

Entry Level Award/Certificate in Introduction to the Hospitality Industry (Entry 3) (7107-03)



Qualification handbook for centres

Version 6.0 (October 2020)



Qualification at a glance

Industry area	Hospitality and catering
City & Guilds number	7107-03
Age group approved	No age restrictions
Entry requirements	N/a
Assessment	Practical demonstration/assignment
Grading	Pass/Fail
Approvals	Full approval needed
Support materials	Qualification handbook, assessment guides for assessors/candidates
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number	Total GLH	TQT
Entry Level Award in Introduction to the Hospitality Industry (Entry 3)	7107-03	500/6513/0	61	80
Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3)	7107-03	500/6519/1	102	130

Version and date	Change detail	Section
Version 3.0 August 2012	Amend cooking temperature to 75°C for safe food handling practices	Unit 202 Outcome 4
Version 4.0 November 2014	Add four units to the units section	Qualification structure, Units E307, E308, E309, E310
Version 4.1 September 2015	Clarified Level 1 pathways structure table	Qualification structure
Version 4.2 September 2017	Added TQT details	Introduction and Structure
	Deleted QCF	Throughout
Version 5.0 May 2019	Last registration and Certification dates deleted	Introduction to the qualifications
Version 6.0 October 2020	Added Unit 113 Health and safety and food safety awareness in catering to the optional units Removed the Level 1 qualification structures as not applicable Removed references to Key Skills as no longer applicable Grading rules added QANs added Updated front and back matter	Units Qualification structure Units Assessment Introduction Throughout

Contents

1	Introduction	4
2	Centre requirements	7
3	Course design and delivery	10
4	Assessment	12
5	Units	14
Unit E301	Introduction to the hospitality industry	16
Unit E302	Customer service in the hospitality industry	19
Unit E303	Serving food and drink	23
Unit E304	Basic food preparation	26
Unit E305	Basic cooking	29
Unit E306	Guest services in the hospitality industry	32
Unit E307	Preparing the dining area for service	36
Unit E308	Essential knife skills for the catering industry	39
Unit E309	Cleaning and storage procedures for cutlery and crockery	43
Unit E310	Introduction to meal planning and preparation	48
Unit 101	Introduction to the hospitality industry	53
Unit 102	Customer Service in the Hospitality Industry	56
Unit 103	Food Service	60
Unit 105	Introduction to healthy eating	64
Unit 106	Basic food preparation and cooking	67
Unit 107	Preparing and serving drinks	71
Unit 108	Introduction to food commodities	75
Unit 109	Front office operations	79
Unit 110	Housekeeping and guest services	83
Unit 111	Using kitchen equipment	88
Unit 113	Health and safety and food safety awareness in catering	91
Unit 202	Food safety in catering	98
Appendix 1	Sources of general information	106
	Useful contacts	107

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.
What do the qualifications cover?	<p>These qualifications</p> <ul style="list-style-type: none">• form part of Foundation Learning• allow learners to develop knowledge and skills towards independent living and learning• encourage learners to learn, develop and practise basic catering and food safety skills required for employment and/or career progression in the hospitality sector• provide valuable accreditation of skills and knowledge for learners, without requiring or proving occupational competence <p>For more information on Foundation Learning please go to www.cityandguilds.com/flt</p> <p>Specialist Learning (SL) offers young people the opportunity to study a particular topic in more depth or broaden their studies through complementary learning.</p>
What opportunities for progression are there?	These qualifications may be suitable for Foundation Learning candidates seeking to progress into assisted living or onto GCSE and level 1 Diploma qualifications.

Structure

Entry Level Award in Introduction to the Hospitality Industry (Entry 3)

Learners must achieve at least **8** credits in total. There are 2 mandatory units, consisting of 2 credits in total. The remaining 6 credits must come from the optional units listed. Minimum 5 credits must come from Entry 3 units (this can include the 2 mandatory units).

Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3)

Learners must achieve at least **13** credits in total. There are 2 mandatory units, consisting of 2 credits in total. The remaining 11 credits must come from the optional units listed. Minimum 7 credits must come from Entry 3 units (this can include the 2 mandatory units).

City & Guilds number	Unit title	Level	Credit value	GLH	UAN
Mandatory					
Unit E301	Introduction to the hospitality industry	Entry 3	1	10	A/502/4834
Unit E302	Customer service in the hospitality industry	Entry 3	1	10	D/502/4874
Optional					
Unit E303	Serving food and drink	Entry 3	2	20	F/502/4835
Unit E304	Basic food preparation	Entry 3	2	20	J/600/0711
Unit E305	Basic cooking	Entry 3	2	20	Y/502/4808
Unit E306	Guest services in the hospitality industry	Entry 3	2	20	K/600/1091
Unit E307	Preparing the dining area for service	Entry 3	3	30	D/505/3131
Unit E308	Essential knife skills for the catering industry	Entry 3	2	12	H/505/3129
Unit E309	Cleaning and storage procedures for cutlery and crockery	Entry 3	2	16	D/505/3128
Unit E310	Introduction to meal planning and preparation	Entry 3	3	20	Y/505/3130
Unit 103	Food service	Level 1	3	30	K/502/4957
Unit 105	Introduction to healthy eating	Level 1	3	25	K/502/5008
Unit 106	Basic food preparation and cooking	Level 1	3	30	K/502/5042
Unit 107	Preparing and serving drinks	Level 1	3	30	L/502/5051
Unit 108	Introduction to food commodities	Level 1	1	10	A/502/5059
Unit 109	Front office operations	Level 1	3	30	K/502/5073
Unit 110	Housekeeping and guest services	Level 1	3	30	A/600/1094
Unit 111	Using kitchen equipment	Level 1	1	10	T/502/5075
Unit 113	Health and safety and food safety awareness in catering	Level 1	1	8	Y/503/9583
Unit 202 (620,802,820)	Food safety in catering	Level 2	1	9	H/502/0132

Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

- 1) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- 2) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training.

Title and level	GLH	TQT
Entry Level Award in Introduction to the Hospitality Industry (Entry 3)	61	80
Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3)	102	130

2 Centre requirements

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

Centres will need to obtain full qualification approval for these qualifications. The **standard** Qualification Approval Process (QAP) applies. Please refer to our website for further details.

Resource requirements

Physical resources

Centres should have sufficient equipment and resources in place to meet the requirements of the practical observation checklists. This will in particular apply to the units covering food preparation and cooking.

Excepting these requirements, the qualification is designed to be as flexible as possible, and be delivered in:

- a realistic working environment (RWE)
- a simulated environment, eg providing a food service to staff or students in a college
- a work placement.

By unit (in each case these activities can be simulated, and do not have to take place in a real workplace):

City & Guilds unit number	Title	Particular requirements
E301	Introduction to the hospitality industry	Opportunity for candidates to visit a range of hospitality outlets to complete research, access to IT
E302	Customer service in the hospitality industry	Opportunity for candidates to be involved in customer service activity where they can demonstrate good personal hygiene
E303	Serving food and drink	Opportunity for candidates to serve a 'customer', opportunity to work as part of a team, and to assist in prep/assembly of food and drink items
E304	Basic food preparation	Includes a practical food prep task
E305	Basic cooking	Includes a practical cooking task
E306	Guest services in the hospitality industry	Includes a task in which candidates are required to service a public area

101	Introduction to the hospitality industry	No particular requirements
102	Customer service in the hospitality industry	Opportunity for candidates to take part in customer service activities that allow demonstration of good customer service
103	Food service	Opportunity for candidates to carry out food service, including set-up, maintenance and close down, as well as health and safety and food hygiene legislation
105	Introduction to healthy eating	No particular requirements
106	Basic food preparation and cooking	Includes a practical cooking task
107	Preparing and serving drinks	Includes a prep and service task which needs an area in which service can take place
108	Introduction to food commodities	No particular requirements
109	Front office operations	Reception desk area on which to work for practical observation task
110	Housekeeping and guest services	Public area and bathroom to maintain/service, must contain toilet etc (what's needed to cover observation checklist)
111	Using kitchen equipment	Includes a prep and cooking task, covered by 'equipment' bit
113	Health and safety and food safety awareness in catering	No particular requirements
202 (620,802,820)	Food safety in catering	No particular requirements

Centre staffing

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

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

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

Assessors and internal quality assurers

While the Assessor/Quality Assurer units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications.

Continuing professional development (CPD)

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

Candidate entry requirements

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

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

There are no age limits attached to candidates undertaking these qualifications unless this is a legal requirement of the process or the environment.

3 Course design and delivery

Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Functional/Core Skills and other related qualifications. Relationship tables are provided to assist centres with the design and delivery of the qualification.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

Registering candidates

Centres should use 7107-03 when registering candidates for the Entry Level 3 Award/Certificate in Introduction to the Hospitality Industry (although there is also the option of a unit route for these qualifications if this is required).

Centres must claim qualification certification when their candidates have achieved the necessary units. Certification will not be sent out automatically. Please submit the relevant grading unit as listed in the table above.

Candidates will receive a Certificate of Unit Credit for each unit completed.

Qualification support materials

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

Description	How to access
Assessment guide for assessors / candidates	This documentation can be found on the City & Guilds website, www.cityandguilds.com

4 Assessment

Summary of assessment methods

For these qualifications, candidates will be required to complete the following assessments:

- **one** assignment for **each** unit to be achieved

Unit No.	Title	Assessment Method	Where to obtain assessment materials
E301	Introduction to the hospitality industry	Each unit is assessed by a separate assignment.	Assignment guide for assessors / candidates, accessed on the City & Guilds website, www.cityandguilds.com
E302	Customer service in the hospitality industry		
E303	Serving food and drink	The assignments cover the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.	Assessment and Answer Packs are available on www.cityandguilds.com
E304	Basic food preparation		
E305	Basic cooking		
E306	Guest services in the hospitality industry		
307	Preparing the dining area for service (Entry 3) (3)	Assignments are externally set by City & Guilds, locally marked and externally verified	
308	Essential knife skills for the catering industry (Entry 3) (2)		
309	Cleaning and storage procedures for cutlery and crockery (Entry 3) (2)		
310	Introduction to meal planning and preparation (Entry 3) (3)		
101	Introduction to the hospitality industry		
102	Customer service in the hospitality industry		
103	Food service		
105	Introduction to healthy eating		
106	Basic food preparation and cooking		
107	Preparing and serving drinks		
108	Introduction to food commodities		

Unit No.	Title	Assessment Method	Where to obtain assessment materials
109	Front office operations		
110	Housekeeping and guest services		
111	Using kitchen equipment		
113	Health and safety and food safety awareness in catering	Centre devised assignment	
202 (620, 802, 820)	Food safety in catering	Online multiple choice test – unit 202 This unit is also available as a paper based multiple choice test – unit 620 (Scotland only), unit 820 (England, Wales, NI). Should learners have achieved the Food safety in catering unit through different Awarding Organisations prior to course 7107, this unit can be claimed by the centre using the proxy unit number 802	

Time constraints

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.

Grading

The qualification is graded pass or fail.

5 Units

Availability of units

The units for these qualifications follow.

Structure of units

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

- City & Guilds reference number and title
- level and credit value
- unit aim
- guided learning hours (GLH)
- learning outcomes
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- the content of the learning outcomes in the form of assessment criteria.

Summary of units

City & Guilds unit number	Title	Unit number	Credits	Guided Learning Hours (GLH)
E301	Introduction to the hospitality industry	A/502/4834	1	10
E302	Customer service in the hospitality industry	D/502/4874	1	10
E303	Serving food and drink	F/502/4835	2	20
E304	Basic food preparation	J/600/0711	2	20
E305	Basic cooking	Y/502/4808	2	20
E306	Guest services in the hospitality industry	K/600/1091	2	20
E307	Preparing the dining area for service	D/505/3131	3	30
E308	Essential knife skills for the catering industry	H/505/3129	2	12
E309	Cleaning and storage procedures for cutlery and crockery	D/505/3128	2	16
E310	Introduction to meal planning and preparation	Y/505/3130	3	20
101	Introduction to the hospitality industry	M/502/4894	2	20
102	Customer service in the hospitality industry	J/502/4898	3	20
103	Food service	K/502/4957	3	30
105	Introduction to healthy eating	K/502/5008	3	25
106	Basic food preparation and cooking	K/502/5042	3	30
107	Preparing and serving drinks	L/502/5051	3	30
108	Introduction to food commodities	A/502/5059	1	10
109	Front office operations	K/502/5073	3	30
110	Housekeeping and guest services	A/600/1094	3	30
111	Using kitchen equipment	T/502/5075	1	10
113	Health and safety and food safety awareness in catering	Y/503/9583	1	8
202 (620,802,820)	Food safety in catering	H/502/0132	1	9

Unit E301 Introduction to the hospitality industry

Level: Entry 3

Credit value: 1

Unit aim

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.

Learning outcomes

There are **two** learning outcomes to this unit.

The candidate will:

1. Know the main outlets in the hospitality industry
2. Know the job opportunities within the hospitality industry

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit E301	Introduction to the hospitality industry
Outcome 1	Know the main outlets in the hospitality industry

Assessment criteria

Underpinning knowledge

The learner can:

1. give examples of **outlets** in the hospitality industry
2. state different **services** offered within the hospitality industry.

Range

Outlets

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

Services

Food and drink service, accommodation/guest services, reception, portering, leisure facilities, entertainment

Unit E301	Introduction to the hospitality industry
Outcome 2	Know the job opportunities within the hospitality industry

Assessment criteria

Underpinning knowledge

The learner can:

1. list **job roles** in the hospitality industry
2. list the **job opportunities** available in the industry.

Range

Job roles

Kitchen porter, kitchen assistant, chef, head chef, porter, storekeeper, room attendant and cleaner, receptionist, waiter/ess, bar person, barista, manager, cashier, housekeeper, concierge

Job opportunities

Local, national and international transport, contract, welfare, industrial, commercial

Unit E302 Customer service in the hospitality industry

Level: Entry 3

Credit value: 1

Unit aim

This unit introduces learners to the basic principles of effective customer service

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. Know the importance of good customer service
2. Be able to communicate with customers
3. Know the importance of good personal presentation

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit E302

Customer service in the hospitality industry

Outcome 1

Know the importance of good customer service

Assessment criteria

Underpinning knowledge

The learner can:

1. state why good customer service is important.

Range

Customer service is important

Profitability, customer loyalty, reputation, customer experience, job satisfaction

Unit E302

Customer service in the hospitality industry

Outcome 2

Be able to communicate with customers

Assessment criteria

Practical skills

The learner can:

1. **communicate positively** in routine situations (to include verbal and non-verbal).

Range

Communicate positively

Verbal

Face to face/telephone volume, tone, clarity

Non-verbal

Body language, facial expression, eye contact, posture, stance, email, text, written

Unit E302

Customer service in the hospitality industry

Outcome 3

Know the importance of good personal presentation

Assessment criteria

Practical skills

The learner can:

1. **present self** appropriately to serve customers.

Underpinning knowledge

The learner can:

1. give examples of **good personal presentation**.

Range

Present self

Personal hygiene, uniform, polite and helpful, smiling, eye contact

Good personal presentation

Oral hygiene, hair, hands and nails, clean uniform

Unit E303 Serving food and drink

Level: Entry 3

Credit value: 2

Unit aim

This unit introduces the learner to food and drink service.

Learning outcomes

There are **two** learning outcomes to this unit. The candidate will:

1. Be able to serve food and drink to customers
2. Be able to work as part of a food and drink service team

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit E303

Outcome 1

Serving food and drink

Be able to serve food and drink to customers

Assessment criteria

Practical skills

The learner can:

1. serve food and drink to customers, **politely, safely** and **hygienically**.

Underpinning knowledge

The learner can:

1. list the **stages** in serving the customer food and drink.

Range

Politely

Eye contact, smiling, appropriate language

Safely

Personal Protective Equipment (PPE), correct serving equipment, identify & 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

Stages

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

Unit E303
Outcome 2

Serving food and drink
Be able to work as part of a food and drink service team

Assessment criteria

Practical skills

The learner can:

1. work with others to serve food and drink
2. assist in the **preparation/assembly of food and drink**
3. assist in the **safe and hygienic** preparation, maintenance and cleaning of service areas.

Underpinning knowledge

The learner can:

1. state how to work well as part of a food and drink service **team**.

Range

Preparation/assembly of food and drink

Check customer requirements, select correct equipment, select correct food & drink items, check the completed food and drink order, check customer has all requirements

Safe and hygienic

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

Team

Arrive for work on time, help other members of staff, follow instructions, be polite, pass on information, complete tasks on time, personal presentation

Unit E304 Basic food preparation

Level: Entry 3

Credit value: 2

Unit aim

This unit introduces learners to safely and hygienically preparing food for cold presentation and cooking.

Learning outcomes

There is **one** learning outcome to this unit. The candidate will:

1. Be able to prepare food for cold presentation or cooking

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit E304

Basic food preparation

Outcome 1

Be able to prepare food for cold presentation or cooking

Assessment criteria

Practical skills

The learner can:

1. select the **correct ingredients** for basic dishes
2. choose the correct **equipment** and handle **safely and hygienically**
3. **prepare** food items for cold presentation or cooking, safely and hygienically
4. **set aside or store** prepared food items ready for use according to instructions
5. clean work areas and equipment **safely and hygienically** during and after preparing food.

Range

Correct

Quantity and quality

Ingredients

Vegetables, fruit, meat, poultry, fish, beans and pulses, pasta, rice, dairy, bread

Equipment

Knives, small handheld kitchen equipment, chopping boards, measuring equipment, bowls, trays, storage containers, gas/electrical equipment, saucepans, frying pans

Safely

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 E305 Basic cooking

Level: Entry 3

Credit value: 2

Unit aim

This unit introduces learners to cooking basic food items and dishes safely and hygienically under supervision.

Learning outcomes

There is **one** learning outcome to this unit. The candidate will:

1. Be able to cook basic food items and dishes

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit E305

Outcome 1

Basic cooking

Be able to cook basic food items and dishes

Assessment criteria

Practical skills

The learner can:

1. select the **correct ingredients** for basic dishes
2. choose the correct **equipment** and handle **safely** and **hygienically**
3. **cook** food items safely and hygienically
4. clean work areas and equipment **safely and hygienically** during and after cooking.

Underpinning knowledge

The learner can:

1. identify what went well and suggest any improvements.

Range

Correct

Quantity and quality

Ingredients

Vegetables, fruit, meat, poultry, fish, beans and pulses, pasta, rice, dairy, bread, oils and fats, herbs and spices, seasoning

Equipment

Knives, small hand-held kitchen equipment, chopping boards, trays, baking tins, gas/electrical equipment, saucepans, frying pans

Safely

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 E306

Guest services in the hospitality industry

Level: Entry 3

Credit value: 2

Unit aim

This unit introduces the learner to food and drink service.

Learning outcomes

There are **two** learning outcomes to this unit. The candidate will:

1. Be able to work as part of the guest services team
2. Be able to communicate with customers

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit E306	Guest services in the hospitality industry
Outcome 1	Be able to work as part of the guest services team

Assessment criteria

Practical skills

The learner can:

1. follow instructions for the preparation of guest services **transporting materials, equipment and linen**
2. follow instructions to **service public areas, bedrooms, bathrooms/washrooms.**

Underpinning knowledge

The learner can:

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

Range

Transporting materials, equipment and linen

Maintenance of security, health and safety (manual handling), organisation (prevent cross-contamination, appropriate stock)

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 (including use of colour-coded or specified cloths to avoid cross-contamination), disposal of waste, hand washing procedures

Service public areas

Replenishment of current newspapers, magazines

Service bedrooms

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

Service bathrooms/washrooms

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

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

Unit E306

Guest services in the hospitality industry

Outcome 2

Be able to communicate with customers

Assessment criteria

Practical skills

The learner can:

1. **respond to customer queries** politely
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 E307 Preparing the dining area for service

Level: Entry 3

Credit value: 3

Unit aim

This unit will give learners an introduction to set up and clear a dining area before and after service.

Learning outcome

There are **two** learning outcomes to this unit. The candidate will:

1. Be able to set up a dining area for service
2. Be able to clear the dining area at the end of service

Guided Learning hours

It is recommended that 30 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit E307

Outcome 1

Preparing the dining area for service

Be able to set up a dining area for service

Assessment criteria

Practical skills

The learner can:

1. clean the dining area for service **safely and hygienically**
2. prepare **equipment** for the **dining area safely and hygienically**
3. prepare the tables and seating in dining area **safely and hygienically**.

Range

Safely and hygienically

Personal and working practices

Equipment

Crockery

Cutlery

Trays

Glassware/cups

Linen

Disposable items

Table decorations

Condiments and sauces

Dining area

Fast food

Canteen/cafeteria

Café

Bistro/brasserie

Pubs/bars

Unit E307
Outcome 2

Preparing the dining area for service
Be able to clear the dining area at the end of service

Assessment criteria

Practical skills

The learner can:

1. clear tables of **debris** and equipment from the dining area **safely and hygienically**
2. clean the dining area at the end of service **safely and hygienically**

Underpinning knowledge

The learner can:

3. state the **methods** for dealing with waste

Range

Debris

Napkins

Paper

Table decorations

Place cards

Disposables

Food packaging

Condiments and sauces

Safely and hygienically

Personal and working practices

Methods

Recycling and non-recycle, safe disposal of sharps.

Unit E308 Essential knife skills for the catering industry

Level: Entry 3

Credit value: 2

Unit aim

This unit is about how to use knives safely and hygienically, which includes ensuring knives are sharp, holding knives correctly and preparing and cleaning the equipment and work areas.

Learning outcome

There are **three** learning outcomes to this unit. The candidate will:

1. Be able to prepare to use knives
2. Be able to use knives safely and hygienically
3. Be able to clean knives, equipment and work surfaces safely and hygienically

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement by a sector or regulatory body:

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit E308 Essential knife skills for the catering industry

Outcome 1 Be able to prepare to use knives

Assessment criteria

Practical skills

The learner can:

1. select **PPE** (Personal Protective Equipment) required for using knives
2. use PPE correctly
3. prepare **equipment** and work area **safely** and **hygienically**.

Range

PPE

Protective clothing, disposable gloves, closed in shoes

Equipment

Knives

Colour coded chopping board

Anti-slip chopping board mats

Knife sharpener

Safely

Identify hazards

Report hazards

Sharpen knives

Secure board

Hygienically

Personal hygiene, contamination risks

Use correct cleaning agents and cleaning equipment

Unit E308

Essential knife skills for the catering industry

Outcome 2

Be able to use knives safely and hygienically

Assessment criteria

Practical skills

The learner can:

1. select **knives** appropriate to the task
2. follow correct **procedures** when using knives
3. list **hazards** when using knives.

Range

Knives

Colour coded
Straight blades
Serrated blades
Scissors

Procedures

Use correct knife for the task
Ensure knife is sharp
Use correct chopping board
Ensure chopping board is secure
Use correct cutting method

Hazards

Personal safety
Contamination
Hygiene
Cleaning
Storage.

Unit E308

Essential knife skills for the catering industry

Outcome 3

Be able to clean knives, equipment and work surfaces safely and hygienically

Assessment criteria

Practical skills

The learner can:

1. select correct **method** for cleaning knife and equipment
2. select correct **equipment** for cleaning work surface
3. follow the correct procedure for cleaning knives and equipment
4. clean work surface

Underpinning knowledge

The learner can:

5. describe how to store clean knives.

Range

Method

Mechanical cleaning and hand washing

Equipment

Hot soapy water
Sanitizer
Cleaning agents
Colour coded cloths
Kitchen paper /roll
Abrasive pads

Procedure

Handling
Carrying.

Unit E309 Cleaning and storage procedures for cutlery and crockery

Level: Entry 3

Credit value: 2

Unit aim

This unit introduces learners to be able to demonstrate the knowledge of the cleaning procedures and skills required to prepare and store cutlery and crockery for service. The learner will also know how to dispose of damaged and used items.

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. Be able to prepare cutlery and crockery for service
2. Be able to store and handle cutlery and crockery
3. Know how cutlery and crockery should be handled after service

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement by a sector or regulatory body:

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit E309

Cleaning and storage procedures for cutlery and crockery

Outcome 1

Be able to prepare cutlery and crockery for service

Assessment criteria

Practical skills

The learner can:

1. use different **methods** to prepare cutlery for service **safely and hygienically**
2. use different **methods** to prepare crockery for service **safely and hygienically**.

Range

Methods

Cleaning

Polishing

Checking for damage

Checking amounts

Safely and hygienically

Personal and working practices.

Unit E309

Cleaning and storage procedures for cutlery and crockery

Outcome 2

Be able to store and handle cutlery and crockery

Assessment criteria

Practical skills

The learner can:

1. store **crockery** safely and hygienically
2. store **cutlery** safely and hygienically.

Range

Crockery

Plates

Cups

Saucers

Dishes

Cutlery

Knives

Forks

Spoons

Teaspoons.

Unit E309 **Cleaning and storage procedures for cutlery and crockery**

Outcome 3 Know how cutlery and crockery should be handled after service

Assessment criteria

Underpinning knowledge

The learner can:

1. state the **methods** used to clean cutlery and crockery
2. state the **importance** of cleaning cutlery and crockery
3. state the **methods** for dealing with broken and disposable items.

Range

Methods

Mechanical cleaning
Hand washing

Importance

Hygiene
Appearance

Methods

Recycling and non-recycle
Safe disposal of sharps.

Unit E309 Cleaning and storage procedures for cutlery and crockery

Supporting information

Guidance

It is recommended that this unit is assessed in conjunction with preparation of F and B areas for service.

Unit E310 Introduction to meal planning and preparation

Level: Entry 3

Credit value: 3

Unit aim

This unit gives introduces learners to be able to plan, prepare and present a two course meal.

Learning outcomes

There are **three** learning outcomes to this unit.

The candidate will:

1. Be able to plan a two course meal
2. Be able to prepare and cook a two course meal
3. Be able to clean the food preparation area

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement by a sector or regulatory body:

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit E310 Introduction to meal planning and preparation

Outcome 1 Be able to plan a two course meal

Assessment criteria

Practical skills

The learner can:

1. select a two course meal
2. prepare an **ingredients list**
3. prepare an **order of work**.

Range

Ingredients

Fresh

Convenience

List

Food item

Quantities

Order of work

Tasks

Sequence.

Unit E310 **Introduction to meal planning and preparation**

Outcome 2 Be able to prepare and cook a two course meal

Assessment criteria

Practical skills

The learner can:

1. prepare dishes **safely** and **hygienically** following the order of work
2. cook dishes independently, safely and hygienically following the recipes and order of work
3. present dishes for service.

Range

Safely

Working practices

PPE

Hygienically

Personal hygiene

Contamination risks

Use correct cleaning agents and cleaning equipment

Working practices.

Unit E310

Introduction to meal planning and preparation

Outcome 3

Be able to clean the food preparation area

Assessment criteria

Practical skills

The learner can:

1. clean the food preparation area safely and hygienically.

Unit E310 Introduction to meal planning and preparation

Supporting information

Evidence requirements

This unit is practically assessed. Outcome 1 may be assessed on a separate occasion from Outcomes 2 and 3.

This unit does not assess service of food and is aimed for home cooking and possibly for independent living skills.

Unit range

This is for preparation of dishes for a two course meal, the courses are not specified but could be starter and main, main and sweet etc. Food **must** include fresh ingredients but **could** include some convenience foods. At least one course must include a hot dish. This can reflect the personal tastes and cultural requirements of the learner or, if appropriate, their work placement target market.

Guidance

A range of simple recipes could be provided to the learner to select from. The dishes must be the learner's choice but guidance can be offered in the selection. Text books City & Guilds Professional Cookery Level 1 published by Heinemann.

Assessment methodology

Records of assessment of all practical activities and could be supported by photographic evidence.

Unit 101

Introduction to the hospitality industry

Level: 1

Credit value: 2

Unit aim

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.

Learning outcomes

There are **two** learning outcomes to this unit. The candidate will:

1. Know the structure of the hospitality industry
2. Know the career opportunities in the hospitality industry

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 101 **Introduction to the hospitality industry**
Outcome 1 Know the structure of the hospitality industry

Assessment criteria

Underpinning knowledge

The learner can:

1. identify different **types of outlets** within the industry
2. outline the **services** offered within the industry.

Range

Types of outlets

Hotels, guest houses, budget hotels, bed and breakfast, cafes, coffee chains, fast food, public houses, bars, nightclubs, leisure and tourism

Services

Food and drink service, accommodation/guest services, reception, pottering, leisure facilities, event management, entertainment, gambling

Unit 101 **Introduction to the hospitality industry**
Outcome 2 **Know the career opportunities in the**
 hospitality industry

Assessment criteria

Underpinning knowledge

The learner can:

1. describe **job roles** in the industry
2. describe **career opportunities** in the industry
3. state different **working patterns** in the industry
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 102

Customer Service in the Hospitality Industry

Level: 1

Credit value: 3

Unit aim

The unit gives learners a basic understanding of the importance of good customer service within the hospitality industry.

Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. Know the benefits of good customer service
2. Be able to communicate with customers in the hospitality environment
3. Know the importance of good personal presentation

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 102 Customer Service in the Hospitality Industry

Outcome 1 Know the benefits of good customer service

Assessment criteria

Underpinning knowledge

The learner can:

1. outline what **good customer service** is
2. state the **benefits** of good customer service
3. give examples of good service for **different customer groups** within the industry.

Range

Good customer service

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

Benefits

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.

Unit 102 Customer Service in the Hospitality Industry

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

Assessment criteria

Practical skills

The learner can:

1. communicate positively in a hospitality environment (to include **verbal and non-verbal communication**).

Underpinning knowledge

The learner can:

1. identify the **benefits** of good communication
2. 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

Unit 102 Customer Service in the Hospitality Industry

Outcome 3 Know the importance of good personal presentation

Assessment criteria

Underpinning knowledge

The learner can:

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

Range

Personal hygiene and presentation

Health safety and hygiene

Clean uniform, appropriate footwear, clean hair, hands and nails, appropriate use of cosmetics and jewellery

Dress codes

Kitchen, front of house, housekeeping, food and drink service, cleaning

Unit 103 Food Service

Level: 1

Credit value: 3

Unit aim

This unit will give learners and introduction to food service in the hospitality industry.

Learning outcomes

There are **three** learning outcome to this unit. The candidate will:

1. Know different types of food service
2. Be able to serve food
3. Be able to work in a food service area

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Skills Related to:

- NVQ Level 1 Food and Drink Service unit options
- Level 1 Diploma Unit 4

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 103

Food Service

Outcome 1

Know different types of food service

Assessment criteria

Underpinning knowledge

The learner can:

1. describe different types of **food service**.

Range

Food service

Procedures and equipment for the following: counter/takeaway service, table/tray service, trolley service, plated, silver service

Assessment criteria

Practical skills

The learner can:

1. serve hot/cold food, including **plated** and **counter** service, in a **safe** and **hygienic** manner.

Underpinning knowledge

The learner can:

1. state **health and safety, and hygiene requirements** when serving food.

Range

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

Health & 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

Unit 103

Food Service

Outcome 3

Be able to work in a food service area

Assessment criteria

Practical skills

The learner can:

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 105

Introduction to healthy eating

Level: 1

Credit value: 3

Unit aim

This unit gives learners an introduction to healthy eating.

Learning outcomes

There are **two** learning outcomes to this unit.

The candidate will:

1. Know the effects of food on the body
2. Know the different food groups and their contribution to a healthy, balanced diet

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 105

Introduction to healthy eating

Outcome 1

Know the effects of food on the body

Assessment criteria

Underpinning knowledge

The learner can:

1. state what the **body uses** food for
2. state the **benefits** of a **healthy diet**
3. state why different **groups of people** require **different diets**.

Range

Body uses

Growth and repair, energy, warmth

Benefits

Healthy body, correct weight/BMI, good energy levels, general well being

Healthy diet

Balanced range of foods, low fat, low salt, low added sugar, government recommendations (eg '5 a day')

Groups of people

Different age ranges, those suffering ill health, those following special diets for medical, cultural or religious reasons, pregnant women

Different diets

Weight loss (including low fat, low calorie), high energy, diabetic, food allergies, cultural/religious diets, medical diets

Unit 105

Outcome 2

Introduction to healthy eating

Know the different food groups and their contribution to a healthy, balanced diet

Assessment criteria

Practical skills

The learner can:

1. check food labels for **nutritional information**.

Underpinning knowledge

The learner can:

1. list the **major food groups**
2. describe a **healthy, balanced diet**
3. describe the **importance** of **regular fluid/water intake** in relation to a balanced diet.

Range

Nutritional information

Energy (calorific value), protein, carbohydrates including sugar, fats including saturated fats, fibre, salt, additives

Major food groups

Carbohydrates, proteins, fats, vitamins and minerals, water

Healthy, balanced diet

Variety of foods in the correct proportions, fresh, seasonal produce, healthy cooking methods without the addition of unnecessary sugar, fat or salt

Importance

Essential for life, aids digestion, hydrates the body

Regular fluid/water intake

Fresh palatable water must be available at all times, regular intake throughout the day

Level: 1

Credit value: 3

Unit aim

This unit gives learners an introduction to preparing and cooking food using wet and dry methods of cooking.

Learning outcomes

There are **two** learning outcomes to this unit. The candidate will:

1. Know the principal methods of cooking
2. Be able to prepare, cook and present simple dishes

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 106

Basic food preparation and cooking

Outcome 1

Know the principal methods of cooking

Assessment criteria

Underpinning knowledge

The learner can:

1. state the principal **methods** of cooking
2. state typical cooking methods for different **commodities**.

Range

Methods (dry)

Roasting, grilling, baking, microwave, frying (shallow, stir, deep)

Methods (wet)

Poaching, boiling, stewing, steaming, braising

Commodities

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

Unit 106 Basic food preparation and cooking

Outcome 2 Be able to prepare, cook and present simple dishes

Assessment criteria

Practical skills

The learner can:

1. **prepare**, cook and **present** simple dishes **safely and hygienically**, using **wet and dry methods**
2. clean **work areas** and **equipment safely and hygienically** during and after preparing and cooking food.

Underpinning knowledge

The learner can:

1. state safe working practices for different **cooking methods**
2. **review** own performance and make suggestions for future improvements.

Range

Prepare

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

Cooking methods (dry)

Roasting, grilling, baking, microwave, frying (shallow, stir, deep)

Cooking methods (wet)

Poaching, boiling, stewing, steaming, braising

Present

Appropriate portion size, arrangement of dish, correct garnish and decoration, appropriate clean and unchipped serving dishes, accompaniments

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

Work areas

Work surfaces benches, cloths, chopping boards, knives, cooking utensils, tasting spoons floors

Equipment

Knives, small hand-held kitchen equipment, chopping boards, trays, baking tins, gas/electrical equipment, saucepans, frying pans, cloths

Review

Identify what went well, not so well and suggest any improvements

Level: 1

Credit value: 3

Unit aim

This unit will give learners an introduction to preparing and serving drinks in the hospitality industry.

Learning outcomes

There are **two** learning outcomes to this unit. The candidate will:

1. Be able to prepare and serve different drinks
2. Be able to work in a drinks service area

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

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

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 107

Preparing and serving drinks

Outcome 1

Be able to prepare and serve different drinks

Assessment criteria

Practical skills

The learner can:

1. Prepare different drinks:
 - **safely** and **hygienically**
 - according to instructions
 - using the correct **equipment**.
2. Serve different drinks:
 - **safely and hygienically**
 - according to instructions
 - using the correct equipment (including cup/glass).

Underpinning knowledge

The learner can:

1. identify **different types** of drink
2. list correct **equipment** for preparing and serving different drinks
3. describe the **main stages** in serving the customer
4. 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)

Unit 107

Preparing and serving drinks

Outcome 2

Be able to work in a drinks service area

Assessment criteria

Practical skills

The learner can:

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

Level: 1

Credit value: 1

Unit aim

This unit will give the learner an introduction to food commodities, where to find them, and how to store them safely and hygienically.

Learning outcomes

There are **three** learning outcomes to this unit.

The candidate will:

1. Know the main food commodities
2. Know where the main food commodities can be obtained
3. Know how the main food commodities should be stored

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 108 Introduction to food commodities

Outcome 1 Know the main food commodities

Assessment criteria

Underpinning knowledge

The learner can:

1. describe the **main types** of food commodity.

Range

Main types

Meat (red, white), poultry, fish, dairy, fruit and vegetables, pasta and grains (including rice), beans and pulses, convenience foods

Unit 108

Introduction to food commodities

Outcome 2

Know where the main food commodities can be obtained

Assessment criteria

Underpinning knowledge

The learner can:

1. state **where** different commodities can be obtained
2. state the **benefits** of using different **suppliers** of commodities in different settings.

Range

Where

Wholesale, retail, cash and carry, butchers, fishmonger, supermarkets, greengrocers, delicatessen, farm shops and cooperatives

Benefits

Local suppliers: sustainability, local employment, environmental impact, locality, quality, local deliveries

National suppliers: more choice/variety, potential lower cost

Unit 108

Outcome 3

Introduction to food commodities

Know how the main food commodities should be stored

Assessment criteria

Underpinning knowledge

The learner can:

1. state **safe and hygienic storage methods** for the main food commodities.

Range

Safe and hygienic

Food Labelling and dates, stock rotation, placement of food in stores (eg correct shelf in refrigerator, off the floor in dry stores)

Storage methods

Freezers, refrigerators, cool or climate-controlled stores, walk in chillers and freezers, dry stores

Level: 1

Credit value: 3

Unit aim

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.

Learning outcomes

There are **three** learning outcomes to this unit.

The candidate will:

1. Know the purpose of the front office
2. Know the structure of the front office
3. Be able to work in the front office

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the skills related to:

- NVQ Level 1 Front Office
- Level 1 Diploma Unit 2.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 109

Front office operations

Outcome 1

Know the purpose of the front office

Assessment criteria

Underpinning knowledge

The learner can:

Related to:

1. state **how** the **front office** meets the **needs** of different customers
2. state the **role** of the front office in **maintaining security**
3. state the **importance** of **communication** with other **departments**.

Range

How

Dealing with customer needs within limits of own authority, referring to supervisor as necessary

Front office

First point of contact, taking bookings; last point of contact; hotel reception; restaurant reception; concierge, taking of payment, room service

Needs

Different types of customer need, eg information, information about local area, further stock items, unexpected requests

Role

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

Unit 109

Front office operations

Outcome 2

Know the structure of the front office

Assessment criteria

Underpinning knowledge

The learner can:

1. identify **job roles** in the front office
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

Unit 109

Front office operations

Outcome 3

Be able to work in the front office

Assessment criteria

Practical skills

The learner can:

1. **meet and greet** customers
2. follow **procedures** when answering telephone calls
3. pass on simple messages accurately
4. prepare and copy **routine documents**
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 110

Housekeeping and guest services

Level: 1

Credit value: 3

Unit aim

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.

Learning outcomes

There are **three** learning outcomes to this unit.

The candidate will:

1. Know the purpose of guest services
2. Know the structure of guest services
3. Be able to maintain and service accommodation facilities

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 110

Housekeeping and guest services

Outcome 1

Know the purpose of guest services

Assessment criteria

Underpinning knowledge

The learner can:

1. state **how** guest services meet **customer needs**
2. state the **role** of guest services in maintaining security
3. state the **importance** of communication with other **departments**.

Range

How

Dealing with customer needs within limits of own authority, referring to supervisor as necessary

Customer needs

Different types of customer need, eg information, further stock items, unexpected requests

Role of guest services in maintaining security

Respect for customer personal property, following security procedures (eg doors remain locked), reporting suspicious circumstances, awareness of lone working

Importance of communication

Health & safety reasons, security, reporting of faults, maintaining customer service, effective team work, accuracy of communication

Departments

Maintenance, reception/front office

Unit 110

Housekeeping and guest services

Outcome 2

Know the structure of guest services

Assessment criteria

Underpinning knowledge

The learner can:

1. identify **job roles** within guest services
2. describe the **responsibilities** of different job roles in guest services.

Range

Job roles

Room attendant, housekeeper, cleaner supervisor

Responsibilities

Maintain customer satisfaction, maintaining Health and Safety, security, reporting of faults, communication with other departments

Unit 110
Outcome 3

Housekeeping and guest services
Be able to maintain and service accommodation facilities

Assessment criteria

Practical Skills

The learner can:

1. correctly **select, use** and **store** routine cleaning materials and equipment
2. select suitable **personal protective equipment (PPE)**
3. maintain and **service public areas, bathrooms/washrooms and bedrooms** in accordance with organisational specifications.

Range

Select

Choose appropriate cleaning agent for job, matched to equipment, equipment is in good working order and ready for use

Use

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

Store

Returned securely and in good condition for future use

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 111 Using kitchen equipment

Level: 1

Credit value: 1

Unit aim

This unit introduces the learner to the hygienic, safe and appropriate use of a range of large and small cooking equipment.

Learning outcomes

There are **two** learning outcomes to this unit. The candidate will:

1. Know about different types of kitchen equipment
2. Be able to select and use kitchen equipment

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 111

Using kitchen equipment

Outcome 1

Know about different types of kitchen equipment

Assessment criteria

Underpinning knowledge

The learner can:

1. give examples of **large kitchen equipment** and describe how they are used
2. give examples of **small kitchen equipment and hand tools** and describe how they are used
3. state the **safety requirements** for using kitchen equipment.

Range

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

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

Safety requirements

Induction and training, PPE, prescribed dangerous machinery, oven cloths

Unit 111

Outcome 2

Using kitchen equipment

Be able to select and use kitchen equipment

Assessment criteria

Practical skills

The learner can:

1. select the correct **equipment** for routine tasks
2. use different kitchen **equipment** for routine tasks **safely and hygienically**
3. follow correct **procedures** when cleaning equipment.

Range

Equipment

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

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

Safely and hygienically

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

Procedures

Turn off power/energy supply; disassemble equipment; select correct cleaning products; reassemble equipment; complete the documentation; store correctly

Unit 113

Health and safety and food safety awareness in catering

Level: 1

Credit value: 1

Unit aim

The aim of this unit is to provide learners with an introduction to health and safety and food safety in a catering environment.

Learning outcomes

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

1. Know the importance of health and safety in a catering environment
2. Know the importance of food safety in a catering environment
3. Know how to keep self safe, clean and hygienic
4. Know how to keep the work area clean and hygienic

Guided learning hours

It is recommended that **8** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 113 Health and safety and food safety awareness in catering

Outcome 1 Know the importance of health and safety in a catering environment

Assessment criteria

Underpinning knowledge

The learner can:

1. state the main responsibilities of **employers** and **employees** towards health and safety
2. identify **health and safety hazards** in the workplace
3. state why **health and safety hazards** must be **reported**
4. state how a **risk assessment** can help prevent accidents in the workplace
5. state the **importance of following instructions, safety rules and safe procedures** at work.

Range

Employers

Comply with law; prevent/reduce risk to health/injury; keep workplace safe; ensure equipment is safe to use; provide required first aid; prevent/control dangerous substances; provide suitable protective clothing; complete risk assessment.

Employees

Comply with the law; take reasonable care; follow employers' guidance and training; wear suitable protective clothing; report health and safety incidents.

Health and safety hazards

Floors (different surfaces, spillages); machinery (maintenance, safety check, manufacturers' instruction); electricity (power points, appliances, cables, fuses); manual handling (movement and transportation of large or heavy items); tools/utensils (sharp objects); damaged equipment (frayed leads) personal hazards (incorrect uniform); handling gas.

Health and Safety hazards reported

Legal requirement – RIDDOR, Risk Assessment, responsibility of employees.

Risk assessment

Legal requirement, record keeping, future action, protect employees and employer; Identify possible hazards and put in control measures/training to ensure safety.

Importance of following instructions, safety rules and safe procedures

Personal safety, work colleague safety, prevent legal action (civil/criminal), legal requirements (personal responsibility to follow instructions/guidance).

Unit 113 Health and safety and food safety awareness in catering

Outcome 2 Know the importance of food safety in a catering environment

Assessment criteria

Underpinning knowledge

The learner can:

1. state the **individual's responsibility** towards food safety
2. define the terms:
 - a) **hazard**
 - b) **risk**
 - c) **control measure**
 - d) **food hygiene**
 - e) **contamination**
 - f) **food safety management system**
3. identify **food hazards** in the workplace
4. state how food should be **handled** to prevent contamination
5. state the importance of time/temperature controls
6. state the importance of **stock rotation**.

Range

Individual's responsibility

Due diligence, follow instructions, keep food safe, keep self clean, report food safety concerns.

Hazard - anything with the potential to cause harm.

Risk - likelihood of a hazard causing actual harm.

Control measure - steps taken to ensure food safety.

Food hygiene - steps taken to ensure safe production of food.

Contamination – anything, in or on food, that if consumed may cause harm.

Food safety management system

Set of clearly defined, documented steps to ensure food safety.

Food hazards

CAMP:

Chemical – cleaning products etc

Allergenic – nuts, flour, shell fish etc.

Micro-organism (bacteria) – staphylococcus Aureus, bacillus cereus, e-coli etc

Physical – glass, paper, dirt, paint, hair etc

Handled

Correct delivery, storage, preparation, service, holding. (Handle food with respect).

Time/temperature control

Reduces likelihood of bacterial growth and keeps food safe.

Stock rotation

Reduces waste, reduces risk of pest infestation.

Due diligence

Unit 113	Health and safety and food safety awareness in catering
Outcome 3	Know about different types of kitchen equipment keep self safe, clean and hygienic

Assessment criteria

Underpinning knowledge

The learner can:

1. state the reasons for **maintaining personal hygiene**
2. state the ways in which you can **maintain personal hygiene**.

Range

Maintaining personal hygiene

Reduces risk of food handler contaminating food, better working environment.

Maintain personal hygiene

Regular hand washing

Keep protective clothing clean and change regularly

Shower daily.

Unit 113 Health and safety and food safety awareness in catering

Outcome 4 Know how to keep the work area clean and hygienic

Assessment criteria

Underpinning knowledge

The learner can:

1. state how to keep the **work area clean and hygienic**
2. state the purpose of a **cleaning schedule**
3. state how **waste** should be **stored and disposed of**
4. state the reasons for **keeping areas clean and hygienic**.

Range

Work area clean and hygienic

Clean as you go

Follow cleaning schedule

Use correct chemicals and cleaning method

Cleaning schedule

Maintain clean equipment and food environment on a regular basis – what needs cleaning; who should clean; method of cleaning; when to clean.

Waste - stored and disposed of

Never stored in food environment overnight

Bin with tight fitting closed lid, never overfilled

Removed to external bins regularly

Records of disposal kept

Keeping areas clean and hygienic

Eliminate, or reduce to an acceptable level, the likelihood of a hazard occurring

Comply with the law

Keep customers safe.

Level: 2

Credit value: 1

Unit aim

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 at Level 2 will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole.

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

Learning outcomes

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

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

Guided learning hours

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

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

These qualifications are based on NOS which have been developed by the SSC People1st. Titles are as follows: Level 2 NVQ in Hospitality.

Endorsement of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- A multiple choice test covering underpinning knowledge – unit 202.
- This unit is also available as a paper based multiple choice test – unit 620 (Scotland only), unit 820 (England, Wales, NI). Assessment and Answer Packs are available on www.cityandguilds.com
- Should learners have achieved the Food safety in catering unit through different Awarding Organisations prior to course 7107, this unit can be claimed by the centre using the proxy unit number 802

Unit 202

Food safety in catering

Outcome 1

Understand how individuals can take personal responsibility for food safety

Assessment criteria

Underpinning knowledge

The learner can:

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

Range

Importance

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

Food safety procedures

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

Risk assessment

Recognition of the likelihood of a hazard occurring

Safe food handling

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

Behaviour

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

Food safety hazards

Physical, biological, chemical, allergenic

Legal responsibilities

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

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

Unit 202

Food safety in catering

Outcome 2

Understand the importance of keeping him/herself clean and hygienic

Assessment criteria

Underpinning knowledge

The learner can:

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

Range

Importance of personal hygiene

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

Practices

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)

Unit 202

Food safety in catering

Outcome 3

Understand the importance of keeping the work areas clean and hygienic

Assessment criteria

Underpinning knowledge

The learner can:

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

Range

Work area and equipment

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

Cleaning and disinfection methods

Work area: clean as you go, low risk and high risk areas in food preparation environments, work surfaces, correct cleaning procedures to prevent contamination, 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

Unit 202

Food safety in catering

Outcome 4

understand the importance of keeping food safe

Assessment criteria

Underpinning knowledge

The learner can:

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

Range

Sources and risks to food safety

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

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

Chemical: cleaning chemicals/materials, pesticides (eg rodenticides, insecticides)

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

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

How to deal with food spoilage

Recognition: visual (mould, colour), smell, texture

Reporting: to supervisor/line manager

Disposal: clearly labelled ('not for human consumption'), separated from general waste, disposed of away from food storage areas/kitchen

Safe food handling practices and procedures / Importance of temperature controls

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 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.

City & Guilds Centre Manual

This document 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
- Examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records.

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- Specifies the quality assurance and control requirements that apply to all centres
- Sets out the basis for securing high standards, for all our qualifications and/or assessments
- Details the impact on centres of non-compliance.

Our Quality Assurance Requirements document encompasses the relevant regulatory requirements of the following documents, which apply to centres working with City & Guilds:

- Ofqual's General Conditions of Recognition.

Useful contacts

Please note - calls to 0844 numbers cost 5 pence per minute plus your telephone company's access charge.

UK and Republic of Ireland Centres Registrations, Exam entries, Invoices, Missing or late exam materials, Results entries, Certification. Publication enquiries: logbooks, centre documents, forms, free literature	General support	T: +44 (0)844 543 0000 E: centresupport@cityandguilds.com
	e-assessment support	T: +44 (0)844 543 0000 E: evolvesupport@cityandguilds.com
New centres Sales advice and support and quality assurance	Sales support	T: +44 (0)844 846 0969 E: directsales@cityandguilds.com
	Quality support	T: +44 (0)844 846 0969 E: csdirect@cityandguilds.com
International centres Quality assurance, sales advice, results, entries, enrolments, invoices, missing or late exam materials		Please contact your local office: www.cityandguilds.com/about-us/international
UK learners General qualification information		T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information		Please contact your local office: www.cityandguilds.com/about-us/international
Employer Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery		T: +44 (0)207 294 8128 E: business@cityandguilds.com

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