocolate, cinnamon, ice, food garnishes (eg lemon/lime)

**Learning outcome**

The learner will:

2. Be able to work in a drinks service area

**Assessment criteria**

The learner can:

- 2.1 set up, maintain and close down the service area according to instructions.

# Unit 417      Preparing and serving drinks

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 418

## Introduction to food commodities

<b>Level:</b>	SCQF 4
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit will give the learner an introduction to food commodities, where to find them, and how to store them safely and hygienically.

<b>Learning outcome</b>
The learner will: 1. Know the main food commodities
<b>Assessment criteria</b>
The learner can: 1.1 describe the <b>main types</b> of food commodity.

<b>Range</b>
<b>Main types</b> Meat (red, white), poultry, fish, dairy, fruit and vegetables, pasta and grains (including rice), beans and pulses, convenience foods

<b>Learning outcome</b>
The learner will: 2. Know where the main food commodities can be obtained
<b>Assessment criteria</b>
The learner can: 2.1 state where different commodities can be obtained.

<b>Range</b>
<b>Where</b> Wholesale, retail, cash and carry, butchers, fishmonger, supermarkets, greengrocers, delicatessen, farm shops and cooperatives

<b>Learning outcome</b>
The learner will: 3. Know how the main food commodities should be stored
<b>Assessment criteria</b>
The learner can: 3.1 state <b>safe and hygienic storage methods</b> for the main food commodities.

<b>Range</b>
<b>Safe and hygienic</b> Food Labelling and dates, stock rotation, placement of food in stores (eg correct shelf in refrigerator, off the floor in dry stores)
<b>Storage methods</b> Freezers, refrigerators, cool or climate controlled stores, walk in chillers and freezers, dry stores

# **Unit 418            Introduction to food                                  commodities**

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 419

## Front office operations

<b>Level:</b>	SCQF 4
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the skills related to: <ul style="list-style-type: none"><li>• NVQ Level 1 Front Office</li></ul>
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit will provide candidates with knowledge of performing and maintaining front office operations. An understanding of purpose and structure will allow them to be able to work in a front office.

<b>Learning outcome</b>
The learner will: 1. Know the purpose of the front office
<b>Assessment criteria</b>
The learner can: 1.1 state <b>how</b> the <b>front office</b> meets the <b>needs</b> of different customers 1.2 state the <b>role</b> of the front office in <b>maintaining security</b> 1.3 state the <b>importance</b> of <b>communication</b> with other <b>departments</b> .

<b>Range</b>
<b>How</b> Dealing with customer needs within limits of own authority, referring to supervisor as necessary
<b>Front office</b> First point of contact, taking bookings; last point of contact; hotel reception; restaurant reception; concierge, taking of payment, room service
<b>Needs</b> Different types of customer need, eg information, information about local area, further stock items, unexpected requests
<b>Role</b>

Security of customer personal property, following security procedures, reporting suspicious circumstances, awareness of lone working

**Maintaining security**

Security of customers/guests/clients and their possessions; security of the establishment; emergency evacuation procedures

**Importance**

Health and safety, security, recording and reporting of faults, maintaining customer service, effective team work, accuracy of communication

**Communication**

Verbal: face to face, telephone

Non-verbal: email, text message, letter, body language, brochure, leaflet

**Departments**

Maintenance, restaurant; kitchen; housekeeping, hotel manager

**Learning outcome**

The learner will:

2. Know the structure of the front office

**Assessment criteria**

The learner can:

2.1 identify **job roles** in the front office

2.2 describe the **responsibilities** of different job roles in the front office.

**Range**

**Job roles**

Receptionist, booking clerk

**Responsibilities**

Maintain customer satisfaction, maintaining health and safety, security, reporting of faults, communication with other departments, welcoming guests, making reservations, booking in guests; telephone answering; taking messages; completing booking forms, invoices, receipts



**Learning outcome**

The learner will:

3. Be able to work in the front office

**Assessment criteria**

The learner can:

- 3.1 **meet and greet** customers
- 3.2 follow **procedures** when answering telephone calls
- 3.3 pass on simple messages accurately
- 3.4 prepare and copy **routine documents**
- 3.5 deal with **routine enquiries** including enquiries about local events and services.

**Range****Meet and greet**

Welcoming; polite; good body language, establish customer needs

**Procedures**

Answered within agreed number of rings; standard establishment answer format; polite; establishing and recording customer needs

**Routine documents**

Reservations; booking forms; telephone/verbal message forms, maps, information about local area/places of interest

**Routine enquiries**

Reservations for rooms or tables; additional needs; room service; places of interest and visitor information, directions

# Unit 419            Front Office Operations

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 421

## Introduction to the hospitality industry

<b>Level:</b>	SCQF 4
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This Unit gives learners an introduction to the hospitality industry and related career opportunities including food preparation and cooking, food and drink service, accommodation services and guest services.

<b>Learning outcome</b>
The learner will: 1. Know the structure of the hospitality industry
<b>Assessment criteria</b>
The learner can: 1.1 identify different <b>types of outlets</b> within the industry 1.2 outline the <b>services</b> offered within the industry.

<b>Range</b>
<b>Types of outlets</b> Hotels, guest houses, budget hotels, bed and breakfast, cafes, coffee chains, fast food, public houses, bars, nightclubs, leisure and tourism
<b>Services</b> Food and drink service, accommodation/guest services, reception, pottering, leisure facilities, event management, entertainment, gambling

**Learning outcome**

The learner will:

2. Know the career opportunities in the hospitality industry

**Assessment criteria**

The learner can:

- 2.1 describe job roles in the industry
- 2.2 describe career opportunities in the industry
- 2.3 state different working patterns in the industry
- 2.4 identify sources of information on training and career opportunities.

**Range****Job roles**

General managers, supervisors, room attendant and cleaner, porters, storekeeper, housekeepers, assistant chef, head chef, kitchen assistants, restaurant staff, bar staff, barista, receptionist, cashier, concierge

**Career opportunities**

Local, national, international  
transport, contract, event, welfare industrial, commercial, leisure industry

**Working patterns**

Full time, part time, shift work, split shifts, seasonal,

**Sources of information**

Colleagues, line managers, newspapers, careers advisors/careers services, job centres, internet, hospitality journals, FE colleges, professional organisations, trade exhibitions.

# **Unit 421            Introduction to the hospitality industry**

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 422

## Customer service in the hospitality industry

<b>Level:</b>	SCQF 4
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	The unit gives learners a basic understanding of the importance of good customer service within the hospitality industry.

<b>Learning outcome</b>
The learner will: 1. Know the benefits of good customer service
<b>Assessment criteria</b>
The learner can: 1.1 outline what <b>good customer service</b> is 1.2 state the <b>benefits</b> of good customer service 1.3 give examples of good service for <b>different customer groups</b> within the industry.

<b>Range</b>
<b>Good customer service</b> Exceeding customer expectation, dealing effectively with customer requests and complaints, positive attitude, product knowledge, appropriate verbal and non-verbal communication with external and internal customers, personal presentation
<b>Benefits</b> To the business: reputation, profitability, growth, new customer, repeat customers, customer loyalty, increased spend  To the customer: exceeding expectations, customer satisfaction, positive experience, accuracy and reliability of information, eg menu information, local knowledge  To the employee: secure employment, job satisfaction, improved morale, effective teamwork, increased pay

### Different customer groups

External customers: existing customers, new customers, specific needs: visual/hearing/physical impairment, non-English speaking,

Special diets: medical/cultural, satisfied/dissatisfied customers

Internal customers: colleagues in the same department and different departments, supervisors, managers, contractors, suppliers

Age range of customers: children, young people, adults, elderly.

### Learning outcome

The learner will:

2. Be able to communicate with customers in the hospitality environment

### Assessment criteria

The learner can:

- 2.1 communicate positively in a hospitality environment (to include **verbal and non-verbal communication**)
- 2.2 identify the **benefits** of good communication
- 2.3 state **how to deal with routine customer needs**.

### Range

#### Verbal and non-verbal communication

Verbal:

face to face, telephone

Non-verbal:

email, text message, letter, body language, brochure leaflet

#### Benefits

Providing customers with accurate information, avoiding misunderstandings, reduce complaints, effective team work, customer satisfaction

#### How to deal with customer needs

Promptly, politely, effectively, accurately, according to customer type.

### Learning outcome

The learner will:

3. Know the importance of good personal presentation

### Assessment criteria

The learner can:

- 3.1 outline the importance of good **personal hygiene and presentation** in a hospitality environment
- 3.2 identify different **dress codes** for roles in a hospitality environment.

<b>Range</b>
<b>Personal hygiene and presentation</b> Clean uniform, appropriate footwear, clean hair, hands and nails, appropriate use of cosmetics and jewellery
<b>Dress codes</b> Kitchen, front of house, housekeeping, food and drink service, cleaning



# **Unit 422            Customer service in the                                  hospitality industry**

## Supporting information

### **Guidance**

#### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

<b>Level:</b>	SCQF 4
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	These qualifications are based on NOS which have been developed by the SSC People1st.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit will provide candidates with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the unit will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole.

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

<b>Learning outcome</b>
The learner will: 1. Understand how individuals can take personal responsibility for food safety
<b>Assessment criteria</b>
The learner can: 1.1 outline the <b>importance of food safety procedures, risk assessment, safe food handling and behaviour</b> 1.2 describe how to report <b>food safety hazards</b> 1.3 outline the <b>legal responsibilities</b> of food handlers and food business operators.

<b>Range</b>
<b>Importance</b> Potential to harm people (customers, colleagues, any other people), legislative requirements (personal responsibilities), risk to business (legal action, reputation), risk to self (legal action)
<b>Food safety procedures</b> Receiving deliveries (farm to fork), storage, preparation, holding of

prepared food, sickness procedures (reporting), accident reporting, difference between detergents, disinfectants, sanitizer, sterilization

### **Risk assessment**

Recognition of the likelihood of a hazard occurring

### **Safe food handling**

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

### **Behaviour**

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

### **Food safety hazards**

Physical, biological, chemical, allergenic

### **Legal responsibilities**

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

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

### **Learning outcome**

The learner will:

2. Understand the importance of keeping him/herself clean and hygienic

### **Assessment criteria**

The learner can:

2.1 explain the **importance of personal hygiene** in food safety including its role in reducing the risk of contamination

2.2 describe effective personal hygiene **practices**, for example, **protective clothing, hand washing, personal illnesses, cuts and wounds**

### **Range**

#### **Importance of personal hygiene**

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

#### **Practices**

Not wearing jewellery and substances that can taint food (strong perfume, aftershave, deodorant, nail varnish), aware of appropriate

behaviour in food environments, short, clean nails, no nail biting, no smoking in the food environment, no smoking in work clothing, appropriate practice when dealing with contact dermatitis

### **Protective clothing**

Use of appropriate clothing (own clothing not to be used in the food environment, work clothing not to be worn out of workplace, no external pockets, durable, fit for purpose, easy to clean, should cover all outdoor clothing, appropriate use of gloves, hair nets, light coloured clothing)

### **Hand washing**

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

### **Personal illnesses**

Reporting of illnesses (diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upsets, suspected food poisoning), reporting close/prolonged contact with persons with the above symptoms, eg family members, friends

### **Cuts and wounds**

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

### **Learning outcome**

The learner will:

3. Understand the importance of keeping the work areas clean and hygienic

### **Assessment criteria**

The learner can:

- 3.1 explain how to keep the **work area and equipment** clean and tidy to include **cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials**, and waste disposal
- 3.2 state how **work flow, work surfaces and equipment** can reduce contamination risks and aid cleaning
- 3.3 outline the **importance of pest control**.

## **Range**

### **Work area and equipment**

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

### **Cleaning and disinfection methods**

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

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

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

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

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

### **Waste disposal**

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

### **Work flow, work surfaces and equipment**

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

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

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

### **Importance of pest control**

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

Pests: rodents, cockroaches, insects, stored products insects, domestic pets, birds, wild cats

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

<b>Learning outcome</b>
The learner will: 4. Understand the importance of keeping food safe
<b>Assessment criteria</b>
The learner can: 4.1 state the <b>sources and risks to food safety</b> from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards 4.2 explain <b>how to deal with food spoilage</b> including recognition, reporting and disposal 4.3 describe <b>safe food handling practices and procedures</b> for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food 4.4 explain the <b>importance of temperature controls</b> when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food 4.5 describe <b>stock control procedures</b> including deliveries, storage, date marking and stock rotation.

<b>Range</b>
<p><b>Sources and risks to food safety</b> High risk groups: pregnant, young, old, sick (those with a weakened immune system) Microbial: pathogens (salmonella, staphylococcus aureus, clostridium perfringens, bacillus cereus, clostridium botulinum, e-coli), food-borne diseases (campylobacter enteritis, bacillary dysentery, typhoid/paratyphoid, listeria), spoilage organisms (moulds, yeasts), harmless organisms, viruses, toxins Chemical: cleaning chemicals/materials, pesticides (eg rodenticides, insecticides) Physical: mercury, plasters, equipment (nuts, bolts), bits of clothing or PPE, flaking paint, glass Allergenic: nuts, wheat, dairy, gluten, fish/shellfish, plants/fungi, green sprouting potatoes, any other potentially allergic food stuff/substance</p> <p><b>How to deal with food spoilage</b> Recognition: visual (mould, colour), smell, texture Reporting: to supervisor/line manager Disposal: clearly labelled ('not for human consumption'), separated from general waste, disposed of away from food storage areas/kitchen</p> <p><b>Safe food handling practices and procedures / Importance of temperature controls</b> To meet 'due diligence' criteria, EHO requirements Temperatures checked with a clean, sanitized probe; temperature logs for fridges and freezers, and serving cabinets Danger zone for food = 5C – 63C, responsibility to ensure food is heated through danger zone as quickly as possible, or chilled through danger zone as quickly as possible Preparing: defrosting at bottom of fridge overnight, or in thawing cabinet (best practice), core temperature not to go above 8C; held outside of</p>

correct storage temperature for as little time as possible

Cooking: cooked to 75°C or higher unless this is detrimental to the quality of the food, cooking to appropriate temperature to kill spores

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

Reheating: best practice is to reheat above 75C core temp for two minutes, reheat once only, best practice in Scotland is reheat above 82C core temp for two minutes, reheat once only

Holding: correct temperature (core temp of 8C or lower for cold food, 63C or higher for hot food)

Serving: served at appropriate temperature (cold = below 8C, hot = above 63C)

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

### **Stock control procedures**

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

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

Date marking: labelling (ie storage date / use by date / best before date)

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



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:



- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

**Centre Guide – Delivering International Qualifications** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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## Useful contacts

### UK learners

#### General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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