

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

Version 1.2 (February 2022)



## Qualification at a glance

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

| <b>Title and level</b>  | <b>City &amp; Guilds number</b> | <b>Accreditation number</b> | <b>GLH</b> | <b>TQT</b> |
|---|---------------------------------|-----------------------------|------------|------------|
| City & Guilds Level 1 Diploma in Preparing for a Career in the Hospitality Industry | 7107-12                         | 600/6198/4                  | 329        | 370        |

| <b>Version and date</b> | <b>Change detail</b>  | <b>Section</b>  |
|-------------------------|---|---|
| 1.1 August 2013         | Fixed contents page to show all units                                   | Contents  |
| 1.2 February 2022       | GLH and TQT clarified<br><br>City & Guilds added to qualification title | Qualification at a glance,<br>Structure<br>Throughout |



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# 1 Introduction

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

| <b>Area</b>   | <b>Description</b>  |
|---|---|
| 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"><li>• Hospitality Apprenticeship</li><li>• Professional Cookery (7100)</li><li>• Professional Food &amp; Beverage Service (7103)</li></ul> |

## Structure

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

| <b>Unit accreditation number</b> | <b>City &amp; Guilds number</b> | <b>Unit title</b>  | <b>Credit value</b> |
|----------------------------------|---------------------------------|--|---------------------|
| <b>Mandatory</b>                 |                                 |  |                     |
| 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                   |

## 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.

| <b>Title and level</b>  | <b>GLH</b> | <b>TQT</b> |
|---|------------|------------|
| City & Guilds Level 1 Diploma in Preparing for a Career in the Hospitality Industry | 329        | 370        |



## 2 Centre requirements

### Approval

If your Centre is approved to offer other qualifications in the 7107 Suite, you can apply for the City & Guilds 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 document **Quality Assurance Standards: Centre Approval Process** 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 <b>City &amp; Guilds Website</b> . |
| Candidate guide for learners |   |



## 4 Assessment

### Summary of assessment methods

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

| <b>Unit No.</b> | <b>Title</b>   | <b>Assessment Method</b>  | <b>Where to obtain assessment materials</b>                                |
|-----------------|--|---|--|
| 101             | Introduction to the hospitality industry                                   | Each unit is assessed by a separate assignment.   | Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b> . |
| 103             | Food service   |   |  |
| 106             | Basic food preparation and cooking   |   |  |
| 107             | Preparing and serving drinks   | The assignments cover the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. |  |
| 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

|  |  |
|--|--|
| <b>UAN:</b>  | <b>M/502/4894</b>  |
| <b>Level:</b>                                      | 1  |
| <b>Credit value:</b>                               | 2  |
| <b>GLH:</b>  | 20   |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.  |
| <b>Aim:</b>  | This unit gives learners an introduction to the hospitality industry and related career opportunities including food preparation and cooking, food and drink service, accommodation services and guest services. |

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

|   |
|---|
| <b>Range</b>  |
| <b>1.1 Types of outlets</b><br>Hotels, guest houses, budget hotels, bed and breakfast, cafes, coffee chains, fast food, public houses, bars, nightclubs, leisure and tourism. |
| <b>1.2 Services</b><br>Food and drink service, accommodation/guest services, reception, portering, leisure facilities, event management, entertainment, gambling.             |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>2. Know the career opportunities in the hospitality industry  |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 describe <b>job roles</b> in the industry<br>2.2 describe <b>career opportunities</b> in the industry<br>2.3 state different <b>working patterns</b> in the industry<br>2.4 identify <b>sources of information</b> on training and career opportunities. |

|   |
|---|
| <b>Range</b>  |
| <p><b>2.1 Job roles</b><br/>General managers, supervisors, room attendant and cleaner, porters, storekeeper, housekeepers, assistant chef, head chef, kitchen assistants, restaurant staff, bar staff, barista, receptionist, cashier, concierge.</p> <p><b>2.2 Career opportunities</b><br/>Local, national, international, transport, contract, event, welfare industrial, commercial, leisure industry.</p> <p><b>2.3 Working patterns</b><br/>Full time, part time, shift work, split shifts, seasonal.</p> <p><b>2.4 Sources of information</b><br/>Colleagues, line managers, newspapers, careers advisors/careers services, job centres, internet, hospitality journals, FE colleges, professional organisations, trade exhibitions.</p> |

## Unit 103

## Food service

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

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

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|--|
| <b>Range</b>   |
| <b>1.1 Food service</b><br>Procedures and equipment for counter/takeaway service, table/tray service, trolley service, plated, silver service. |

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

|  |
|--|
| <b>Range</b>   |
| <b>2.1 Plated</b><br>Correct portion size, on clean plate, with appropriate garnish.   |
| <b>Counter</b><br>Correct portion size/dish assembly, using a clean plate/container, with correct condiments/accompaniments.   |
| <b>Safe</b><br>Use of correct PPE, identify and deal with hazards (spillages, trips and slips, broken equipment), report hazards to supervisor.  |
| <b>Hygienic</b><br>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. |
| <b>2.2 Health and safety, and hygiene requirements</b><br>Safe handling, spillages, correct temperature and time control, use of temperature probes, cleaning of food area and surrounding area, relating to current legislation.  |

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

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



## Unit 106

## Basic food preparation and cooking

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

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

|   |
|---|
| <b>Range</b>  |
| <b>1.1 Methods (dry)</b><br>Roasting, grilling, baking, microwave, frying (shallow, stir, deep).  |
| <b>Methods (wet)</b><br>Poaching, boiling, stewing, steaming, braising.   |
| <b>1.2 Commodities</b><br>Meat: fry, poach, roast, boil, stew, braise. Fish: fry, poach, steam, bake, grill.<br>Poultry: fry, steam, poach, roast, boil, grill.<br>Vegetables: fry, steam, poach, roast, boil, grill. Dough products: baking, boiling.<br>Fruit: poached, stewed, fried, baked. Eggs: poached, fried, boiled.<br>Rice and grains: boiled, braised, fried. |

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

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

|  |  |
|--|--|
| <b>UAN:</b>  | <b>L/502/5051</b>  |
| <b>Level:</b>                                      | 1  |
| <b>Credit value:</b>                               | 3  |
| <b>GLH:</b>  | 30   |
| <b>Relationship to NOS:</b>                        | This unit is linked to the skills related to:<br>NVQ Level 1 in Hospitality: Prepare and clear areas for drinks service 1DS1, Serve Drinks 1DS2. |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.                                      |
| <b>Aim:</b>  | This unit will give learners an introduction to preparing and serving drinks in the hospitality industry.  |

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

|  |
|--|
| <b>Range</b>   |
| <b>Safely</b><br>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

|  |   |
|--|---|
| <b>UAN:</b>  | <b>K/502/5073</b>   |
| <b>Level:</b>                                      | 1   |
| <b>Credit value:</b>                               | 3   |
| <b>GLH:</b>  | 30  |
| <b>Relationship to NOS:</b>                        | This unit is linked to the skills related to: <ul style="list-style-type: none"><li>• NVQ Level 1 Front Office</li><li>• Level 1 Diploma Unit 2</li></ul>   |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.   |
| <b>Aim:</b>  | This unit will provide candidates with knowledge of performing and maintaining front office operations. An understanding of purpose and structure will allow them to be able to work in a front office. |

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

|   |
|---|
| <b>Range</b>  |
| <b>1.1 How</b><br>Dealing with customer needs within limits of own authority, referring to supervisor as necessary.   |
| <b>Front office</b><br>First point of contact, taking bookings; last point of contact; hotel reception; restaurant reception; concierge, taking of payment, room service. |
| <b>Needs</b><br>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.

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| <b>Learning outcome</b>   |
| The learner will:<br>3. Be able to work in the front office   |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 <b>meet and greet</b> customers<br>3.2 follow <b>procedures</b> when answering telephone calls<br>3.3 pass on simple messages accurately<br><b>3.4</b> prepare and copy <b>routine documents</b><br>3.5 deal with <b>routine enquiries</b> including enquiries about local events and services. |

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| <b>Range</b>  |
| <p><b>3.1 Meet and greet</b><br/>Welcoming, polite, good body language, establish customer needs.</p> <p><b>3.2 Procedures</b><br/>Answered within agreed number of rings, standard establishment answer format, polite, establishing and recording customer needs.</p> <p><b>3.4 Routine documents</b><br/>Reservations, booking forms, telephone/verbal message forms, maps, information about local area/places of interest.</p> <p><b>3.5 Routine enquiries</b><br/>Reservations for rooms or tables; additional needs; room service; places of interest and visitor information, directions.</p> |

## Unit 110

## Housekeeping and guest services

|  |   |
|--|---|
| <b>UAN:</b>  | <b>A/600/1094</b>   |
| <b>Level:</b>                                      | 1   |
| <b>Credit value:</b>                               | 3   |
| <b>GLH:</b>  | 30  |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.   |
| <b>Aim:</b>  | This unit is about the role of guest services in a hospitality operation and the daily activities to be carried out as part of the guest services role. The unit covers the cleaning requirements of bedrooms, bathrooms and communal areas, and the safe and correct handling of cleaning materials that are used when servicing accommodation facilities. |

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

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| <b>Range</b>  |
| <b>1.1 How</b><br>Dealing with customer needs within limits of own authority, referring to supervisor as necessary.   |
| <b>Customer needs</b><br>Different types of customer need, eg information, further stock items, unexpected requests.  |
| <b>1.2 Role of guest services in maintaining security</b><br>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

|  |   |
|--|---|
| <b>UAN:</b>  | <b>D/500/9047</b>   |
| <b>Level:</b>                                      | 1   |
| <b>Credit value:</b>                               | 3   |
| <b>GLH:</b>  | 20  |
| <b>Assessment</b>                                  | This unit will be assessed by an assignment covering practical skills and underpinning knowledge.   |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.   |
| <b>Aim:</b>  | <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> |

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

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

|   |
|---|
| <b>Range</b>  |
| <p><b>4.1 Communication skills</b><br/>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><b>4.4 Importance of effective communication</b><br/>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><b>4.5 Correct methods</b><br/>Acknowledging the customer, keeping the customer informed, following up the request, providing the service or outcome.</p> <p><b>4.6 Possible barriers to communication</b><br/>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

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|--|--|
| <b>UAN:</b>  | <b>Y/503/9583</b>  |
| <b>Level:</b>                                      | 1  |
| <b>Credit value:</b>                               | 1  |
| <b>GLH:</b>  | 8  |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People 1 <sup>st</sup> the Sector Skills Council for Hospitality  |
| <b>Aim:</b>  | The aim of this unit is to provide learners with an introduction to health and safety and food safety in a catering environment. |

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| <b>Learning outcome</b>   |
| The learner will:<br>1. Know the importance of health and safety in a catering environment  |
| <b>Assessment criteria</b>  |
| The learner can:<br><b>1.1</b> state the main responsibilities of <b>employers</b> and <b>employees</b> towards health and safety<br><b>1.2</b> identify <b>health and safety hazards</b> in the workplace<br><b>1.3</b> state why <b>health and safety hazards</b> must be <b>reported</b><br><b>1.4</b> state how a <b>risk assessment</b> can help prevent accidents in the workplace<br><b>1.5</b> state the <b>importance of following instructions, safety rules and safe procedures</b> at work. |

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| <b>Range</b>   |
| <b>1.1 Employers</b><br>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. |
| <b>Employees</b><br>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.

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

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| <b>Range</b>  |
| <p><b>4.1 Work area clean and hygienic</b><br/> Clean as you go.<br/> Follow cleaning schedule.<br/> Use correct chemicals and cleaning method.</p> <p><b>4.2 Cleaning schedule</b><br/> Maintain clean equipment and food environment on a regular basis – what needs cleaning; who should clean; method of cleaning; when to clean.</p> <p><b>4.3 Waste - stored and disposed of</b><br/> Never stored in food environment overnight.<br/> Bin with tight fitting closed lid, never overfilled. Removed to external bins regularly.<br/> Records of disposal kept.</p> <p><b>4.4 Keeping areas clean and hygienic</b><br/> Eliminate, or reduce to an acceptable level, the likelihood of a hazard occurring.<br/> Comply with the law.<br/> Keep customers safe.</p> |

## Unit 114

## Introduction to kitchen equipment

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| <b>UAN:</b>  | <b>T/601/2093</b>   |
| <b>Level:</b>                                      | 1   |
| <b>Credit value:</b>                               | 5   |
| <b>GLH:</b>  | 31  |
| <b>Relationship to NOS:</b>                        | 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)   |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.   |
| <b>Aim:</b>  | <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> |

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

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

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| <b>Range</b>   |
| <b>Knives and cutting equipment</b><br>Straight edged knives – small (paring, turning, filleting, boning) large (chopping, pallete, carving knife and fork).<br>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. |
| <b>Importance of correct and safe use</b><br>Prevent injury to self and others (carrying, handling), ensure quality of finished product, improved efficiency (time, waste).  |
| <b>Clean, maintain and store</b><br>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.

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

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

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

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

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

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



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

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

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

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

## Unit 117

## Investigating rights and responsibilities at work

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|--|---|
| <b>UAN:</b>  | <b>L/501/6382</b>   |
| <b>Level:</b>                                      | 1   |
| <b>Credit value:</b>                               | 1   |
| <b>GLH:</b>  | 10  |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.   |
| <b>Aim:</b>  | This unit 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. |

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| <b>Learning outcome</b>   |
| The learner will:<br>1. Understand what 'rights' and 'responsibilities' are                   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 explain what 'rights' are<br>1.2 explain what 'responsibilities' are. |

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

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| <b>Learning outcome</b>  |
| The learner will:<br>2. Understand how to respect the rights of individuals  |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 explain the factors that may affect the rights of individuals<br>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](http://www.acas.org.uk)

[www.adviceguide.org.uk](http://www.adviceguide.org.uk)

[www.direct.gov.uk/en/Employment/Employees/index.htm](http://www.direct.gov.uk/en/Employment/Employees/index.htm)

[www.direct.gov.uk/en/RightsAndResponsibilities/Yourrights](http://www.direct.gov.uk/en/RightsAndResponsibilities/Yourrights)

[www.eco.org.uk](http://www.eco.org.uk) – Equality in the work place

[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

[www.tuc.org.uk](http://www.tuc.org.uk)

[www.worksmart.org.uk](http://www.worksmart.org.uk)

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

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

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

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| <b>Learning outcome</b>   |
| The learner will:<br>3. Be able to use learning from work placement to set short-term goals   |
| <b>Assessment criteria</b>  |
| The learner can:<br>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

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|--|--|
| <b>UAN:</b>  | <b>T/600/1059</b>  |
| <b>Level:</b>                                      | 2  |
| <b>Credit value:</b>                               | 1  |
| <b>GLH:</b>  | 10   |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.  |
| <b>Aim:</b>  | This unit will 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.

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

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| <b>Range</b>   |
| <p><b>Customer needs</b></p> <p>Information, for example directions, facilities, price, availability, health, safety and security.<br/>Assistance for example, for parents, those with disabilities.<br/>Level of service - that timescales are met, promises kept, value for money, quality presentation, specific needs.<br/>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"> <li>• what customers hear and see</li> <li>• what they read</li> <li>• 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</li> <li>• word of mouth</li> <li>• the media.</li> </ul> <p>Customer expectations will be specific to the industries but broadly fall into expectations about:</p> <ul style="list-style-type: none"> <li>• level of service</li> <li>• value for money</li> <li>• hygiene and health and safety</li> <li>• luxury factor.</li> </ul> |

### **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

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

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

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| <b>Range</b>  |
| <b>1.1 Politely</b><br>Eye contact, smiling, appropriate language.  |
| <b>Safely</b><br>Personal Protective Equipment (PPE), correct serving equipment, identify & deal with hazards (hot liquids, trips & slips, broken equipment, report hazards to supervisor). |
| <b>Hygienically</b><br>Personal Protective Equipment (PPE), personal hygiene, eg hands and nails, jewellery, cosmetics, hand washing.   |
| <b>1.2 Stages</b><br>Greet customer politely, take customer order, review customer order, prepare customer order, serve customer, check customer has all requirements.                      |

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

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| <b>Range</b>   |
| <b>2.2 Preparation/assembly of food and drink</b><br>Check customer requirements, select correct equipment, select correct food & drink items, check the completed food and drink order, check customer has all requirements.              |
| <b>2.3 Safe and hygienic</b><br>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. |
| <b>2.4 Team</b><br>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

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

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

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| <b>Range</b>  |
| <b>Correct</b><br>Quantity and quality.   |
| <b>Ingredients</b><br>Vegetables, fruit, meat, poultry, fish, beans and pulses, pasta, rice, dairy, bread.  |
| <b>Equipment</b><br>Knives, small handheld kitchen equipment, chopping boards, measuring equipment, bowls, trays, storage containers, gas/electrical equipment, saucepans, frying pans.                 |
| <b>Safely</b><br>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 **Centre Document Library** on **www.cityandguilds.com** or click on the links below:

### **Quality Assurance Standards: Centre Handbook**

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on

- Centre quality assurance criteria and monitoring activities
- Administration and assessment systems
- Centre-facing support teams at City & Guilds / ILM
- Centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the Centre Contract.

### **Quality Assurance Standards: Centre Assessment**

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements, or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre-assessments.

**Access arrangements - When and how applications need to be made to City & Guilds** 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 Document Library** also contains useful information on such things as:

- Conducting examinations
- Registering learners
- Appeals and malpractice

### **Useful contacts**

Please visit the Contact Us section of the City & Guilds website, **Contact us**



## **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.

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The City & Guilds Group is a leader in global skills development. Our purpose is to help people, organisations and economies develop their skills for growth. We work with education providers, employers and governments in over 100 countries across the world to help people, businesses and economies grow by shaping skills systems and supporting skills development.

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City & Guilds of London Institute  
Giltspur House  
5-6 Giltspur Street  
London  
EC1A 9DE

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