

Level 1 Diploma in Preparing for a Career in the Hospitality Industry (7107-12)

September 2012 Version 1.1 (August 2013)



Qualification at a glance

Subject area	Hospitality
City & Guilds number	7107-12
Age group approved	All
Entry requirements	Level 1
Assessment	Portfolio, assignment
Fast track	Available
Support materials	Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 1 Diploma in Preparing for a Career in the Hospitality Industry	7107-12	600/6198/4

Version and date	Change detail	Section
1.1 August 2013	Fixed contents page to show all units	



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1 Introduction

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

Area	Description
Who is the qualification for?	It is for candidates who are looking for a career in the hospitality industry.
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career in the hospitality sector, covering areas of food service and cooking for example.
Is the qualification part of a framework or initiative?	n/a
Who did we develop the qualification with?	It was developed in association with People1st.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Hospitality Apprenticeship• Professional Cookery (7100)• Professional Food & Beverage Service (7103)

Structure

To achieve the **Level 1 Diploma in Preparing for a Career in the Hospitality Industry**, learners must achieve a total of **37** credits from the mandatory units.

Unit accreditation number	City & Guilds number	Unit title	Credit value
Mandatory			
M/502/4894	101	Introduction to the hospitality industry	2
K/502/4957	103	Food service	3
K/502/5042	106	Basic food preparation and cooking	3
L/502/5051	107	Preparing and serving drinks	3
K/502/5073	109	Front office operations	3
A/600/1094	110	Housekeeping and guest services	3
D/500/9047	112	Introduction to personal workplace skills	3
Y/503/9583	113	Health and safety and food safety awareness in catering	1
T/601/2093	114	Introduction to kitchen equipment	5
J/500/8541	115	Applying for jobs and courses	2
F/503/2854	116	Preparing for work placement	1
L/501/6382	117	Investigating rights and responsibilities at work	1
J/503/2855	118	Learning from work placement	2
T/600/1059	203	Principles of customer service in hospitality, leisure, travel and tourism	1
F/502/4835	303	Serving food and drink	2
J/600/0711	304	Basic food preparation	2



2 Centre requirements

Approval

If your Centre is approved to offer other qualifications in the 7107 Suite, you can apply for the new Level 1 Diploma in Preparing for a Career in the Hospitality Industry (7107-12) approval using the **Fast Track Approval Form**, available from the City & Guilds website.

Centres should use the Fast Track Form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the Fast Track Form Guidance Notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

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

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

Resource requirements

Physical resources and site agreements

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

Centre staffing

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

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

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

Assessors and Internal Quality Assurer

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

Continuing professional development (CPD)

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

Candidate entry requirements

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

Age restrictions

There is no age restriction for this qualification.



3 Delivering the qualification

Initial assessment and induction

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

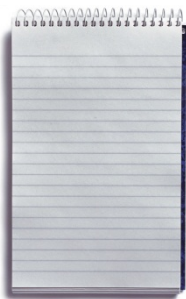
- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

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

Support materials

The following resources are available for this qualification:

Description	How to access
Assignment guide for centres	This documentation can be found on the City & Guilds Website .
Candidate guide for learners	



4 Assessment

Summary of assessment methods

For this qualification, candidates will be required to complete the following assessments:

Unit No.	Title	Assessment Method	Where to obtain assessment materials	
101	Introduction to the hospitality industry	Each unit is assessed by a separate assignment.	Assignment Guide can be accessed on the City & Guilds Website .	
103	Food service			
106	Basic food preparation and cooking	The assignments cover the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.		
107	Preparing and serving drinks			
109	Front office operations			
110	Housekeeping and guest services			
112	Introduction to personal workplace skills			
113	Health and safety and food safety awareness in catering			Assignments are externally set by City & Guilds, locally marked and externally verified.
114	Introduction to kitchen equipment			
115	Applying for jobs and courses			
116	Preparing for work placement			
117	Investigating rights and responsibilities at work			
118	Learning from work placement			
203	Principles of customer service in hospitality, leisure, travel and tourism			
303	Serving food and drink			
304	Basic food preparation			

Time constraints

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

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

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

City & Guilds will recognise achievement of unit/qualifications through other awarding organisations which have the same content and assessment.



5 Units

Availability of units

The units are on The Register of Regulated Qualifications:
<http://register.ofqual.gov.uk/Unit>

Structure of units

Where applicable, these units each have the following:

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

Unit 101

Introduction to the hospitality industry

UAN:	M/502/4894
Level:	1
Credit value:	2
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.
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 outcome

The learner will:

1. Know the structure of the hospitality industry

Assessment criteria

The learner can:

- 1.1 identify different **types of outlets** within the industry
- 1.2 outline the **services** offered within the industry.

Range

1.1 Types of outlets

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

1.2 Services

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

Learning outcome

The learner will:

2. Know the career opportunities in the hospitality industry

Assessment criteria

The learner can:

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

Range**2.1 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.

2.2 Career opportunities

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

2.3 Working patterns

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

2.4 Sources of information

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

Unit 103

Food service

UAN:	K/502/4957
Level:	1
Credit value:	3
GLH:	30
Relationship to NOS:	This unit is linked to the skills related to: <ul style="list-style-type: none">• NVQ Level 1 Food and Drink Service unit options• Level 1 Diploma Unit 4.
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit will give learners and introduction to food service in the hospitality industry.

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

Range
1.1 Food service Procedures and equipment for counter/takeaway service, table/tray service, trolley service, plated, silver service.

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

Range
2.1 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.
2.2 Health and safety, and hygiene requirements Safe handling, spillages, correct temperature and time control, use of temperature probes, cleaning of food area and surrounding area, relating to current legislation.

Learning outcome
The learner will: 3. Be able to work in a food service area
Assessment criteria
The learner can: 3.1 set up, maintain and close down the service area according to instructions .

Range
3.1 Maintain Clean as you go, replenish supplies, dispose of waste.
Instructions Eg from supervisor, verbal, or written (eg on a work card).

Unit 106

Basic food preparation and cooking

UAN:	K/502/5042
Level:	1
Credit value:	3
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit gives learners an introduction to preparing and cooking food using wet and dry methods of cooking.

Learning outcome

The learner will:

1. Know the principal methods of cooking

Assessment criteria

The learner can:

- 1.1 state the principal **methods** of cooking
- 1.2 state typical cooking methods for different **commodities**.

Range

1.1 Methods (dry)

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

Methods (wet)

Poaching, boiling, stewing, steaming, braising.

1.2 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.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 **prepare**, cook and **present** simple dishes **safely and hygienically**, using **wet and dry methods**
- 2.2 clean **work areas** and **equipment safely and hygienically** during and after preparing and cooking food.
- 2.3 state safe working practices for different **cooking methods**
- 2.4 **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 un-chipped 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.

Unit 107

Preparing and serving drinks

UAN:	L/502/5051
Level:	1
Credit value:	3
GLH:	30
Relationship to NOS:	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 by a sector or regulatory body:	This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit will give learners an introduction to preparing and serving drinks in the hospitality industry.

Learning outcome
The learner will: 1. Be able to prepare and serve different drinks
Assessment criteria
The learner can: 1.1 prepare different drinks: a. safely and hygienically b. according to instructions c. using the correct equipment 1.2 serve different drinks: a. safely and hygienically b. according to instructions c. using the correct equipment (including cup/glass) 1.3 identify different types of drink 1.4 list correct equipment for preparing and serving different drinks 1.5 describe the main stages in serving the customer 1.6 list suitable accompaniments for drinks service.

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

Hygienically

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

Equipment

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

Different types

Bottled: wines, beers, soft drinks, water.

Draught: beers, wines, soft drinks.

Dispensed: optics, alcoholic.

Hot: tea, coffee, chocolate.

Main stages

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

Accompaniments

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

Learning outcome

The learner will:

2. Be able to work in a drinks service area

Assessment criteria

The learner can:

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

Unit 109

Front office operations

UAN:	K/502/5073
Level:	1
Credit value:	3
GLH:	30
Relationship to NOS:	This unit is linked to the skills related to: <ul style="list-style-type: none">• NVQ Level 1 Front Office• Level 1 Diploma Unit 2
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.
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 outcome
The learner will: <ol style="list-style-type: none">1. Know the purpose of the front office
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 state how the front office meets the needs of different customers1.2 state the role of the front office in maintaining security1.3 state the importance of communication with other departments.

Range
1.1 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.

1.2 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.

1.3 Importance

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

Communication

Verbal: face to face, telephone.

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

Departments

Maintenance, restaurant; kitchen; housekeeping, hotel manager.

Learning outcome

The learner will:

2. Know the structure of the front office

Assessment criteria

The learner can:

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

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

Range

2.1 Job roles

Receptionist, booking clerk.

2.2 Responsibilities

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

Learning outcome

The learner will:

3. Be able to work in the front office

Assessment criteria

The learner can:

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

Range**3.1 Meet and greet**

Welcoming, polite, good body language, establish customer needs.

3.2 Procedures

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

3.4 Routine documents

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

3.5 Routine enquiries

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

Unit 110

Housekeeping and guest services

UAN:	A/600/1094
Level:	1
Credit value:	3
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.
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 outcome

The learner will:

1. Know the purpose of guest services

Assessment criteria

The learner can:

- 1.1 state **how** guest services meet **customer needs**
- 1.2 state the **role of guest services in maintaining security**
- 1.3 state the **importance of communication** with other **departments.**

Range

1.1 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.

1.2 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.

1.3 Importance of communication

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

Departments

Maintenance, reception/front office.

Learning outcome

The learner will:

2. Know the structure of guest services

Assessment criteria

The learner can:

2.1 identify **job roles** within guest services

2.2 describe the **responsibilities** of different job roles in guest services.

Range

2.1 Job roles

Room attendant, housekeeper, cleaner supervisor.

2.2 Responsibilities

Maintain customer satisfaction, maintaining health and safety, security, reporting of faults, communication with other departments.

Learning outcome

The learner will:

3. Be able to maintain and service accommodation facilities

Assessment criteria

The learner can:

3.1 correctly **select, use** and **store** routine cleaning materials and equipment

3.2 select suitable **personal protective equipment (PPE)**

3.3 maintain and **service public areas, bathrooms/washrooms and bedrooms** in accordance with organisational specifications.

Range

3.1 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.

3.2 Personal protective equipment (PPE)

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

3.3 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 112

Introduction to personal workplace skills

UAN:	D/500/9047
Level:	1
Credit value:	3
GLH:	20
Assessment	This unit will be assessed by an assignment covering practical skills and underpinning knowledge.
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
Aim:	<p>The aim of this unit is to enable the candidate to develop knowledge and understanding of the personal skills required to work in the hospitality and catering industry and the importance to the candidate of being able to demonstrate such skills.</p> <p>This unit focuses on the development of generic skills required by employers. These skills relate to key aspects of working life; punctuality, regular attendance at work, presenting a professional and positive image and time management.</p> <p>There is strong emphasis on communication within the team as well as the development of customer facing skills.</p>

Learning outcome
The learner will: 1. Be able to maintain personal appearance
Assessment criteria
The learner can: 1.1 identify the correct uniform for work 1.2 state the reasons for wearing uniform correctly 1.3 describe the correct care and maintenance of uniform 1.4 state the importance of maintaining a personal hygiene and professional personal appearance 1.5 identify poor hygiene and practices in relation to personal appearance and behaviour 1.6 demonstrate professional personal appearance 1.7 wear correctly maintained full uniform 1.8 comply with organisational policies.

Range

1.1 Uniform

Full length sleeve white jacket, chefs' trousers, neck tie, hat, (if hair below the collar or loose, a hair net), safety shoes, apron, kitchen cloths (rubbers).

Work

Food preparation and cooking, front of house.

1.2 Reasons

Protection of self, others, food and hygiene, compliance with legislation, professional image.

1.3 Correct care and maintenance

Laundered, ironed, clean shoes, clothing repaired as necessary.

1.4 Personal hygiene and a professional appearance

Care of: hair, teeth, nails, feet, jewellery, appropriate use of cosmetics.

1.5 Poor hygiene and practices

Smoking, chewing, irregular or incorrect hand washing, eating and drinking within food preparation and cooking area, wearing uniform outside the premises.

Learning outcome

The learner will:

2. Be able to demonstrate time management skills

Assessment criteria

The learner can:

- 2.1 demonstrate punctuality and attendance
- 2.2 demonstrate working practices within set time frames
- 2.3 demonstrate the ability to follow a plan
- 2.4 state the **importance** of punctuality and attendance
- 2.5 state the **effect** that punctuality & attendance have on work colleagues
- 2.6 state the **procedures** to follow if absent or late
- 2.7 state the **reasons** for planning of tasks
- 2.8 state the importance of working within set time frames.

Range

2.4 Importance

Punctuality and attendance: dependability, flexibility, contractual expectation of employers (employability), expectation of colleagues, courtesy.

Working within set time frames: to meet deadlines, to meet targets.

2.5 Effect

On work plans, individuals, whole team, interpersonal relationships.

2.6 Procedures

Notify the workplace (appropriate person) using organisational procedures.

2.7 Reasons

To meet deadlines and targets of the individual and team, to meet customer and organisational expectations.

Learning outcome

The learner will:

3. Be able to work effectively in a team

Assessment criteria

The learner can:

- 3.1 identify the **communication skills** used in **teams**
- 3.2 state the **importance** of communicating within and between teams
- 3.3 describe the importance of knowing own limitations and asking for advice and assistance
- 3.4 state who to ask for advice and assistance
- 3.5 state **what makes a good team**
- 3.6 demonstrate correct working practices as part of a team
- 3.7 demonstrate communication skills with team members
- 3.8 demonstrate support for team members.

Range

3.1 Communication skills

Speaking (clarity, pronunciation, projection of voice, clarifying, acknowledging, confirming understanding, responding appropriately), listening (active listening), writing and reading (taking a food order, reading instructions, reading customer orders), body language (posture, eye contact).

Teams

Reception, bar, food service, kitchen, housekeeping.

3.2 Importance

Communicating within and between teams:

- efficient work flow; meeting customer expectations; meeting standards; developing positive working relationships; developing a team spirit.

Asking for advice and assistance:

- developing skills; preventing loss; preventing damage; confirming understanding; performing the task appropriately.

3.5 What makes a good team

Individual contributions, collective contribution, good communication, support for each other, good leadership, achieving targets.

Learning outcome
The learner will: 4. Be able to deal effectively with customers
Assessment criteria
The learner can: 4.1 demonstrate a range of communication skills effectively 4.2 demonstrate a positive and professional attitude towards customers 4.3 demonstrate a professional manner when receiving customer feedback 4.4 state the importance of effective communication with customers 4.5 describe the correct methods of dealing with customer requests 4.6 state the possible barriers to communication .

Range
<p>4.1 Communication skills Speaking (clarity, pronunciation, projection of voice, clarifying, acknowledging, confirming understanding, responding appropriately), listening (active listening), writing and reading (taking a food order, reading instructions, reading customer orders), body language (posture, eye contact, facial expression).</p> <p>4.4 Importance of effective communication To meet customer expectations, to encourage repeat visits and sales, to deal with customer requests (orders), to demonstrate the customer focus of the organisation.</p> <p>4.5 Correct methods Acknowledging the customer, keeping the customer informed, following up the request, providing the service or outcome.</p> <p>4.6 Possible barriers to communication Verbal barriers (language, culture, dialect, lack of clarity, volume, pace, hearing impairment, not listening, misinterpretation), written barriers (spelling, legibility, presentation, accuracy, spelling, formatting), non-verbal barriers (personal appearance, experience), body language (inappropriate), other (intoxication, personal problems, stress).</p>

Unit 113

Health and safety and food safety awareness in catering

UAN:	Y/503/9583
Level:	1
Credit value:	1
GLH:	8
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1 st the Sector Skills Council for Hospitality
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 outcome
The learner will: 1. Know the importance of health and safety in a catering environment
Assessment criteria
The learner can: 1.1 state the main responsibilities of employers and employees towards health and safety 1.2 identify health and safety hazards in the workplace 1.3 state why health and safety hazards must be reported 1.4 state how a risk assessment can help prevent accidents in the workplace 1.5 state the importance of following instructions, safety rules and safe procedures at work.

Range
1.1 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.

1.2 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.

1.3 Health and Safety hazards reported

Legal requirement – RIDDOR, Risk Assessment, responsibility of employee's.

1.4 Risk assessment

Legal requirement, record keeping, future action, protect employees and employer,

Identify possible hazards and put in control measures/training to ensure safety.

1.5 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).

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1 state the **individual's responsibility** towards food safety

2.2 define the terms:

- **hazard**
- **risk**
- **control measure**
- **food hygiene**
- **contamination**
- **food safety management system**

2.3 identify **food hazards** in the workplace

2.4 state how food should be **handled** to prevent contamination

2.5 state the importance of **time/temperature controls**

2.6 state the importance of **stock rotation**.

Range

2.1 Individual's responsibility

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

2.2

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.

2.3 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

2.4 Handled

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

2.5 Time/ temperature control

Reduces likelihood of bacterial growth and keeps food safe.

2.6 Stock rotation

Reduces waste, reduces risk of pest infestation.

Due diligence

Learning outcome

The learner will:

3. Know how to keep self safe, clean and hygienic

Assessment criteria

The learner can:

3.1 state the reasons for **maintaining personal hygiene**

3.2 state the ways in which you can **maintain personal hygiene.**

Range

3.1 Maintaining personal hygiene

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

3.2 Maintain personal hygiene

Regular hand washing.

Keep protective clothing clean and change regularly.

Shower daily.

Learning outcome
The learner will: 4. Know how to keep the work area clean and hygienic
Assessment criteria
The learner can: 4.1 state how to keep the work area clean and hygienic 4.2 state the purpose of a cleaning schedule 4.3 state how waste should be stored and disposed of 4.4 state the reasons for keeping areas clean and hygienic .

Range
4.1 Work area clean and hygienic Clean as you go. Follow cleaning schedule. Use correct chemicals and cleaning method.
4.2 Cleaning schedule Maintain clean equipment and food environment on a regular basis – what needs cleaning; who should clean; method of cleaning; when to clean.
4.3 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.
4.4 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.

Unit 114

Introduction to kitchen equipment

UAN:	T/601/2093
Level:	1
Credit value:	5
GLH:	31
Relationship to NOS:	This unit has potential links to the NVQ Certificate/Diploma in Hospitality units 115 (1FP1), 116 (1FP2), 118 (1FC1), 119 – 126 (1FPC1-1FPC 8), 220-226 (2FP1-2FP7), 227-233 (2FC1- 2FC7)
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.
Aim:	<p>The aim of this unit is to enable the candidate to develop knowledge of a range of equipment and utensils and to be able to select and demonstrate correct and safe use of the equipment in order to apply this to professional working practices.</p> <p>Note: candidates will be expected to apply the working methods from this unit to all other units of the qualification.</p>

Learning outcome
The learner will: 1. Be able to use large and small items of equipment and utensils
Assessment criteria
The learner can: 1.1 demonstrate the correct selection of equipment and utensils for use 1.2 demonstrate the correct procedures when using, cleaning and maintaining equipment and utensils 1.3 demonstrate safe and hygienic storage of equipment and utensils 1.4 state factors in selecting equipment and utensils for use 1.5 state how to use equipment and utensils correctly and safely 1.6 identify hazards associated with using, cleaning and storing equipment and utensils 1.7 state how to carry out routine care and storage of equipment and utensils.

Range

Selecting/selection

Size, fitness for purpose, materials.

Equipment and utensils

Large equipment:

- ovens – conventional, fan assisted (convection), combination (steam/dry heat), microwave.
- hobs – induction, solid top, open range.
- grills, steamers, fryers.
- cold holding (storage equipment), hot holding equipment (bain marie, hotplate, gas, electric).

Small equipment and utensils:

- scales, measuring jugs, liquidisers, blenders, mixers, mortar and pestle, spoons, rolling pins, spatulas, spiders, slices, ladles, whisks, cutlet bats, saucepans, sauté pans, griddle pans, wok, bowls, trays, cooling racks, tins, moulds, sieves, strainers and colanders.

Use equipment and utensils correctly and safely

Compliance with hygiene and health and safety legislation, manual handling, workplace policies, following safe working practices.

Associated hazards

Poor hygiene, health and safety (spillage of liquids, incorrect lifting techniques, scalds, burns).

Cleaning – hygiene (eg incomplete cleaning and drying), health and safety (eg incorrect use of chemicals and materials causing damage to equipment and risk of injury to the user, spillage of liquids, scalding).

Storing – hygiene (eg air circulation, incorrect storage of chopping boards) health and safety.

Carry out routine care and storage

Correct wearing of Personal Protective Equipment (PPE).

Small items of equipment and utensils: report damaged items and remove from use, grease pans, follow special care requirements, store hygienically, safely and securely (eg use correct racking).

Large items of equipment: test electrical equipment, report damaged items, follow special care requirements, monitor temperature of cold storage.

Learning outcome
The learner will: 2. Be able to use knives and cutting equipment
Assessment criteria
The learner can: 2.1 select appropriate knife or cutting equipment for use 2.2 demonstrate correct and safe sharpening technique 2.3 demonstrate correct and safe use of knives and cutting equipment for a variety of tasks 2.4 demonstrate maintenance and care of knives and cutting equipment 2.5 demonstrate correct and safe storage of knives and cutting equipment 2.6 identify the different types of knives and cutting equipment and uses 2.7 state the importance of correct and safe use of knives and cutting equipment 2.8 describe how to clean, maintain and store knives and cutting equipment 2.9 identify relevant age restrictions specific to the use of cutting equipment.

Range
Knives and cutting equipment Straight edged knives – small (paring, turning, filleting, boning) large (chopping, pallete, carving knife and fork). Serrated edged knives and saws, food processors, mincer, mandolins, graters, peelers, corers, cutters and can openers, scissors, shears, cleaver, gravity feed slicer, ancillary tools: steel, carborundum, wet stone.
Importance of correct and safe use Prevent injury to self and others (carrying, handling), ensure quality of finished product, improved efficiency (time, waste).
Clean, maintain and store Appropriate washing/drying techniques, sharpening, safe and secure storage.

Unit 114 Introduction to kitchen equipment

Notes for guidance

It is essential that candidates learn to handle, maintain and care for their knives and equipment early on in their training. The correct selection and use of appropriate tools and equipment for the task in hand is an essential element in the life for those working in the catering industry. It is vital that candidates are familiar with safety rules for the use of knives and that these are taught before they begin work on the practical units of this qualification.

Health and safety legislation must be complied with, in particular, legislation and age restrictions regarding the operation of electrical equipment and machinery should be followed. Health and safety procedures for minimising the risk of cross contamination from raw and cooked foods, using both mechanical and hand held cutting implements, should also be emphasised. Particular attention must be paid to cleanliness when using all equipment.

Unit 115

Applying for jobs and courses

UAN:	J/500/8541
Level:	1
Credit value:	2
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.

Learning outcome
The learner will: 1. Know how to apply in writing for a job or course
Assessment criteria
The learner can: 1.1 complete a standard job or course application form 1.2 produce a letter of application for a given job or course in an appropriate format and containing all relevant information 1.3 produce a CV which includes all relevant personal information plus details of education and experience.

Learning outcome
The learner will: 2. Recognise good practice in making written applications
Assessment criteria
The learner can: 2.1 list four 'do's' and/or 'don'ts' in completing application forms 2.2 identify good and bad features of two given letters of application for a job or course.

Learning outcome
The learner will: 3. Know how to prepare for an interview
Assessment criteria
The learner can: 3.1 list three questions which might be asked by an interviewer and provide an appropriate answer to each 3.2 prepare an appropriate question to ask the interviewer 3.3 identify the personal presentation skills required by an interviewee.

Learning outcome
The learner will: 4. Know how to take part appropriately in an interview
Assessment criteria
The learner can: 4.1 respond appropriately to questions asked in an interview 4.2 ask an appropriate question of the interviewer 4.3 use appropriate body language.

Learning outcome
The learner will: 5. Recognise the kind of criteria which may be used in the selection process for a given job
Assessment criteria
The learner can: 5.1 identify three important criteria which might be applied in shortlisting or making appointments.

UAN:	F/503/2854
Level:	1
Credit value:	1
GLH:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.

Learning outcome
The learner will: 1. Know about the work placement company or organisation
Assessment criteria
The learner can: 1.1 describe the work placement company or organisation 1.2 outline key objectives of the company or organisation.

Learning outcome
The learner will: 2. Know what is expected of the learner during the work placement
Assessment criteria
The learner can: 2.1 identify the requirements for the placement, and why the requirements are necessary 2.2 outline tasks likely to be undertaken in the work placement 2.3 identify appropriate attitudes and behaviours for the work placement and why they are important in the workplace 2.4 identify appropriate steps that could be taken in situations of emotional stress, difficulty or confusion during the work placement workplace.

Learning outcome
The learner will: 3. Be able to set goals to help the learner get the most out of the work placement
Assessment criteria
The learner can: 3.1 set appropriate goals for the work placement.

Unit 117

Investigating rights and responsibilities at work

UAN:	L/501/6382
Level:	1
Credit value:	1
GLH:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit provides the learner with an understanding of rights and responsibilities at work, and where to find information and guidance about their rights and responsibilities in the workplace.

Learning outcome
The learner will: 1. Understand what 'rights' and 'responsibilities' are
Assessment criteria
The learner can: 1.1 explain what 'rights' are 1.2 explain what 'responsibilities' are.

Explanation of criteria and examples of evidence
Assessment criteria 1.1 The learner needs to explain what rights are, these could include basic human rights eg right to life; rights at work eg healthy and safe environment, working conditions.
Assessment criteria 1.2 The learner needs to explain what responsibilities are, eg contractual obligations, health and safety requirements.

Learning outcome
The learner will: 2. Understand how to respect the rights of individuals
Assessment criteria
The learner can: 2.1 explain the factors that may affect the rights of individuals 2.2 explain how to respect the rights of individuals.

Explanation of criteria and examples of evidence

Assessment criteria 2.1

The learner needs to identify **three** different factors that may affect the rights of an individual. They should be able to **explain** how each factor may affect the rights of the individual.

Assessment criteria 2.2

The learner needs to **explain** how we should respect our colleagues at work eg appropriate behaviour, not putting others in danger or at risk, showing tolerance and respect for differences and diversity.

Learning outcome

The learner will:

3. Know laws that can protect the rights of employees

Assessment criteria

The learner can:

3.1 identify laws that can protect employee rights.

Explanation of criteria and examples of evidence

Assessment criteria 3.1

The learner needs to **identify three** different laws relating to the rights of individuals at work. The learner should name the law and provide a brief, basic outline of the purpose of the law eg laws relating to employee rights eg health and safety, equality of opportunity.

Learning outcome

The learner will:

4. Know that employers have certain responsibilities

Assessment criteria

The learner can:

4.1 identify employer responsibilities in regard to:

- a. fulfilling a contract
- b. health and safety
- c. equal opportunities and prevention of discrimination.

Explanation of criteria and examples of evidence

Assessment criteria 4.1

The learner needs to identify and **describe** the employer's responsibilities at work in regard to fulfilling a contract, health and safety and equal opportunities/prevention of discrimination. **At least one** example is required for each area.

Unit 117 Investigating rights and responsibilities at work

Notes for guidance

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

How does this unit go beyond the requirements at Entry 3?

The assessment criteria for this level go beyond the requirements at Entry 3. The learner is expected to understand rights and responsibilities, know the laws relating employees' rights and employers' responsibilities.

How can this unit be delivered?

Potential resources

These websites might be useful:

www.acas.org.uk

www.adviceguide.org.uk

www.direct.gov.uk/en/Employment/Employees/index.htm

www.direct.gov.uk/en/RightsAndResponsibilities/Yourrights

www.eco.org.uk – Equality in the work place

www.standards.dfes.gov.uk

www.tuc.org.uk

www.worksmart.org.uk

Unit 118

Learning from work placement

UAN:	J/503/2855
Level:	1
Credit value:	2
GLH:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.

Learning outcome
The learner will: 1. Be able to reflect on what has been learned from the work placement
Assessment criteria
The learner can: 1.1 keep an accurate record of tasks undertaken during work placement 1.2 identify what has been learned from key tasks undertaken during the work placement experience.

Learning outcome
The learner will: 2. Know how tasks could be undertaken differently or improved
Assessment criteria
The learner can: 2.1 identify tasks undertaken during the work placement that could be carried out differently or improved 2.2 outline different ways to carry out tasks.

Learning outcome
The learner will: 3. Be able to use learning from work placement to set short-term goals
Assessment criteria
The learner can: 3.1 set short-term goals which build on own learning from work placement.

Unit 203

Principles of customer service in hospitality, leisure, travel and tourism

UAN:	T/600/1059
Level:	2
Credit value:	1
GLH:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit will provide the introductory knowledge to customer service in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for staff engaging with internal and/or external customers.

Learning outcome
The learner will: 1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries
Assessment criteria
The learner can: 1.1 describe the role of the organisation in relation to customer service 1.2 identify the characteristics and benefits of excellent customer service 1.3 give examples of internal and external customers in the industries 1.4 describe the importance of product knowledge and sales to organisational success 1.5 describe the importance of organisational procedures for customer service.

Range
Role of the organisation Tour operators; transport providers; accommodation providers; visitor attractions; restaurants and fast food outlets; leisure centres; conference and banqueting; pubs, bars and nightclubs; cafes bars and bistros; sports, gyms, recreational and social clubs.

Organisation's role relates to:

- Setting the service offer. The service offer, also known as a customer charter, sets the basis on which the organisation will provide a service to its customers. Customers will know this is what they can expect while organisations know what they must deliver.
- Monitoring, evaluating and improving standards via customer feedback, analysis of records, complaints, comment cards.
- Complying with industry codes of practice and legislation:
 - Health and Safety at Work Act.
 - Data Protection Act.
 - Equal opportunities - Disability Discrimination Act, Sex Discrimination Act, Race Relations Act.
 - Consumer legislation - Sale of Goods Act, Supply of Goods and Services Act, Unsolicited Goods and Services Act, Trade Descriptions Act, Consumer Protection Act, Consumer Credit Act, The Consumer Protection Regulations.

Excellent customer service

Meeting and exceeding customer expectations, knowing key benefits/features of organisations services and products, actively listening to the customer, being professional, friendly and polite, encouraging customer loyalty, forming a relationship with customers, ensuring customers leave happy and return, ensuring customers pass on positive feedback to others.

Having experienced a certain level of customer service from an organisation, customers then come to expect that level of customer service whether good or bad.

Benefits of excellent customer service:

Increased sales, fewer complaints, new customers, numbers of compliments, repeat business/brand loyalty, reduced staff turnover, referred business, job satisfaction and staff motivation.

Good customer relationships are important to a service provider because they build customer loyalty, resulting in repeat business. It is beneficial for an organisation to have loyal customers as it tends to be cheaper and easier to repeat business with an existing satisfied customer than it is to find a new customer.

Customers

An individual or an organisation - somebody who receives customer service from a service deliverer. Customers can be internal eg from another part of the same organisation or colleagues; external eg individuals; businesses including suppliers.

The learner should be able to identify the chosen organisation's customers be they internal and/or external and also those who require special assistance for example those who have specific needs eg health, language, age, cultural needs, family needs or who have specific learning difficulties.

Importance of product knowledge and sales

Provide relevant product information to the customer to help them with their decision or any questions. Explain products to the customer to give a professional impression and increase trust with the customer, cross-sell and up-sell, match the customer's needs against the correct product, increase referrals/repeat business/ increase sales.

Importance of organisational procedures

Service standards, feedback systems, complaints procedures, emergency procedures.

Organisations write procedures for staff to follow to ensure that a specific job or task is completed in a set way to achieve the same outcome and level of service. A procedure may also be in place to ensure that legislative requirements are met.

Learning outcome

The learner will:

2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries

Assessment criteria

The learner can:

- 2.1 identify the **benefits of excellent customer service** for the individual
- 2.2 describe the importance of positive attitude, behaviour and motivation in providing excellent customer service
- 2.3 describe the **importance of personal presentation** within the industries
- 2.4 explain the importance of using appropriate **types of communication**
- 2.5 describe the **importance of effective listening skills.**

Range

Benefits of excellent customer service

Recognition within the organisation, motivation, customer loyalty, engaging/building relationships with customers makes the role more enjoyable, job satisfaction, monetary rewards, referrals, increased sales, better career prospects.

Importance of personal presentation

Own personal presentation, approach and attitude will influence the customer's perception of the service delivered. If the customer expects to see staff in uniform who make a friendly approach and have a positive attitude they will not be satisfied if they are faced with someone who makes no approach and appears not to care.

A service deliverer's presentation should address; creating a first impression; dress codes; personal hygiene; verbal and body language; approach and attitude; behaviour.

Service deliverers should always be professional despite difficult circumstances eg being under pressure through lack of time, during busy periods.

Types of communication

Communication

Clear, respectful, polite and confident, without the use of jargon, adapted to meet individual needs.

It is important to adapt methods of communication to meet the individual needs of a range of customers for example those:

- with language difficulties
- with health issues
- of different age groups
- with cultural differences
- with learning difficulties.

Face-to-face is about eye contact and active listening; 'normal' eye contact may differ across cultures; active listening is about head nodding, gestures and repeating back phrases that are heard and confirmation of understanding.

Written communication is, for example, letters, emails, memos and reports. There will be guidelines on when and how to use written communication eg house styles, language to be used etc. Written communication will be necessary when a formal response is required.

Telephone communication requires being able to operate the equipment efficiently and effectively; making sure customers are regularly informed when the service deliverer is accessing information to provide responses, or if they are going to be on hold etc; speaking clearly and slowly to allow for the possibility that reception on the telephone line may not be perfect; adapting speech to meet individual needs of customer.

Importance of effective listening skills

Being a good or active listener means ensuring the exchange of information between the speaker and the listener is correctly understood by making eye contact; paying attention to the words, expressions, and body language of the speaker; using positive body language to express your continued concentration; using encouraging phrases such as 'I see' or 'Go on'; do not interrupt – allow the speaker to finish; give the person your complete attention; summarise the discussion to bring the conversation to a close.

Techniques to ensure understanding:

- paraphrasing
- clarifying
- probing
- verifying
- summarising.

Learning outcome
The learner will: 3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries
Assessment criteria
The learner can: 3.1 identify what is meant by customer needs and expectations in the industries 3.2 identify the importance of anticipating and responding to varying customers' needs and expectations 3.3 describe the factors that influence the customers' choice of products and services 3.4 describe the importance of meeting and exceeding customer expectations 3.5 describe the importance of dealing with complaints in a positive manner 3.6 explain the importance of complaint handling procedures.

Range
<p>Customer needs</p> <p>Information, for example directions, facilities, price, availability, health, safety and security. Assistance for example, for parents, those with disabilities. Level of service - that timescales are met, promises kept, value for money, quality presentation, specific needs. Products and services, eg customers' expectations, identification of needs, knowledge of products and services.</p> <p>Other types of customer needs exist where customers' health, mood, language skills, age, cultural background or learning difficulties influence how a service provider may need to adapt their behaviour and adapt their methods of communication to meet these individual needs.</p> <p>Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service. Expectations are formed through:</p> <ul style="list-style-type: none"> • what customers hear and see • what they read • the messages the organisation sends (ie via its reputation and brand) what actually happens to them when dealing now and in the past with an organisation • word of mouth • the media. <p>Customer expectations will be specific to the industries but broadly fall into expectations about:</p> <ul style="list-style-type: none"> • level of service • value for money • hygiene and health and safety • luxury factor.

Importance of anticipating and responding to varying customers' needs and expectations

The customer service deliverer needs to establish the customer's expectations and needs in a way that takes full account of them as an individual. The use of questioning and listening techniques will establish needs and expectations. The deliverer needs to look out for verbal and non verbal clues so that customers are treated with respect and in the right manner according to the situation ie diffusing conflict with an angry customer.

The customer service deliverer should behave according to the organisation's policies and procedures.

Factors

Price, value for money, reputation/brand, past experience, recommendation.

Customers buy benefits and solutions **not** products and the learner should be familiar with the technique of selling features and benefits and should know how these compare with those of competitors.

Benefits can be security/peace of mind; time savers; money savers; health and safety; status; convenience; comfort; flexibility; enjoyment; to comply with legislation.

Importance of dealing with complaints

Analysis of complaints logs can assist in the process of continuous improvement.

Types of complaint may be price-value; quality; speed of service/deliver; level of service; poor staff attitude; breakdown.

Importance of complaint handling procedures Importance

It is important to deal properly with any customer complaint within the organisation's recognised systems and procedures for doing so in order to retain the customer.

Learners must know the procedures for handling customer which will include acknowledging the complaint; apologising for inconvenience; prompt attention to situation; identifying questions to answer; investigate the complaint; identifying problems to resolve.

Techniques for dealing with complaints include keeping calm; empathise with customer; keep customer informed; arriving at a mutually acceptable solution; follow up with customer and/or with staff.

Strategies to deal with complaints involve avoiding conflict and not reacting to possible anger from customers face-to face, on the phone or in writing.

Use the HEAT strategy (Hear, Empathise, Apologise, Take ownership).

Unit 303

Serving food and drink

UAN:	F/502/4835
Level:	Entry level 3
Credit value:	2
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit introduces the learner to food and drink service.

Learning outcome

The learner will:

1. Be able to serve food and drink to customers

Assessment criteria

The learner can:

- 1.1 serve food and drink to customers, **politely, safely** and **hygienically**
- 1.2 list the **stages** in serving the customer food and drink.

Range

1.1 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.

1.2 Stages

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

Learning outcome
The learner will: 2. Be able to work as part of a food and drink service team
Assessment criteria
The learner can: 2.1 work with others to serve food and drink 2.2 assist in the preparation/assembly of food and drink 2.3 assist in the safe and hygienic preparation, maintenance and cleaning of service areas 2.4 state how to work well as part of a food and drink service team.

Range
2.2 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.
2.3 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.
2.4 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 304

Basic food preparation

UAN:	J/600/0711
Level:	Entry level 3
Credit value:	2
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit introduces learners to safely and hygienically preparing food for cold presentation and cooking.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 select the **correct ingredients** for basic dishes
- 1.2 choose the correct **equipment** and handle **safely** and **hygienically**
- 1.3 **prepare** food items for cold presentation or cooking, safely and hygienically
- 1.4 **set aside or store** prepared food items ready for use according to instructions
- 1.5 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.



Appendix 1 Sources of general information

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

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

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

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

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

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

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

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

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

City & Guilds
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www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

E: singlesubjects@cityandguilds.com

International awards

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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About City & Guilds

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

City & Guilds Group

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

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