Entry Level 3 Awards/Certificates in Hospitality and Catering (7107)

Qualification handbook for centres
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Entry Level 3 Awards/Certificates in Hospitality and Catering (7107)

Qualification handbook for centres

<table>
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<td>Amend cooking temperature to 75°C for safe food handling practices</td>
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Entry Level Award in Introduction to the Hospitality Industry (Entry 3) (7107-03)
Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3) (7107-03)
Level 1 Certificate in General Hospitality (7107-04)
Level 1 Award in Introduction to the Hospitality Industry (7107-11)
Level 1 Certificate in Introduction to the Hospitality Industry (7107-11)
Level 1 Certificate in General Food and Beverage Service (7107-91)
Level 1 Certificate in General Cookery (7107-91)
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www.cityandguilds.com
1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Registering candidates
Centres should use 7107-03 or 7107-11 when registering candidates for the Entry Level 3 or Level 1 Awards/Certificates in Introduction to the Hospitality Industry (although there is also the option of a unit route for these qualifications if this is required).

Centres should use the flexible route, 7107-91, for the Level 1 Awards/Certificates in specific pathways (General Food and Beverage Service, General Cookery, General Front Office Operations etc). This single registration gives candidates access to all level 1 qualifications and all units. Candidates can change or progress to a new qualification type (award or certificate) and pathway without having to pay a new registration fee. Centres do not need to state on registration which qualification or units their candidates will be taking.

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

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

Further information

These qualifications

- form part of **Foundation Learning**
- allow candidates to develop knowledge and skills towards independent living and learning
- encourage candidates to learn, develop and practise basic catering and food safety skills required for employment and/or career progression in the hospitality sector
- provide valuable accreditation of skills and knowledge for candidates, without requiring or proving occupational competence
- replace the City & Guilds Entry level 3 Catering and Hospitality 3340-03 which expires on 30/12/2010

For more information on Foundation Learning please go to www.cityandguilds.com/flt

Specialist Learning (SL) offers young people the opportunity to study a particular topic in more depth or broaden their studies through complementary learning. The level 1 is to be confirmed as ASL for the 14-19 Diploma.
1.1 Qualification structure

These qualifications may be suitable for Foundation Learning candidates seeking to progress into assisted living, or onto GCSE and level 1 Diploma qualifications.

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

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

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

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

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<th>Accreditation unit reference</th>
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<td>Level 2</td>
<td>1</td>
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**Level 1 Award in Introduction to the Hospitality Industry**
Learners must achieve at least 10 credits in total. There are 2 mandatory units, consisting of 5 credits in total. The remaining 5 credits must come from the optional units listed. At least 6 credits must be at Level 1 (this can include the 2 mandatory units).

**Level 1 Certificate in Introduction to the Hospitality Industry**
Learners must achieve at least 14 credits in total. There are 2 mandatory units, consisting of 5 credits in total. The remaining 9 credits must come from the optional units listed. At least 8 credits must be at Level 1 (this can include the 2 mandatory units).

**Level 1 Certificate in General Hospitality**
Learners must achieve 14 credits from units 103, 105-111, and 202 or 620 or 820.

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These qualifications may be suitable for Foundation Learning candidates progressing towards full level 2 qualifications and skilled employment including apprenticeships

**Level 1 Certificate in General Food and Beverage Service**
Learners must achieve 15 credits in total. All units are mandatory.

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**Level 1 Certificate in General Cookery**
Learners must achieve 14 credits in total. All units are mandatory.

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**Level 1 Certificate in Investigating the Hospitality Industry**

Learners must achieve 26 credits in total. All units are mandatory.

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**Level 1 Award in General Front office Operations**

Learners must achieve 8 credits in total. All units are mandatory.

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<td>3</td>
<td>30</td>
<td>K/502/5073</td>
</tr>
</tbody>
</table>
Level 1 Award in General Housekeeping Operations
Learners must achieve 8 credits in total. All units are mandatory.

<table>
<thead>
<tr>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Level</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>Accreditation unit reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 101</td>
<td>Introduction to the hospitality industry</td>
<td>Level 1</td>
<td>2</td>
<td>20</td>
<td>M/502/4894</td>
</tr>
<tr>
<td>Unit 102</td>
<td>Customer service in the hospitality industry</td>
<td>Level 1</td>
<td>3</td>
<td>20</td>
<td>J/502/4898</td>
</tr>
<tr>
<td>Unit 110</td>
<td>Housekeeping and guest services</td>
<td>Level 1</td>
<td>3</td>
<td>30</td>
<td>A/600/1094</td>
</tr>
</tbody>
</table>

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<table>
<thead>
<tr>
<th>Title and level</th>
<th>GLH</th>
<th>TQT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Level Award in Introduction to the Hospitality Industry (Entry 3)</td>
<td>61</td>
<td>80</td>
</tr>
<tr>
<td>Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3)</td>
<td>102</td>
<td>130</td>
</tr>
</tbody>
</table>
1.2 Opportunities for progression
On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

Foundation Learning Entry Level 3 qualifications could lead to:
- GCSE and Level 1 Diploma in Hospitality

Foundation Learning Level 1 qualifications could lead to:
- Diploma in Professional Cookery (7100)
- Diploma in Professional Food & Beverage Service (7103)
- Award in Barista Skills (7102)
- Award in Professional Bartending (Cocktails) (7106)
- Award in Healthier Food and Special Diets (7150)
- NVQs in Hospitality (7081/7082)
- Skilled employment including Apprenticeships

1.3 Qualification support materials
City & Guilds also provides the following publications and resources specifically for these qualifications:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment guide for assessors / candidates</td>
<td>This documentation can be found on the City &amp; Guilds website, <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
</tbody>
</table>
2 Centre requirements

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

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

2.1 Resource requirements

Physical resources

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

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

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

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

<table>
<thead>
<tr>
<th>City &amp; Guilds unit number</th>
<th>Title</th>
<th>Particular requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>E301</td>
<td>Introduction to the hospitality industry</td>
<td>Opportunity for candidates to visit a range of hospitality outlets to complete research, access to IT</td>
</tr>
<tr>
<td>E302</td>
<td>Customer service in the hospitality industry</td>
<td>Opportunity for candidates to be involved in customer service activity where they can demonstrate good personal hygiene</td>
</tr>
<tr>
<td>E303</td>
<td>Serving food and drink</td>
<td>Opportunity for candidates to serve a 'customer', opportunity to work as part of a team, and to assist in prep/assembly of food and drink items</td>
</tr>
<tr>
<td>E304</td>
<td>Basic food preparation</td>
<td>Includes a practical food prep task</td>
</tr>
<tr>
<td>E305</td>
<td>Basic cooking</td>
<td>Includes a practical cooking task</td>
</tr>
<tr>
<td>E306</td>
<td>Guest services in the hospitality industry</td>
<td>Includes a task in which candidates are required to service a public area</td>
</tr>
<tr>
<td>101</td>
<td>Introduction to the hospitality industry</td>
<td>No particular requirements</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>102</td>
<td>Customer service in the hospitality industry</td>
<td>Opportunity for candidates to take part in customer service activities that allow demonstration of good customer service</td>
</tr>
<tr>
<td>103</td>
<td>Food service</td>
<td>Opportunity for candidates to carry out food service, including set-up, maintenance and close down, as well as health and safety and food hygiene legislation</td>
</tr>
<tr>
<td>105</td>
<td>Introduction to healthy eating</td>
<td>No particular requirements</td>
</tr>
<tr>
<td>106</td>
<td>Basic food preparation and cooking</td>
<td>Includes a practical cooking task</td>
</tr>
<tr>
<td>107</td>
<td>Preparing and serving drinks</td>
<td>Includes a prep and service task which needs an area in which service can take place</td>
</tr>
<tr>
<td>108</td>
<td>Introduction to food commodities</td>
<td>No particular requirements</td>
</tr>
<tr>
<td>109</td>
<td>Front office operations</td>
<td>Reception desk area on which to work for practical observation task</td>
</tr>
<tr>
<td>110</td>
<td>Housekeeping and guest services</td>
<td>Public area and bathroom to maintain/service, must contain toilet etc (what’s needed to cover observation checklist)</td>
</tr>
<tr>
<td>111</td>
<td>Using kitchen equipment</td>
<td>Includes a prep and cooking task, covered by ‘equipment’ bit</td>
</tr>
<tr>
<td>202 (620,802,820)</td>
<td>Food safety in catering</td>
<td>No particular requirements</td>
</tr>
</tbody>
</table>

Human resources

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

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

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

Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications.
Continuing professional development (CPD)
Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements
Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.
There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

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

Availability of units
The units for these qualifications follow.

They may also be obtained from the centre resources section of the City & Guilds website.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units
The units in these qualifications are written in a standard format and comprise the following:
• City & Guilds reference number and title
• level and credit value
• unit aim
• guided learning hours (GLH)
• learning outcomes
• relationship to NOS, other qualifications and frameworks
• endorsement by a sector or other appropriate body
• links to Key Skills
• information on assessment
• the content of the learning outcomes in the form of assessment criteria.
## Summary of units

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

Level: Entry 3
Credit value: 1

Unit aim
This unit gives learners a general introduction to the hospitality industry including: food preparation and cooking, food and drink services, accommodation services and guest services.

Learning outcomes
There are two learning outcomes to this unit.
The candidate will:
1. Know the main outlets in the hospitality industry
2. Know the job opportunities within the hospitality industry

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
Unit E301  Introduction to the hospitality industry

Outcome 1  Know the main outlets in the hospitality industry

Assessment criteria

Underpinning knowledge
The learner can:
1. give examples of outlets in the hospitality industry
2. state different services offered within the hospitality industry.

Range

Outlets
Hotels, guest houses, public houses, cafes, fast food outlets, coffee shops, takeaway, restaurants, clubs, schools, colleges, hospitals, prisons, residential homes, voluntary/charity catering operations, leisure and tourism outlets

Services
Food and drink service, accommodation/guest services, reception, portering, leisure facilities, entertainment
Unit E301  Introduction to the hospitality industry
Outcome 2  Know the job opportunities within the hospitality industry

Assessment criteria

Underpinning knowledge
The learner can:
1. list job roles in the hospitality industry
2. list the job opportunities available in the industry.

Range

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

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

Types of work
Full time, part time
Unit E302 Customer service in the hospitality industry

Level: Entry 3
Credit value: 1

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

Learning outcomes
There are three learning outcomes to this unit. The candidate will:
1. Know the importance of good customer service
2. Be able to communicate with customers
3. Know the importance of good personal presentation

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
Unit E302  Customer service in the hospitality industry

Outcome 1  Know the importance of good customer service

Assessment criteria

Underpinning knowledge
The learner can:
1. state why good customer service is important.

Range

Customer service is important
Profitability, customer loyalty, reputation, customer experience, job satisfaction
Unit E302  Customer service in the hospitality industry
Outcome 2  Be able to communicate with customers

Assessment criteria

Practical skills
The learner can:
1. communicate positively in routine situations (to include verbal and non verbal).

Range

Communicate positively
Verbal
Face to face/telephone volume, tone, clarity

Non verbal
Body language facial expression, eye contact, posture, stance, email, text, written
Unit E302  Customer service in the hospitality industry

Outcome 3  Know the importance of good personal presentation

Assessment criteria

Practical skills
The learner can:
1. **present self** appropriately to serve customers.

Underpinning knowledge
The learner can:
1. give examples of **good personal presentation**.

Range

**Present self:**
Personal hygiene, uniform, polite and helpful, smiling, eye contact

**Good personal presentation**
Oral hygiene, hair, hands and nails, clean uniform
Unit E303  Serving food and drink

Level: Entry 3
Credit value: 2

Unit aim
This unit introduces the learner to food and drink service.

Learning outcomes
There are two learning outcomes to this unit. The candidate will:
1. Be able to serve food and drink to customers
2. Be able to work as part of a food and drink service team

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
Unit E303       Serving food and drink
Outcome 1      Be able to serve food and drink to customers

Assessment criteria

Practical skills
The learner can:
1. serve food and drink to customers, **politely**, **safely** and **hygienically**.

Underpinning knowledge
The learner can:
1. list the **stages** in serving the customer food and drink.

Range

**Politely**
Eye contact, smiling, appropriate language

**Safely**
Personal Protective Equipment (PPE), correct serving equipment, identify & deal with hazards (hot liquids, trips & slips, broken equipment, report hazards to supervisor)

**Hygienically**
Personal Protective Equipment (PPE), personal hygiene, eg hands and nails, jewellery, cosmetics, hand washing

**Stages**
Greet customer politely, take customer order, review customer order, prepare customer order, serve customer, check customer has all requirements
Unit E303  Serving food and drink
Outcome 2  Be able to work as part of a food and drink service team

Assessment criteria

Practical skills
The learner can:
1. work with others to serve food and drink
2. assist in the preparation/assembly of food and drink
3. assist in the safe and hygienic preparation, maintenance and cleaning of service areas.

Underpinning knowledge
The learner can:
1. state how to work well as part of a food and drink service team.

Range

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

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

Team
Arrive for work on time, help other members of staff, follow instructions, be polite, pass on information, complete tasks on time, personal presentation
Unit E304  Basic food preparation

Level: Entry 3  
Credit value: 2

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

Learning outcomes
There is one learning outcome to this unit. The candidate will:
1. Be able to prepare food for cold presentation or cooking

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
Unit E304  Basic food preparation
Outcome 1  Be able to prepare food for cold presentation or cooking

Assessment criteria

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

Range

Correct
Quantity and quality

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

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

Safely
Personal Protective Equipment (PPE), selecting correct equipment for job, identify and deal with hazards (hot liquids, trips & slips, broken equipment), report hazards to supervisor

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

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

Set aside or store
Products stored in correct place, covered, labelled and dated, correct position in fridge/freezer
**Safely and hygienically**

PPE, return unused food products to stores, use of cleaning products and equipment, clean as you go, using correct sinks, cleaning floors, correct storage of equipment, disposal of waste.
Unit E305  Basic cooking

Level: Entry 3
Credit value: 2

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

Learning outcomes
There is one learning outcome to this unit. The candidate will:
1. Be able to cook basic food items and dishes

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
Unit E305  Basic cooking
Outcome 1  Be able to cook basic food items and dishes

Assessment criteria

Practical skills
The learner can:
1. select the correct ingredients for basic dishes
2. choose the correct equipment and handle safely and hygienically
3. cook food items safely and hygienically
4. clean work areas and equipment safely and hygienically during and after cooking.

Underpinning knowledge
The learner can:
1. identify what went well and suggest any improvements.

Range

Correct
Quantity and quality

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

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

Safety
Personal Protective Equipment (PPE), selecting correct equipment for job, identify and deal with hazards (hot liquids, trips & slips, broken equipment) report hazards to supervisor

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

Cook
Poach, bake, roast, steam, boil, fry (stir, shallow, deep), microwave, grilling
Safely and hygienically

Personal Protective Equipment (PPE), hand washing, cross-contamination, return unused ingredients to storage, use correct cleaning products and equipment, clean as you go, disposal of waste.
Unit E306  Guest services in the hospitality industry

Level: Entry 3
Credit value: 2

Unit aim
This unit introduces the learner to food and drink service.

Learning outcomes
There are two learning outcomes to this unit. The candidate will:
1. Be able to work as part of the guest services team
2. Be able to communicate with customers

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
**Unit E306**

**Guest services in the hospitality industry**

**Outcome 1**

Be able to work as part of the guest services team

**Assessment criteria**

**Practical skills**

The learner can:

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

**Underpinning knowledge**

The learner can:

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

**Range**

**Transporting materials, equipment and linen**

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

**Servicing of areas**

Cleaning of area, maintain health and safety, use of PPE, replenish consumables, correct use of signage, correct use of cleaning equipment and materials (including use of colour-coded or specified cloths to avoid cross-contamination), disposal of waste, hand washing procedures

**Service public areas**

Replenishment of current newspapers, magazines

**Service bedrooms**

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

**Service bathrooms / washrooms**

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

**Guest services**

Cleaning – of public areas, bedrooms, bathrooms/washrooms stripping/making beds
replenish consumables – stocks of toiletries, towels, sugars/miniatures in rooms, minibar

**Work well**
Arrive for work on time, know own role in team, help other members of team, follow instructions, be polite, pass on information, complete tasks on time, correct personal presentation
Unit E306  
Guest services in the hospitality industry
Outcome 2  
Be able to communicate with customers

Assessment criteria

Practical skills
The learner can:
1. respond to customer queries politely
2. refer queries to the correct person.

Range

Respond
Meet customer needs

Customer queries
Requests, complaints

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

Correct person
Supervisor (knowing limit of authority)
Unit E307 Preparing the dining area for service

Level: Entry 3
Credit value: 3

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

Learning outcome
There are two learning outcomes to this unit. The candidate will:
1. Be able to set up a dining area for service
2. Be able to clear the dining area at the end of service

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
Unit E307 Preparing the dining area for service
Outcome 1 Be able to set up a dining area for service

Assessment criteria

Practical skills
The learner can:
1. clean the dining area for service safely and hygienically
2. prepare equipment for the dining area safely and hygienically
3. prepare the tables and seating in dining area safely and hygienically.

Range
Safely and hygienically
Personal and working practices

Equipment
Crockery
Cutlery
Trays
Glassware/cups
Linen
Disposable items
Table decorations
Condiments and sauces

Dining area
Fast food
Canteen/cafeteria
Café
Bistro/brasserie
Pubs/bars
Unit E307 Preparing the dining area for service
Outcome 2 Be able to clear the dining area at the end of service

Assessment criteria

Practical skills
The learner can:
1. clear tables of debris and equipment from the dining area safely and hygienically
2. clean the dining area at the end of service safely and hygienically

Underpinning knowledge
The learner can:
3. state the methods for dealing with waste

Range
Debris
Napkins
Paper
Table decorations
Place cards
Disposables
Food packaging
Condiments and sauces

Safely and hygienically
Personal and working practices

Methods
Recycling and non recycle, safe disposal of sharps.
Unit E308  Essential knife skills for the catering industry

Level:  Entry 3
Credit value:  2

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

Learning outcome
There are three learning outcomes to this unit. The candidate will:
1. Be able to prepare to use knives
2. Be able to use knives safely and hygienically
3. Be able to clean knives, equipment and work surfaces safely and hygienically

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

Endorsement by a sector or regulatory body:
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
Unit E308  Essential knife skills for the catering industry

Outcome 1  Be able to prepare to use knives

Assessment criteria

Practical skills
The learner can:
1. select PPE (Personal Protective Equipment) required for using knives
2. use PPE correctly
3. prepare equipment and work area safely and hygienically.

Range
PPE
Protective clothing, disposable gloves, closed in shoes

Equipment
Knives
Colour coded chopping board
Anti slip chopping board mats
Knife sharpener

Safely
Identify hazards
Report hazards
Sharpen knives
Secure board

Hygienically
Personal hygiene, contamination risks
Use correct cleaning agents and cleaning equipment
Unit E308 Essential knife skills for the catering industry

Outcome 2 Be able to use knives safely and hygienically

Assessment criteria

Practical skills
The learner can:
1. select knives appropriate to the task
2. follow correct procedures when using knives
3. list hazards when using knives.

Range
Knives
Colour coded
Straight blades
Serrated blades
Scissors

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

Hazards
Personal safety
Contamination
Hygiene
Cleaning
Storage
Unit E308  Essential knife skills for the catering industry

Outcome 3  Be able to clean knives, equipment and work surfaces safely and hygienically

Assessment criteria

Practical skills
The learner can:
1. select correct method for cleaning knife and equipment
2. select correct equipment for cleaning work surface
3. follow the correct procedure for cleaning knives and equipment
4. clean work surface

Underpinning knowledge
The learner can:
5. describe how to store clean knives.

Range
Method
Mechanical cleaning and hand washing

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

Procedure
Handling
Carrying.
Unit E309  Cleaning and storage procedures for cutlery and crockery

Level: Entry 3  
Credit value: 2

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

Learning outcomes
There are three learning outcomes to this unit. The candidate will:
1. Be able to prepare cutlery and crockery for service
2. Be able to store and handle cutlery and crockery
3. Know how cutlery and crockery should be handled after service

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

Endorsement by a sector or regulatory body:
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
Unit E309  Cleaning and storage procedures for cutlery and crockery

Outcome 1  Be able to prepare cutlery and crockery for service

Assessment criteria

Practical skills
The learner can:
1. use different methods to prepare cutlery for service safely and hygienically
2. use different methods to prepare crockery for service safely and hygienically.

Range
Methods
Cleaning
Polishing
Checking for damage
Checking amounts

Safely and hygienically
Personal and working practices.
Unit E309  
Cleaning and storage procedures for cutlery and crockery

Outcome 2  
Be able to store and handle cutlery and crockery

Assessment criteria

Practical skills
The learner can:
1. store crockery safely and hygienically
2. store cutlery safely and hygienically.

Range
Crockery
Plates
Cups
Saucers
Dishes

Cutlery
Knives
Forks
Spoons
Teaspoons.
Unit E309  Cleaning and storage procedures for cutlery and crockery

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

Assessment criteria

Underpinning knowledge
The learner can:
1. state the **methods** used to clean cutlery and crockery
2. state the **importance** of cleaning cutlery and crockery
3. state the **methods** for dealing with broken and disposable items.

Range
Methods
Mechanical cleaning
Hand washing

Importance
Hygiene
Appearance

Methods
Recycling and non recycle
Safe disposal of sharps.
Unit E309 Cleaning and storage procedures for cutlery and crockery

Supporting information

Guidance
It is recommended that this unit is assessed in conjunction with preparation of F and B areas for service.
Unit E310  Introduction to meal planning and preparation

Level:  Entry 3
Credit value:  3

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

Learning outcomes
There are three learning outcomes to this unit.
The candidate will:
1. Be able to plan a two course meal
2. Be able to prepare and cook a two course meal
3. Be able to clean the food preparation area

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

Endorsement by a sector or regulatory body:
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
• Application of Number
• Communication
• Information and Communication Technology
• Improving Own Learning and Performance
• Problem Solving
• Working with Others.

Assessment
This unit will be assessed by:
• an assignment covering practical skills and underpinning knowledge.
Unit E310  Introduction to meal planning and preparation

Outcome 1  Be able to plan a two course meal

Assessment criteria

Practical skills
The learner can:
1. select a two course meal
2. prepare an ingredients list
3. prepare an order of work.

Range
Ingredients
Fresh
Convenience

List
Food item
Quantities

Order of work
Tasks
Sequence.
Unit E310  Introduction to meal planning and preparation

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

Assessment criteria

Practical skills
The learner can:
1. prepare dishes safely and hygienically following the order of work
2. cook dishes independently, safely and hygienically following the recipes and order of work
3. present dishes for service.

Range
Safely
Working practices
PPE

Hygienically
Personal hygiene
Contamination risks
Use correct cleaning agents and cleaning equipment
Working practices.
Unit E310  Introduction to meal planning and preparation
Outcome 3  Be able to clean the food preparation area

Assessment criteria

Practical skills
The learner can:
1. clean the food preparation area safely and hygienically.
Unit E310  Introduction to meal planning and preparation

Supporting information

Evidence requirements
This unit is practically assessed. Outcome 1 may be assessed on a separate occasion from Outcomes 2 and 3.
This unit does not assess service of food and is aimed for home cooking and possibly for independent living skills.

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

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

Assessment methodology
Records of assessment of all practical activities and could be supported by photographic evidence.
Unit 101  Introduction to the hospitality industry

Level: 1
Credit value: 2

Unit aim
This Unit gives learners an introduction to the hospitality industry and related career opportunities including food preparation and cooking, food and drink service, accommodation services and guest services.

Learning outcomes
There are two learning outcomes to this unit. The candidate will:
1. Know the structure of the hospitality industry
2. Know the career opportunities in the hospitality industry

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
Unit 101  
Introduction to the hospitality industry

Outcome 1  
Know the structure of the hospitality industry

Assessment criteria

Underpinning knowledge
The learner can:
1. identify different types of outlets within the industry
2. outline the services offered within the industry.

Range

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

Services:
Food and drink service, accommodation/guest services, reception, pottering, leisure facilities, event management, entertainment, gambling
Unit 101  Introduction to the hospitality industry

Outcome 2  Know the career opportunities in the hospitality industry

Assessment criteria

Underpinning knowledge
The learner can:
1. describe job roles in the industry
2. describe career opportunities in the industry
3. state different working patterns in the industry
4. identify sources of information on training and career opportunities.

Range

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

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

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

Sources of information
colleagues, line managers, newspapers, careers advisors/careers services, job centres, internet, hospitality journals, FE colleges, professional organisations, trade exhibitions
Unit 102  
Customer Service in the Hospitality Industry

Level: 1  
Credit value: 3

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

Learning outcomes
There are three learning outcomes to this unit. The candidate will:
1. Know the benefits of good customer service
2. Be able to communicate with customers in the hospitality environment
3. Know the importance of good personal presentation

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
Unit 102  
Customer Service in the Hospitality Industry

Outcome 1  
Know the benefits of good customer service

Assessment criteria

Underpinning knowledge
The learner can:
1. outline what good customer service is
2. state the benefits of good customer service
3. give examples of good service for different customer groups within the industry.

Range

Good customer service
Exceeding customer expectation, dealing effectively with customer requests and complaints, positive attitude, product knowledge, appropriate verbal and non-verbal communication with external and internal customers, personal presentation

Benefits
To the business: reputation, profitability, growth, new customer, repeat customers, customer loyalty, increased spend

To the customer: exceeding expectations, customer satisfaction, positive experience, accuracy and reliability of information, eg menu information, local knowledge

To the employee: secure employment, job satisfaction, improved morale, effective teamwork, increased pay

Different customer groups
External customers: existing customers, new customers, specific needs: visual/hearing/physical impairment, non-english speaking,

Special diets: medical/cultural, satisfied/dissatisfied customers

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

Age range of customers: children, young people, adults, elderly,
Unit 102  Customer Service in the Hospitality Industry

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

Assessment criteria

Practical skills
The learner can:
1. communicate positively in a hospitality environment (to include verbal and non-verbal communication).

Underpinning knowledge
The learner can:
1. identify the benefits of good communication
2. state how to deal with routine customer needs.

Range

Verbal and non-verbal communication
Verbal:
face to face, telephone

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

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

How to deal with customer needs
Promptly, politely, effectively, accurately, according to customer type
Unit 102  Customer Service in the Hospitality Industry

Outcome 3  Know the importance of good personal presentation

Assessment criteria

Underpinning knowledge
The learner can:
1. outline the importance of good personal hygiene and presentation in a hospitality environment
2. identify different dress codes for roles in a hospitality environment.

Range

Personal hygiene and presentation
Health safety and hygiene

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

Dress codes
Kitchen, front of house, housekeeping, food and drink service, cleaning
Unit 103  Food Service

Level: 1
Credit value: 3

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

Learning outcomes
There are three learning outcomes to this unit. The candidate will:
1. Know different types of food service
2. Be able to serve food
3. Be able to work in a food service area

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

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to the Skills Related to:
- NVQ Level 1 Food and Drink Service unit options
- Level 1 Diploma Unit 4

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
Unit 103  Food Service
Outcome 1  Know different types of food service

Assessment criteria

Underpinning knowledge
The learner can:
1. describe different types of food service.

Range

Food service
Procedures and equipment for the following: counter/takeaway service, table/tray service, trolley service, plated, silver service
Unit 103  
Food Service

Outcome 2  
Be able to serve food

Assessment criteria

Practical skills
The learner can:
1. serve hot/cold food, including plated and counter service, in a safe and hygienic manner.

Underpinning knowledge
The learner can:
1. state health and safety, and hygiene requirements when serving food.

Range

Plated
Correct portion size, on clean plate, with appropriate garnish

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

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

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

Health & safety and hygiene requirements
Safe handling, spillages, correct temperature and time control, use of temperature probes, cleaning of food area and surrounding area, relating to current legislation
Unit 103 Food Service
Outcome 3 Be able to work in a food service area

Assessment criteria

Practical skills
The learner can:
1. set up, maintain and close down the service area according to instructions.

Range

Maintain
Clean as you go, replenish supplies, dispose of waste

Instructions
Eg from supervisor, verbally, or written (eg on a work card)
Unit 105  
Introduction to healthy eating

Level:  1
Credit value:  3

Unit aim
This unit gives learners an introduction to healthy eating.

Learning outcomes
There are two learning outcomes to this unit.
The candidate will:
1. Know the effects of food on the body
2. Know the different food groups and their contribution to a healthy, balanced diet

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
**Unit 105**  
**Introduction to healthy eating**

**Outcome 1**  
Know the effects of food on the body

**Assessment criteria**

**Underpinning knowledge**

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

**Range**

**Body uses**

Growth and repair, energy, warmth

**Benefits**

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

**Healthy diet**

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

**Groups of people**

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

**Different diets**

Weight loss (including low fat, low calorie), high energy, diabetic, food allergies, cultural/religious diets, medical diets
Unit 105  
Introduction to healthy eating

Outcome 2  
Know the different food groups and their contribution to a healthy, balanced diet

Assessment criteria

Practical skills
The learner can:
1. check food labels for nutritional information.

Underpinning knowledge
The learner can:
1. list the major food groups
2. describe a healthy, balanced diet
3. describe the importance of regular fluid/water intake in relation to a balanced diet.

Range

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

Major food groups
Carbohydrates, proteins, fats, vitamins and minerals, water

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

Importance
Essential for life, aids digestion, hydrates the body

Regular fluid/water intake
Fresh palatable water must be available at all times, regular intake throughout the day
Unit 106  Basic food preparation and cooking

Level:  1  
Credit value:  3

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

Learning outcomes
There are two learning outcomes to this unit. The candidate will:
1. Know the principal methods of cooking
2. Be able to prepare, cook and present simple dishes

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
• Application of Number
• Communication
• Information and Communication Technology
• Improving Own Learning and Performance
• Problem Solving
• Working with Others.

Assessment
This unit will be assessed by:
• an assignment covering practical skills and underpinning knowledge.
Unit 106  Basic food preparation and cooking
Outcome 1  Know the principal methods of cooking

Assessment criteria

Underpinning knowledge
The learner can:
1. state the principal methods of cooking
2. state typical cooking methods for different commodities.

Range

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

Methods (wet)
Poaching, boiling, stewing, steaming, braising

Commodities
Meat: fry, poach, roast, boil, stew, braise
Fish: fry, poach, steam, bake, grill
Poultry: fry, steam, poach, roast, boil, grill
Vegetables: fry, steam, poach, roast, boil, grill
Dough products: baking, boiling
Fruit: Poached, stewed, fried, baked
Eggs: poached, fried, boiled
Rice and grains: boiled, braised, fried
Unit 106 Basic food preparation and cooking
Outcome 2 Be able to prepare, cook and present simple dishes

Assessment criteria

Practical skills
The learner can:
1. prepare, cook and present simple dishes safely and hygienically, using wet and dry methods
2. clean work areas and equipment safely and hygienically during and after preparing and cooking food.

Underpinning knowledge
The learner can:
1. state safe working practices for different cooking methods
2. review own performance and make suggestions for future improvements.

Range

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

Cooking methods (dry)
Roasting, grilling, baking, microwave, frying (shallow, stir, deep)

Cooking methods (wet)
Poaching, boiling, stewing, steaming, braising

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

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

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

Equipment
Knives, small hand held kitchen equipment, chopping boards, trays, baking tins, gas/electrical equipment, saucepans, frying pans, cloths
Review
Identify what went well, not so well and suggest any improvements
Unit 107  Preparing and serving drinks

Level:  1
Credit value:  3

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

Learning outcomes
There are two learning outcomes to this unit. The candidate will:
1. Be able to prepare and serve different drinks
2. Be able to work in a drinks service area

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

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to the Skills Related to:
NVQ Level 1 in Hospitality: Prepare and clear areas for drinks service 1DS1, Serve Drinks 1DS2

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
Unit 107  Preparing and serving drinks
Outcome 1  Be able to prepare and serve different drinks

Assessment criteria

Practical skills
The learner can:
1. Prepare different drinks:
   - safely and hygienically
   - according to instructions
   - using the correct equipment.

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

Underpinning knowledge
The learner can:
1. identify different types of drink
2. list correct equipment for preparing and serving different drinks
3. describe the main stages in serving the customer
4. list suitable accompaniments for drinks service.

Range

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

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

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

Different types
Bottled: wines, beers, soft drinks, water
Draught: beers, wines, soft drinks
Dispensed: optics, alcoholic
Hot: tea, coffee, chocolate

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

Accompaniments
Sugar, milk/cream, chocolate, cinnamon, ice, food garnishes (eg lemon/lime)
Unit 107  Preparing and serving drinks
Outcome 2  Be able to work in a drinks service area

Assessment criteria

Practical skills
The learner can:
1. set up, maintain and close down the service area according to instructions.
Unit 108  Introduction to food commodities

Level:  1
Credit value:  1

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

Learning outcomes
There are three learning outcomes to this unit.
The candidate will:
1. Know the main food commodities
2. Know where the main food commodities can be obtained
3. Know how the main food commodities should be stored

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
• Application of Number
• Communication
• Information and Communication Technology
• Improving Own Learning and Performance
• Problem Solving
• Working with Others.

Assessment
This unit will be assessed by:
• an assignment covering practical skills and underpinning knowledge.
Unit 108  Introduction to food commodities

Outcome 1  Know the main food commodities

Assessment criteria

Underpinning knowledge
The learner can:
1. describe the main types of food commodity.

Range

Main types
Meat (red, white), poultry, fish, dairy, fruit and vegetables, pasta and grains (including rice), beans and pulses, convenience foods
Unit 108  Introduction to food commodities
Outcome 2  Know where the main food commodities can be obtained

Assessment criteria

Underpinning knowledge
The learner can:
1. state where different commodities can be obtained
2. state the benefits of using different suppliers of commodities in different settings.

Range

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

Benefits
Local suppliers: sustainability, local employment, environmental impact, locality, quality, local deliveries
National suppliers: more choice/variety, potential lower cost
Unit 108  Introduction to food commodities
Outcome 3  Know how the main food commodities should be stored

Assessment criteria

Underpinning knowledge
The learner can:
1. state safe and hygienic storage methods for the main food commodities.

Range

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

Storage methods
Freezers, refrigerators, cool or climate controlled stores, walk in chillers and freezers, dry stores
Unit 109  Front office operations

Level:  1
Credit value:  3

Unit aim
This unit will provide candidates with knowledge of performing and maintaining front office operations. An understanding of purpose and structure will allow them to be able to work in a front office.

Learning outcomes
There are three learning outcomes to this unit.
The candidate will:
1. Know the purpose of the front office
2. Know the structure of the front office
3. Be able to work in the front office

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

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to the skills related to:
- NVO Level 1 Front Office
- Level 1 Diploma Unit 2.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.
Unit 109  Front office operations
Outcome 1  Know the purpose of the front office

Assessment criteria

Underpinning knowledge
The learner can:
Related to:
1. state how the front office meets the needs of different customers
2. state the role of the front office in maintaining security
3. state the importance of communication with other departments.

Range

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

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

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

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

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

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

Communication
Verbal: face to face, telephone
Non-verbal: email, text message, letter, body language, brochure, leaflet

Departments
Maintenance, restaurant; kitchen; housekeeping, hotel manager
Unit 109  Front office operations
Outcome 2  Know the structure of the front office

Assessment criteria

Underpinning knowledge
The learner can:
1. identify job roles in the front office
2. describe the responsibilities of different job roles in the front office.

Range

Job roles
Receptionist, booking clerk

Responsibilities
Maintain customer satisfaction, maintaining health and safety, security, reporting of faults, communication with other departments, welcoming guests, making reservations, booking in guests; telephone answering; taking messages; completing booking forms, invoices, receipts
Unit 109 Front office operations
Outcome 3 Be able to work in the front office

Assessment criteria

Practical skills
The learner can:
1. meet and greet customers
2. follow procedures when answering telephone calls
3. pass on simple messages accurately
4. prepare and copy routine documents
5. deal with routine enquiries including enquiries about local events and services.

Range

Meet and greet
Welcoming; polite; good body language, establish customer needs

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

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

Routine enquiries
Reservations for rooms or tables; additional needs; room service; places of interest and visitor information, directions
Unit 110  Housekeeping and guest services

Level:  1  
Credit value:  3

Unit aim
This unit is about the role of guest services in a hospitality operation and the daily activities to be carried out as part of the guest services role. The unit covers the cleaning requirements of bedrooms, bathrooms and communal areas, and the safe and correct handling of cleaning materials that are used when servicing accommodation facilities.

Learning outcomes
There are three learning outcomes to this unit.  
The candidate will:
1.  Know the purpose of guest services  
2.  Know the structure of guest services  
3.  Be able to maintain and service accommodation facilities

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
•  Application of Number  
•  Communication  
•  Information and Communication Technology  
•  Improving Own Learning and Performance  
•  Problem Solving  
•  Working with Others.

Assessment
This unit will be assessed by:
•  an assignment covering practical skills and underpinning knowledge.
Unit 110 Housekeeping and guest services
Outcome 1 Know the purpose of guest services

Assessment criteria

Underpinning knowledge
The learner can:
1. state how guest services meet customer needs
2. state the role of guest services in maintaining security
3. state the importance of communication with other departments.

Range

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

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

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

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

Departments
Maintenance, reception/front office
Unit 110  Housekeeping and guest services
Outcome 2  Know the structure of guest services

Assessment criteria

Underpinning knowledge
The learner can:
1. identify job roles within guest services
2. describe the responsibilities of different job roles in guest services.

Range

Job roles
Room attendant, housekeeper, cleaner supervisor

Responsibilities
Maintain customer satisfaction, maintaining Health and Safety, security, reporting of faults, communication with other departments
Unit 110  Housekeeping and guest services
Outcome 3  Be able to maintain and service accommodation facilities

Assessment criteria

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

Range

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

Use
Cleaning agent/material and equipment used according to manufacturer’s instructions, unused chemicals disposed of correctly, use of colour-coded or specified cloths to avoid cross-contamination

Store
Returned securely and in good condition for future use

Personal protective equipment (PPE)
Service public areas, toilets and washrooms/bathrooms and bedrooms: gloves, uniform, apron

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

Service public areas
Replenishment of current newspapers, magazines

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

Service bedrooms
Strip and remake beds, sorting of linen (collecting clean linen, separating dirty linen, avoiding cross-contamination)
Unit 111 Using kitchen equipment

Level: 1
Credit value: 1

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

Learning outcomes
There are two learning outcomes to this unit. The candidate will:
1. Know about different types of kitchen equipment
2. Be able to select and use kitchen equipment

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

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.
Unit 111  Using kitchen equipment
Outcome 1  Know about different types of kitchen equipment

Assessment criteria

Underpinning knowledge
The learner can:
1. give examples of large kitchen equipment and describe how they are used
2. give examples of small kitchen equipment and hand tools and describe how they are used
3. state the safety requirements for using kitchen equipment.

Range

Large kitchen equipment
Food storage: fridge freezer
Food preparation: tables, sinks
Food cooking: stoves, ranges, ovens, steamers, deep fat fryers, griddle
Food holding: hot cupboard, bain marie
Cleaning: dishwasher, food waste disposer

Small kitchen equipment and hand tools
Food preparation: knives, small hand-held kitchen equipment, bowls, chopping boards, measuring equipment, weighing scales, whisks, food processor, sieves
Food cooking: pots, pans, baking sheet, cooling rack, cake tins

Safety requirements
Induction and training, PPE, prescribed dangerous machinery, oven cloths
Unit 111 Using kitchen equipment
Outcome 2 Be able to select and use kitchen equipment

Assessment criteria

Practical skills
The learner can:
1. select the correct equipment for routine tasks
2. use different kitchen equipment for routine tasks safely and hygienically
3. follow correct procedures when cleaning equipment.

Range

Equipment
Large kitchen equipment:
Food storage: fridge freezer
Food preparation: tables, sinks
Food cooking: stoves, ranges, ovens, steamers, deep fat fryers, griddle
Food holding: hot cupboard, bain marie
Cleaning: dishwasher, food waste disposer

Small kitchen equipment and hand tools:
Food preparation: knives, small hand held kitchen equipment, bowls, chopping boards, measuring equipment, weighing scales, whisks, food processor, sieves
Food cooking: pots, pans, baking sheet, cooling rack, cake tins

Safely and hygienically
Safety: follow manufacturer’s instructions, use of oven cloths, ppe, temperature control, visual checks, guards are in place on machines
Hygiene: protective clothing and footwear, hand washing procedures

Procedures
Turn off power/energy supply; disassemble equipment; select correct cleaning products; reassemble equipment; complete the documentation; store correctly
Unit 202

Food safety in catering

Level: 2
Credit value: 1

Unit aim
This unit will provide candidates with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the unit at Level 2 will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole.

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

Learning outcomes
There are four learning outcomes to this unit. The candidate will:
1. Understand how individuals can take personal responsibility for food safety
2. Understand the importance of keeping him/herself clean and hygienic
3. Understand the importance of keeping the work areas clean and hygienic
4. Understand the importance of keeping food safe

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

Details of the relationship between the unit and relevant national occupational standards
These qualifications are based on NOS which have been developed by the SSC People1st. Titles are as follows: Level 2 NVQ in Hospitality.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

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

Outcome 1  
Understand how individuals can take personal responsibility for food safety

Assessment criteria

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

Range

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

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

Risk assessment
Recognition of the likelihood of a hazard occurring

Safe food handling
Use of ‘best practice’ in the handling of food, to ensure the production of safe food

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

Food safety hazards
Physical, biological, chemical, allergenic

Legal responsibilities
Food handlers – personal hygiene, illness (reporting, appropriate time away from food – 48 hours after last symptoms), understanding of food poisoning (anything which when ingested will cause harm), understanding of food hygiene (steps taken to prevent food poisoning)
Food business operators – appropriate food hygiene practices, requirement of food businesses to be registered with local authorities, compliance with EHO
Unit 202  Food safety in catering
Outcome 2  Understand the importance of keeping him/herself clean and hygienic

Assessment criteria

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

Range

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

Practices
Not wearing jewellery and substances that can taint food (strong perfume, aftershave, deodorant, nail varnish), aware of appropriate behaviour in food environments, short, clean nails, no nail biting, no smoking in the food environment, no smoking in work clothing, appropriate practice when dealing with contact dermatitis

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

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

Personal illnesses
Reporting of illnesses (diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upsets, suspected food poisoning), reporting close/prolonged contact with persons with the above symptoms, eg family members, friends
Cuts and wounds
Reporting cuts and wounds, understanding the difference between septic cuts and wounds and uninfected cuts and wounds, appropriate use of detectible waterproof dressings (e.g. blue plasters)
Unit 202  
**Food safety in catering**

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

### Assessment criteria

#### Underpinning knowledge

The learner can:

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

### Range

#### Work area and equipment

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

#### Cleaning and disinfection methods

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

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

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

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

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

#### Waste disposal

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

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

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

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

Importance of pest control

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

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

Signs of pest infestation: droppings, smell, smear marks, pupae/egg cases, larvae, damaged/gnawed packaging and food spillages, infrastructure holes
Unit 202  Food safety in catering
Outcome 4 understand the importance of keeping food safe

Assessment criteria

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

Range

Sources and risks to food safety
High risk groups: pregnant, young, old, sick (those with a weakened immune system)
Microbial: pathogens (salmonella, staphylococcus aureus, clostridium perfringens, bacillus cereus, clostridium botulinum, e-coli), food-borne diseases (campylobacter enteritis, bacillary dysentery, typhoid/paratyphoid, listeria), spoilage organisms (molds, yeasts), harmless organisms, viruses, toxins
Chemical: cleaning chemicals/materials, pesticides (eg rodenticides, insecticides)
Physical: mercury, plasters, equipment (nuts, bolts), bits of clothing or PPE, flaking paint, glass
Allergenic: nuts, wheat, dairy, gluten, fish/shellfish, plants/fungi, green sprouting potatoes, any other potentially allergic food stuff/substance

How to deal with food spoilage
Recognition: visual (mould, colour), smell, texture
Reporting: to supervisor/line manager
Disposal: clearly labelled (‘not for human consumption’), separated from general waste, disposed of away from food storage areas/kitchen

Safe food handling practices and procedures / Importance of temperature controls
To meet ‘due diligence’ criteria, EHO requirements
Temperatures checked with a clean, sanitized probe; temperature logs for fridges and freezers, and serving cabinets
Danger zone for food = 5C – 63C, responsibility to ensure food is heated through danger zone as quickly as possible, or chilled through danger zone as quickly as possible
Preparing: defrosting at bottom of fridge overnight, or in thawing cabinet (best practice), core temperature not to go above 8°C; held outside of correct storage temperature for as little time as possible
Cooking: cooked to 75°C or higher unless this is detrimental to the quality of the food, cooking to appropriate temperature to kill spores
Chilling: food must be chilled below 8°C within 90 minutes of cooking to avoid multiplication of bacteria (danger zone)
Reheating: best practice is to reheat above 75°C core temp for two minutes, reheat once only, best practice in Scotland is reheat above 82°C core temp for two minutes, reheat once only
Holding: correct temperature (core temp of 8°C or lower for cold food, 63°C or higher for hot food)
Serving: served at appropriate temperature (cold = below 8°C, hot = above 63°C)
Transporting: transported in vehicle specifically designed for the purpose, and at the correct temperature (ie whether for frozen, chilled, cold or hot)

**Stock control procedures**
Deliveries: food should be probed for correct temperature at point of delivery, food should be stored within 15 minutes of receipt, checked against delivery note, check of use by/sell by dates, check of quality
Storage: labelling (ie clarity of what commodity is), off floor, suitable dry conditions, pest proof, raw food stored separately (eg in separate fridges, or at the bottom of a fridge also containing cooked food to avoid drip contamination), correct temperature (best practice is to set fridges between 1°C and 5°C to ensure 8°C core temperature for chilled; -18°C core temp for frozen), dry goods may be stored at ambient temperature
Date marking: labelling (ie storage date / use by date / best before date)
Stock rotation: effective stock rotation (FIFO – first in, first out)
### 4.1 Summary of assessment methods

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

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

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<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Assessment Method</th>
<th>Where to obtain assessment materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>E301</td>
<td>Introduction to the hospitality industry</td>
<td>Each unit is assessed by a separate assignment.</td>
<td>Assignment guide for assessors / candidates, accessed on the City &amp; Guilds website, <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>E302</td>
<td>Customer service in the hospitality industry</td>
<td>The assignments cover the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</td>
<td>Assignment and Answer Packs are available on <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
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<tr>
<td>E303</td>
<td>Serving food and drink</td>
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<td>E304</td>
<td>Basic food preparation</td>
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<tr>
<td>E305</td>
<td>Basic cooking</td>
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<td>E306</td>
<td>Guest services in the hospitality industry</td>
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<tr>
<td>307</td>
<td>Preparing the dining area for service (Entry 3) (3)</td>
<td>Assignments are externally set by City &amp; Guilds, locally marked and externally verified.</td>
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<tr>
<td>308</td>
<td>Essential knife skills for the catering industry (Entry 3) (2)</td>
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<td>309</td>
<td>Cleaning and storage procedures for cutlery and crockery (Entry 3) (2)</td>
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<td>310</td>
<td>Introduction to meal planning and preparation (Entry 3) (3)</td>
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<td>101</td>
<td>Introduction to the hospitality industry</td>
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<td>Basic food preparation and cooking</td>
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<td>107</td>
<td>Preparing and serving drinks</td>
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<td>108</td>
<td>Introduction to food commodities</td>
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<td>109</td>
<td>Front office operations</td>
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<tr>
<td>110</td>
<td>Housekeeping and guest services</td>
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<tr>
<td>111</td>
<td>Using kitchen equipment</td>
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<tr>
<td>202 (620, 802, 820)</td>
<td>Food safety in catering</td>
<td>Online multiple choice test – unit 202</td>
<td>This unit is also available as a paper based multiple choice test – unit 620 (Scotland only), unit 820 (England, Wales, NI). Should learners have achieved the Food safety in catering unit through different Awarding Organisations prior to course 7107, this unit can be claimed by the centre using the proxy unit number 802</td>
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</tr>
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</table>
Time constraints

All assignments must be completed and assessed within the candidate’s period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.
5 Course design and delivery

5.1 Initial assessment and induction

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

The initial assessment should identify:

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

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

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.
5 Course design and delivery
5.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:
- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

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

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

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

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

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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
  Find out how to register and certificate candidates on line
- Events
  Contains dates and information on the latest Centre events
- Online assessment
  Contains information on how to register for GOLA assessments.
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<td>T: +44 (0)20 7294 2800 E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></td>
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<td>International learners</td>
<td>T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></td>
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<td>Centres</td>
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<td>Single subject qualifications</td>
<td>T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></td>
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<td>• User/menu option problems</td>
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If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com