

# **Level 1 Award/Certificate/ Diploma in Introduction to the Hospitality Industry (7107- 21/22/23)**



**April 2023 Version 3.4**

**Qualification Handbook**

## Qualifications at a glance

<b>Industry area</b>	Hospitality and Catering
<b>City &amp; Guilds number</b>	7107
<b>Age group approved</b>	All
<b>Entry requirements</b>	None
<b>Assessment</b>	Portfolio, assignment
<b>Grading</b>	Pass/fail
<b>Approvals</b>	Standard Qualification Approval applies
<b>Support materials</b>	Qualification handbook, Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden for last dates

Title and level	City & Guilds number	Accreditation number	GLH	TQT
Level 1 Award in Introduction to the Hospitality Industry	7107-21	601/0358/9	49	90
Level 1 Certificate in Introduction to the Hospitality Industry	7107-22	601/0299/8	169	260
Level 1 Diploma in Introduction to the Hospitality Industry	7107-23	601/0239/1	262	390

Version and date	Change detail	Section
2.0 May 2014	Corrected UAN numbers for units 102, 119-123, 307-310, plus GLH for unit 120	Structure, Units
3.0 June 2014	Added new units 124-129	Structure, Units
3.1 November 2016	Automatic approval references removed	Centre requirements
3.2 September 2017	Added TQT details	Qualification at a glance, Structure
	Deleted QCF	Throughout
3.3 November 2020	Updated to allow tasks to be carried out in commercial as well as industrial settings	Resources
	Removed references to Key Skills	Units
3.4 April 2023	Unit 202 - updated range for 'allergenic'	Units

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<b>Unit 304</b>	<b>Basic food preparation</b>	<b>121</b>
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# 1 Introduction

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

<b>Area</b>	<b>Description</b>
Who are the qualifications for?	These qualifications are for learners who are looking for a career in the hospitality industry.
What do the qualifications cover?	These qualifications allow learners to learn, develop and practise the skills required for employment and/or a career in the hospitality sector, covering areas of food service and cooking for example.
Are the qualifications part of a framework or initiative?	N/A
What opportunities for progression are there?	<p>These qualifications allow learners to progress into employment or to the following City &amp; Guilds qualifications:</p> <ul style="list-style-type: none"><li>• Award/Certificate/Diploma in Culinary Skills (7138)</li><li>• Hospitality Apprenticeships</li><li>• Diploma in Professional Cookery (7100)</li><li>• Award/Certificate/Diploma in Professional Food &amp; Beverage Service (7103).</li></ul>

## Structure

To achieve the Level 1 Award in Introduction to the Hospitality Industry, learners must achieve **9** credits. A minimum of **5** credits must come from the Optional Level 1 units.

Unit accreditation number	City & Guilds unit number	Level	Unit title	Credit value
<b>Optional</b>				
M/502/4894	101	1	Introduction to the hospitality industry	2
J/502/4898	102	1	Customer service in the hospitality industry	3
K/502/4957	103	1	Food service	3
K/502/5008	105	1	Introduction to healthy eating	3
K/502/5042	106	1	Basic food preparation and cooking	3
L/502/5051	107	1	Preparing and serving drinks	3
A/502/5059	108	1	Introduction to food commodities	1
K/502/5073	109	1	Front office operations	3
A/600/1094	110	1	Housekeeping and guest services	3
T/502/5075	111	1	Using kitchen equipment	1
D/500/9047	112	1	Introduction to personal workplace skills	3
Y/503/9583	113	1	Health and safety and food safety awareness in catering	1
T/601/2093	114	1	Introduction to kitchen equipment	5
J/500/8541	115	1	Applying for jobs and courses	2
A/505/3136	119	1	Preparing and displaying salads and sandwiches for service	3
T/505/3135	120	1	Introduction to pastry and cake preparation and cooking methods	3
M/505/3134	121	1	Assisting at a hospitality event	4
K/505/3133	122	1	Preparation of convenience products for the catering industry	2

L/600/4257	124	1	Legislation in food and beverage service	1
R/600/4261	125	1	Understand menus	2
Y/600/4262	126	1	Dealing with payments and bookings	2
D/600/4263	127	1	Food and beverage service skills	6
K/600/4265	128	1	Hot beverage skills	2
D/504/7541	129	1	Prepare and clean a food area and appliances	3
H/502/0132	202	2	Food safety in catering	1
A/502/4834	301	E3	Introduction to the hospitality industry	1
D/502/4874	302	E3	Customer service in the hospitality industry	1
F/502/4835	303	E3	Serving food and drink	2
J/600/0711	304	E3	Basic food preparation	2
Y/502/4808	305	E3	Basic cooking	2
K/600/1091	306	E3	Guest services in the hospitality industry	2
D/505/3131	307	E3	Preparing the dining area for service	3
H/505/3129	308	E3	Essential knife skills for the catering industry	2
D/505/3128	309	E3	Cleaning and storage procedures for cutlery and crockery	2
Y/505/3130	310	E3	Introduction to meal planning and preparation	3

To achieve the Level 1 Certificate in Introduction to the Hospitality Industry, learners must achieve **26** credits. **2** credits from the Mandatory unit and a minimum of **15** credits must come from level 1 and 2 optional units.

Unit Accreditation number	City & Guilds unit number	Level	Unit title	Credit value
<b>Mandatory</b>				
M/502/4894	101	1	Introduction to the hospitality industry	2
<b>Optional</b>				
J/502/4898	102	1	Customer service in the hospitality industry	3
K/502/4957	103	1	Food service	3
K/502/5008	105	1	Introduction to healthy eating	3

K/502/5042	106	1	Basic food preparation and cooking	3
L/502/5051	107	1	Preparing and serving drinks	3
A/502/5059	108	1	Introduction to food commodities	1
K/502/5073	109	1	Front office operations	3
A/600/1094	110	1	Housekeeping and guest services	3
T/502/5075	111	1	Using kitchen equipment	1
D/500/9047	112	1	Introduction to personal workplace skills	3
Y/503/9583	113	1	Health and safety and food safety awareness in catering	1
T/601/2093	114	1	Introduction to kitchen equipment	5
J/500/8541	115	1	Applying for jobs and courses	2
A/505/3136	119	1	Preparing and displaying salads and sandwiches for service	3
T/505/3135	120	1	Introduction to pastry and cake preparation and cooking methods	3
M/505/3134	121	1	Assisting at a hospitality event	4
K/505/3133	122	1	Preparation of convenience products for the catering industry	2
H/505/3132	123	1	Meal planning and preparation	4
L/600/4257	124	1	Legislation in food and beverage service	1
R/600/4261	125	1	Understand menus	2
Y/600/4262	126	1	Dealing with payments and bookings	2
D/600/4263	127	1	Food and beverage service skills	6
K/600/4265	128	1	Hot beverage skills	2
D/504/7541	129	1	Prepare and clean a food area and appliances	3
H/502/0132	202	2	Food safety in catering	1
A/502/4834	301	E3	Introduction to the hospitality industry	1
D/502/4874	302	E3	Customer service in the hospitality industry	1
F/502/4835	303	E3	Serving food and drink	2
J/600/0711	304	E3	Basic food preparation	2



Y/502/4808	305	E3	Basic cooking	2
K/600/1091	306	E3	Guest services in the hospitality industry	2
D/505/3131	307	E3	Preparing the dining area for service	3
H/505/3129	308	E3	Essential knife skills for the catering industry	2
D/505/3128	309	E3	Cleaning and storage procedures for cutlery and crockery	2
Y/505/3130	310	E3	Introduction to meal planning and preparation	3

To achieve the Level 1 Diploma in Introduction to the Hospitality Industry, learners must achieve **39** credits. **5** credits from the Mandatory units and a minimum of **25** credits must come from level 1 and 2 Optional units.

Unit accreditation number	City & Guilds unit number	Level	Unit title	Credit value
<b>Mandatory</b>				
M/502/4894	101	1	Introduction to the hospitality industry	2
J/502/4898	102	1	Customer service in the hospitality industry	3
<b>Optional</b>				
K/502/4957	103	1	Food service	3
K/502/5008	105	1	Introduction to healthy eating	3
K/502/5042	106	1	Basic food preparation and cooking	3
L/502/5051	107	1	Preparing and serving drinks	3
A/502/5059	108	1	Introduction to food commodities	1
K/502/5073	109	1	Front office operations	3
A/600/1094	110	1	Housekeeping and guest services	3
T/502/5075	111	1	Using kitchen equipment	1
D/500/9047	112	1	Introduction to personal workplace skills	3
Y/503/9583	113	1	Health and safety and food safety awareness in catering	1
T/601/2093	114	1	Introduction to kitchen equipment	5

J/500/8541	115	1	Applying for jobs and courses	2
A/505/3136	119	1	Preparing and displaying salads and sandwiches for service	3
T/505/3135	120	1	Introduction to pastry and cake preparation and cooking methods	3
M/505/3134	121	1	Assisting at a hospitality event	4
K/505/3133	122	1	Preparation of convenience products for the catering industry	2
H/505/3132	123	1	Meal planning and preparation	4
L/600/4257	124	1	Legislation in food and beverage service	1
R/600/4261	125	1	Understand menus	2
Y/600/4262	126	1	Dealing with payments and bookings	2
D/600/4263	127	1	Food and beverage service skills	6
K/600/4265	128	1	Hot beverage skills	2
D/504/7541	129	1	Prepare and clean a food area and appliances	3
H/502/0132	202	2	Food safety in catering	1
A/502/4834	301	E3	Introduction to the hospitality industry	1
D/502/4874	302	E3	Customer service in the hospitality industry	1
F/502/4835	303	E3	Serving food and drink	2
J/600/0711	304	E3	Basic food preparation	2
Y/502/4808	305	E3	Basic cooking	2
K/600/1091	306	E3	Guest services in the hospitality industry	2
D/505/3131	307	E3	Preparing the dining area for service	3
H/505/3129	308	E3	Essential knife skills for the catering industry	2
D/505/3128	309	E3	Cleaning and storage procedures for cutlery and crockery	2
Y/505/3130	310	E3	Introduction to meal planning and preparation	3

## 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.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 1 Award in Introduction to the Hospitality Industry	49	90
Level 1 Certificate in Introduction to the Hospitality Industry	169	260
Level 1 Diploma in Introduction to the Hospitality Industry	262	390

## 2 Centre requirements

### Approval

If your Centre is approved to offer other qualifications in the 7107 Suite you will need to obtain full qualification approval for these qualifications. The standard Qualification Approval Process (QAP) applies. Please refer to our website for further details.

### Resource requirements

#### Physical resources and site agreements

Centres can use specially designated areas within a centre to assess, for example, basic food preparation. Where possible, the equipment, systems and machinery should meet industrial standards and be capable of being used under normal working conditions. Where centres do not have access to an industrial kitchen, learners may carry out the tasks in a domestic/commercial kitchen. Learners must, however, be able to evidence that they have the necessary knowledge, understanding and skills to meet the assessment criteria within an industrial kitchen setting.

#### Centre staffing

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

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

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

#### Assessors and internal Quality Assurer

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

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

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

### **Learner entry requirements**

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

### **Age restrictions**

There are no age restrictions for these qualifications.

## 3 Delivering the qualifications

### Initial assessment and induction

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

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

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

### Support materials

The following resources are available for these qualifications:

Description	How to access
Assignment guide for centres	This documentation can be found on the <b>City &amp; Guilds Website</b>
Guide for learners	This documentation can be found on the <b>City &amp; Guilds Website</b>

## 4 Assessment

### Summary of assessment methods

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

<b>Unit Number</b>	<b>Unit Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
101	Introduction to the hospitality industry (Level 1) (2)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
102	Customer service in the hospitality industry (Level 1) (3)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
103	Food Service (Level 1) (3)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
105	Introduction to Healthy Eating (Level 1) (3)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
106	Basic Food Preparation and Cooking (Level 1) (3)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
107	Preparing and Serving Drinks (Level 1) (3)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
108	Introduction to Food Commodities (Level 1) (1)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
109	Front Office Operations (Level 1) (3)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>

<b>Unit Number</b>	<b>Unit Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
110	Housekeeping and Guest Services (Level 1) (3)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
111	Using kitchen equipment (Level 1) (1)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
112	Introduction to personal workplace skills (Level 1) (3)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
113	Health and safety and food safety awareness in catering (Level 1) (1)	Centre Devised	Please see <b>City &amp; Guilds Website</b>
114	Introduction to kitchen equipment (Level 1) (5)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
115	Applying for jobs and courses (Level 1) (2)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
119	Preparing and displaying salads and sandwiches for service (Level 1) (3)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
120	Introduction to pastry and cake preparation and cooking methods (Level 1) (3)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
121	Assisting at a hospitality event (Level 1) (4)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
122	Preparation of convenience products for the catering industry (Level 1) (2)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
123	Meal planning and preparation (Level 1) (4)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
124	Legislation in food and beverage service (Level 1) (1)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
125	Understand menus (Level 1) (2)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>



126	Dealing with payments and bookings (Level 1) (2)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
127	Food and beverage service skills (Level 1) (6)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
128	Hot beverage skills (Level 1) (2)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
129	Prepare and clean a food area and appliances (Level 1) (3)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
202	Food safety in catering (Level 2) (1)	Multiple Choice	Please see <b>City &amp; Guilds Website</b>

301	Introduction to the hospitality industry (Entry 3) (1)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
302	Customer service in the hospitality industry (Entry 3) (1)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
303	Serving Food and Drink (Entry 3) (2)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
304	Basic food preparation (Entry 3) (2)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
305	Basic cooking (Entry 3) (2)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
306	Guest services in the hospitality industry (Entry 3) (2)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
307	Preparing the dining area for service (Entry 3) (3)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
308	Essential knife skills for the catering industry (Entry 3) (2)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
309	Cleaning and storage procedures for cutlery and crockery (Entry 3) (2)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
310	Introduction to meal planning and preparation (Entry 3) (3)	Assignment	Assignment Guide can be accessed on the <b>City &amp; Guilds Website</b>
620	Level 2 Food safety in catering - Scotland (Level 2)	Multiple Choice	Please see <b>City &amp; Guilds Website</b>
820	Level 2 Food safety in catering (Level 2)	Multiple Choice	Please see <b>City &amp; Guilds Website</b>

## **Time constraints**

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

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

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

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

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

## 5 Units

### Availability of units

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

### Structure of units

These units each have the following:

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

## Unit 101

## Introduction to the hospitality industry

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

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

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

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

- 2.3 State different **working patterns** in the industry
- 2.4 Identify **sources of information** on training and career opportunities.

**Range**

**2.1 Job roles**

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

**2.2 Career opportunities**

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

**2.3 Working patterns**

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

**2.4 Sources of information**

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

# **Unit 101            Introduction to the hospitality industry**

## **Supporting information**

### **Assessment**

This unit will be assessed by:  
an assignment covering practical skills and underpinning knowledge.

## Unit 102

## Customer service in the hospitality industry

<b>UAN:</b>	J/502/4898
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	The unit gives learners a basic understanding of the importance of good customer service within the hospitality industry.

### Learning outcome

The learner will:

1. Know the benefits of good customer service

### Assessment criteria

The learner can:

- 1.1 Outline what **good customer service** is
- 1.2 State the **benefits** of good customer service
- 1.3 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.

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

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

**Range****Verbal and non-verbal communication**

Verbal:

face to face, telephone

Non-verbal:

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

**Benefits**

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

**How to deal with customer needs**

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

**Learning outcome**

The learner will:

3. Know the importance of good personal presentation

**Assessment criteria**

The learner can:

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

**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 102**                    **Customer service in the hospitality industry**

### Supporting information

#### **Assessment**

This unit will be assessed by:  
an assignment covering practical skills and underpinning knowledge.

## Unit 103

## Food service

<b>UAN:</b>	<b>K/502/4957</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Skills Related to: <ul style="list-style-type: none"><li>• NVQ Level 1 Food and Drink Service unit options</li><li>• Level 1 Diploma Unit 4</li></ul>
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by people1st, the Sector Skills Council for Hospitality
<b>Aim:</b>	The unit will give learners an introduction to serving food safely and hygienically and develop skills required to work in a food service area within the hospitality industry

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

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

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

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

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

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

## **Unit 103**                    **Food service**

### Supporting information

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

<b>UAN:</b>	K/502/5008
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by people1st, the Sector Skills Council for Hospitality
<b>Aim:</b>	The unit provides learners with an introduction to healthy foods and special diets.

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

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

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

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



## **Unit 105                    Introduction to healthy eating**

### **Supporting information**

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 106

## Basic food preparation and cooking

<b>UAN:</b>	<b>K/502/5042</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by people1st, the Sector Skills Council for Hospitality
<b>Aim:</b>	This unit gives learners an introduction to preparing and cooking food using wet and dry methods of cooking

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

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

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

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

## **Unit 106                    Basic food preparation and     cooking**

### **Supporting information**

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

<b>UAN:</b>	<b>L/502/5051</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Skills Related to: NVQ Level 1 in Hospitality: Prepare and clear areas for drinks service 1DS1, Serve Drinks 1DS2.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by people1st, the Sector Skills Council for Hospitality
<b>Aim:</b>	This unit will give learners an introduction to preparing and serving drinks in the hospitality industry. They will be able to identify different types of drink and the correct equipment for preparing and serving them. They will also be required to set up and close down service areas.

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

<p><b>Range</b></p> <p><b>Safely</b> Use of correct PPE, identify and deal with hazards (broken glass, hot liquids, spillages, trips and slips, broken equipment), report hazards to supervisor</p> <p><b>Hygienically</b> 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</p> <p><b>Equipment</b> Crockery, glassware, trays, cutlery, decorative items (straws, stirrers, napkins etc), kettles, vending machines, jugs, hot drinks machines</p> <p><b>Different types</b> Bottled: wines, beers, soft drinks, water Draught: beers, wines, soft drinks Dispensed: optics, alcoholic Hot: tea, coffee, chocolate</p> <p><b>Main stages</b> Greet customer politely, take customer order, review customer order, prepare customer order, serve customer, check customer has all requirements</p> <p><b>Accompaniments</b> Sugar, milk/cream, chocolate, cinnamon, ice, food garnishes (eg lemon/lime).</p>
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<p><b>Learning outcome</b></p> <p>The learner will: 2. Be able to work in a drinks service area</p>
<p><b>Assessment criteria</b></p> <p>The learner can: 2.1 Set up, maintain and close down the service area according to instructions.</p>

## **Unit 107                      Preparing and serving drinks**

### **Supporting information**

#### **Assessment**

This unit will be assessed by:

an assignment covering practical skills and underpinning knowledge.

## Unit 108

## Introduction to food commodities

<b>UAN:</b>	A/502/5059
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by people1st, the Sector Skills Council for Hospitality
<b>Aim:</b>	This unit will give the learner an introduction to food commodities and where to find and store them safely and hygienically. Food Commodities are the types of food used in food preparation and cooking

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

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

<b>Learning outcome</b>
The learner will: 2. Know where the main food commodities can be obtained
<b>Assessment criteria</b>
The learner can: 2.1 State <b>where</b> different commodities can be obtained 2.2 State the <b>benefits</b> of using different <b>suppliers</b> of commodities in different settings.



<b>Range</b>
<p><b>Where</b> Wholesale, retail, cash and carry, butchers, fishmonger, supermarkets, greengrocers, delicatessen, farm shops and cooperatives</p> <p><b>Benefits</b> Local suppliers: sustainability, local employment, environmental impact, locality, quality, local deliveries</p> <p><b>National suppliers:</b> more choice/variety, potential lower cost.</p>

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

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

## **Unit 108**            **Introduction to food commodities**

### Supporting information

#### **Assessment**

This unit will be assessed by:  
an assignment covering practical skills and underpinning knowledge.

## Unit 109

## Front office operations

<b>UAN:</b>	<b>K/502/5073</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the skills related to: <ul style="list-style-type: none"><li>• NVQ Level 1 Front Office</li></ul> Level 1 Diploma Unit 2.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by people1st, the Sector Skills Council for Hospitality
<b>Aim:</b>	The qualification will provide learners with the tools required to work in the front office. They will learn about the purpose and structure of the front office and how to deal with customers and routine tasks

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

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

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

**Maintaining security**

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

**Importance**

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

**Communication**

Verbal: face to face, telephone

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

**Departments**

Maintenance, restaurant, kitchen, housekeeping, hotel manager.

**Learning outcome**

The learner will:

2. Know the structure of the front office

**Assessment criteria**

The learner can:

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

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

**Range**

**Job roles**

Receptionist, booking clerk

**Responsibilities**

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

**Learning outcome**

The learner will:

3. Be able to work in the front office

**Assessment criteria**

The learner can:

3.1 **Meet and greet** customers

3.2 Follow **procedures** when answering telephone calls

3.3 Pass on simple messages accurately

3.4 Deal with **routine enquiries** including enquiries about local events and services

3.5 Prepare and copy **routine documents**.

**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 109**                    **Front office operations**

### Supporting information

#### **Assessment**

This unit will be assessed by:  
an assignment covering practical skills and underpinning knowledge.

## Unit 110

## Housekeeping and guest services

<b>UAN:</b>	<b>A/600/1094</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by people1st, the Sector Skills Council for Hospitality
<b>Aim:</b>	This unit is about the daily activities as part of the guest services role within the hospitality industry. The unit covers the cleaning requirements for bedrooms, bathrooms and communal areas and safe and correct handling of cleaning materials used to service accommodation facilities

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

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

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

**Departments**

Maintenance, reception/front office.

**Learning outcome**

The learner will:

2. Know the structure of guest services

**Assessment criteria**

The learner can:

2.1 Identify **job roles** within guest services

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

**Range**

**Job roles**

Room attendant, housekeeper, cleaner supervisor

**Responsibilities**

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

**Learning outcome**

The learner will:

3. Be able to maintain and service accommodation facilities

**Assessment criteria**

The learner can:

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

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

3.3 Maintain and **service public areas, toilets and washrooms/bathrooms and bedrooms** in accordance with organisations' 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 110**            **Housekeeping and guest services**

### Supporting information

#### **Assessment**

This unit will be assessed by:  
an assignment covering practical skills and underpinning knowledge

## Unit 111

## Using kitchen equipment

<b>UAN:</b>	<b>T/502/5075</b>
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by people1st, the Sector Skills Council for Hospitality
<b>Aim:</b>	Learners will be able to give examples of large and small kitchen equipment and describe how they are used and the safety requirements for using them. they will be able to use different kitchen equipment for routine tasks and follow correct procedures when cleaning equipment.

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

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

**Safety requirements**

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

**Learning outcome**

The learner will:

2. able to select and use kitchen equipment

**Assessment criteria**

The learner can:

2.1 Select the correct **equipment** for routine tasks

2.2 Use different kitchen **equipment** for routine tasks **safely and hygienically**

2.3 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 111            Using kitchen equipment**

### **Supporting information**

#### **Assessment**

This unit will be assessed by:

an assignment covering practical skills and underpinning knowledge.

## Unit 112

## Introduction to personal workplace skills

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

<b>Learning outcome</b>
The learner will: 1. Be able to maintain personal appearance
<b>Assessment criteria</b>
The learner can: 1.1 Identify the correct <b>uniform for work</b> 1.2 State the <b>reasons</b> for wearing uniform correctly 1.3 Describe the <b>correct care and maintenance</b> of uniform 1.4 State the importance of maintaining a <b>personal hygiene and professional personal appearance</b> 1.5 Identify <b>poor hygiene and practices</b> in relation to personal appearance and behaviour 1.6 Demonstrate professional personal appearance 1.7 Wear correctly maintained full uniform 1.8 Comply with organisational policies.

<p><b>Range</b></p> <p><b>Uniform</b> Full length sleeve white jacket, chefs' trousers, neck tie, hat, (if hair below the collar or loose, a hair net), safety shoes, apron, kitchen cloths (rubbers).</p> <p><b>Work</b> Food preparation and cooking, front of house.</p> <p><b>Reasons</b> Protection of self, others, food and hygiene, compliance with legislation, professional image.</p> <p><b>Correct care and maintenance</b> Laundered, ironed, clean shoes, clothing repaired as necessary.</p> <p><b>Personal hygiene and a professional appearance</b> Care of: hair, teeth, nails, feet, jewellery, appropriate use of cosmetics.</p> <p><b>Poor hygiene and practices</b> Smoking, chewing, irregular or incorrect hand washing, eating and drinking within food preparation and cooking area, wearing uniform outside the premises.</p>
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<p><b>Learning outcome</b></p> <p>The learner will: 2. Be able to demonstrate time management skills</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 Demonstrate punctuality and attendance 2.2 Demonstrate working practices within set time frames 2.3 Demonstrate the ability to follow a plan 2.4 State the <b>importance</b> of punctuality and attendance 2.5 State the <b>effect</b> that punctuality &amp; attendance have on work colleagues 2.6 State the <b>procedures</b> to follow if absent or late 2.7 State the <b>reasons</b> for planning of tasks 2.8 State the importance of working within set time frames.</p>

<p><b>Range</b></p>
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**Importance**

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

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

**Effect**

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

**Procedures**

Notify the workplace (appropriate person) using organisational procedures.

**Reasons**

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

**Learning outcome**

The learner will:

3. Be able to work effectively in a team

**Assessment criteria**

The learner can:

3.1 Identify the **communication skills** used in **teams**

3.2 State the **importance** of communicating within and between teams

3.3 Describe the importance of knowing own limitations and asking for advice and assistance

3.4 State who to ask for advice and assistance

3.5 State **what makes a good team**

3.6 Demonstrate correct working practices as part of a team

3.7 Demonstrate communication skills with team members

3.8 Demonstrate support for team members.

**Range**



**Communication skills**

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

**Teams**

Reception, bar, food service, kitchen, housekeeping.

**Importance**

Communicating within and between teams: efficient workflow, meeting customer expectations, meeting standards, developing positive working relationships, developing a team spirit

Asking for advice and assistance: developing skills, preventing loss, preventing damage, confirming understanding and performing the task appropriately.

**What makes a good team**

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

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

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

## Unit 113

## Health and safety and food safety awareness in catering

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

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

<b>Range</b>
<b>1.1 Employers</b> Comply with law; prevent/reduce risk to health/injury; keep workplace safe; ensure equipment is safe to use; provide required first aid; prevent/control dangerous substances; provide suitable protective clothing; complete risk assessment.
<b>1.1 Employees</b> Comply with the law; take reasonable care; follow employers' guidance and training; wear suitable protective clothing; report health and safety incidents.

<p><b>1.2 Health and safety hazards</b>  Floors (different surfaces, spillages); machinery (maintenance, safety check, manufacturers' instruction); electricity (power points, appliances, cables, fuses); manual handling (movement and transportation of large or heavy items); tools/utensils (sharp objects); damaged equipment (frayed leads) personal hazards (incorrect uniform); handling gas.</p> <p><b>1.3 Health and Safety hazards reported</b>  Legal requirement – RIDDOR, Risk Assessment, responsibility of employees.</p> <p><b>1.4 Risk assessment</b>  Legal requirement, record keeping, future action, protect employees and employer,  Identify possible hazards and put in control measures/training to ensure safety.</p> <p><b>1.5 Importance of following instructions, safety rules and safe procedures</b>  Personal safety, work colleague safety, prevent legal action (civil/criminal), legal requirements (personal responsibility to follow instructions/guidance).</p>
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<b>Learning outcome</b>
The learner will: 2. Know the importance of food safety in a catering environment
<b>Assessment criteria</b>
The learner can: 2.1 state the <b>individual's responsibility</b> towards food safety 2.2 define the terms: a) <b>hazard</b> b) <b>risk</b> c) <b>control measure</b> d) <b>food hygiene</b> e) <b>contamination</b> f) <b>food safety management system</b> 2.3 identify <b>food hazards</b> in the workplace 2.4 state how food should be <b>handled</b> to prevent contamination 2.5 state the importance of <b>time/temperature</b> controls 2.6 state the importance of <b>stock rotation</b> .

<b>Range</b>
<p><b>2.1 Individual's responsibility</b> Due diligence, follow instructions, keep food safe, keep self clean, report food safety concerns.</p> <p><b>2.2</b> <b>Hazard</b> - anything with the potential to cause harm. <b>Risk</b> - likelihood of a hazard causing actual harm. <b>Control measure</b> - steps taken to ensure food safety. <b>Food hygiene</b> - steps taken to ensure safe production of food. <b>Contamination</b> – anything, in or on food, that if consumed may cause harm. <b>Food safety management system</b> Set of clearly defined, documented steps to ensure food safety.</p> <p><b>2.3</b> <b>Food hazards</b> CAMP: Chemical – cleaning products etc Allergenic – nuts, flour, shell fish etc. Micro-organism (bacteria) – staphylococcus Aureus, bacillus cereus, e-coli etc Physical – glass, paper, dirt, paint, hair etc</p> <p><b>2.4 Handled</b> Correct delivery, storage, preparation, service, holding. (Handle food with respect).</p> <p><b>2.5 Time/temperature control</b> Reduces likelihood of bacterial growth and keeps food safe.</p> <p><b>2.6 Stock rotation</b> Reduces waste, reduces risk of pest infestation. Due diligence</p>

<b>Learning outcome</b>
The learner will: 3. Know how to keep self safe, clean and hygienic
<b>Assessment criteria</b>
The learner can: 3.1 state the reasons for <b>maintaining personal hygiene</b> 3.2 state the ways in which you can <b>maintain personal hygiene</b> .

<b>Range</b>
<p><b>3.1 Maintaining personal hygiene</b> Reduces risk of food handler contaminating food, better working environment.</p> <p><b>3.2 Maintain personal hygiene</b> Regular hand washing Keep protective clothing clean and change regularly Shower daily.</p>

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

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

## Unit 114

## Introduction to kitchen equipment

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

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

<p><b>Range</b></p>
<p><b>Selecting/selection</b> Size, fitness for purpose, materials.</p>
<p><b>Equipment and utensils</b> Large equipment:</p> <ul style="list-style-type: none"> <li>• ovens – conventional, fan assisted (convection), combination (steam/dry heat), microwave.</li> <li>• hobs – induction, solid top, open range.</li> <li>• grills, steamers, fryers.</li> <li>• cold holding (storage equipment), hot holding equipment (bain marie, hotplate, gas, electric).</li> </ul> <p>Small equipment and utensils:</p> <ul style="list-style-type: none"> <li>• scales, measuring jugs, liquidisers, blenders, mixers, mortar and pestle, spoons, rolling pins, spatulas, spiders, slices, ladles, whisks, cutlet bats, saucepans, sauté pans, griddle pans, wok, bowls, trays, cooling racks, tins, moulds, sieves, strainers and colanders.</li> </ul>
<p><b>Use equipment and utensils correctly and safely</b> Compliance with hygiene and health and safety legislation, manual handling, workplace policies, following safe working practices.</p>
<p><b>Associated hazards</b> Poor hygiene, health and safety (spillage of liquids, incorrect lifting techniques, scalds, burns). Cleaning – hygiene (eg incomplete cleaning and drying), health and safety (eg incorrect use of chemicals and materials causing damage to equipment and risk of injury to the user, spillage of liquids, scalding). Storing – hygiene (eg air circulation, incorrect storage of chopping boards) health and safety.</p>
<p><b>Carry out routine care and storage</b> Correct wearing of Personal Protective Equipment (PPE). Small items of equipment and utensils: report damaged items and remove from use, grease pans, follow special care requirements, store hygienically, safely and securely (eg use correct racking). Large items of equipment: test electrical equipment, report damaged items, follow special care requirements, monitor temperature of cold storage.</p>

<p><b>Learning outcome</b></p>
<p>The learner will: 2. Be able to use knives and cutting equipment</p>
<p><b>Assessment criteria</b></p>
<p>The learner can: 2.1 select appropriate <b>knife or cutting equipment</b> for use 2.2 demonstrate correct and safe sharpening technique 2.3 demonstrate correct and safe use of knives and cutting equipment</p>



- for a variety of tasks
- 2.4 demonstrate maintenance and care of knives and cutting equipment
  - 2.5 demonstrate correct and safe storage of knives and cutting equipment
  - 2.6 identify the different types of knives and cutting equipment and uses
  - 2.7 state the **importance of correct and safe use** of knives and cutting equipment
  - 2.8 describe how to **clean, maintain and store** knives and cutting equipment
  - 2.9 identify relevant age restrictions specific to the use of cutting equipment.

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

## **Unit 114                    Introduction to kitchen equipment**

### **Supporting information**

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

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

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

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

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

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

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

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

## Unit 119

## Preparing and displaying salads and sandwiches for service

<b>UAN:</b>	<b>A/505/3136</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit is about preparing salads and sandwiches, to include the packaging of salads and sandwiches for display or immediate use.

<b>Learning outcome</b>
The learner will: 1. Be able to prepare salads and sandwiches
<b>Assessment criteria</b>
The learner can: 1.1 select <b>PPE</b> (Personal Protective Equipment) required for making salads and sandwiches 1.2 use <b>PPE</b> correctly 1.3 select the <b>ingredients</b> to meet <b>quality points</b> and dish requirements 1.4 identify the <b>equipment</b> required to prepare for making salads and sandwiches.

<b>Range</b>
<b>PPE</b> Protective clothing, disposable gloves, closed in shoes
<b>Ingredients</b> Bread: Sliced, un-sliced, wraps, bread rolls Fillings: Cooked meat and poultry, cooked fish, dairy products, Fats/pastes/spreads Fresh salad/vegetables/fruit

Prepared salad/vegetables/fruit Sauces/dressings/relishes Salad Fresh/pre-prepared Sandwiches Hot/cold
<b>Quality points</b> Temperatures, signs of deterioration, Use by dates, packaging
<b>Equipment</b> Chopping board, knives, scissors, bowls, scales, knife sharpener, hand held equipment, trays, gas/electrical equipment.

<b>Learning outcome</b>
The learner will: 2. Be able to assemble and package salads and sandwiches
<b>Assessment criteria</b>
The learner can: 2.1 assemble ingredients <b>safely</b> and <b>hygienically</b> to meet required <b>standard</b> 2.2 finish salads and sandwiches to meet required standard safely and hygienically 2.3 state how to correctly present and <b>store</b> salads and sandwiches 2.4 Identify sources of <b>contamination</b> .

<b>Range</b>
<b>Safely</b> Use correct PPE Identify and report hazards to an appropriate person
<b>Hygienically</b> correct hand washing procedures, contamination, Dispose of waste correctly Store ingredients correctly Use correct cleaning agents and cleaning equipment, labelling, packaging
<b>Standard</b> Customer Brand Organisation
<b>Store</b> Covered, labelled and dated, correct position in fridge, ambient
<b>Contamination</b>

Food Pests, waste, food items, equipment, cleaning agents, food handler.

**Learning outcome**

The learner will:

3. Be able to clean equipment and work surfaces safely and hygienically

**Assessment criteria**

The learner can:

3.1 select correct **method** for cleaning equipment

3.2 select correct **equipment** for cleaning work surface

3.3 follow the correct procedure for cleaning equipment **safely** and **hygienically**

3.4 clean work surfaces.

**Range**

**Methods** Mechanical

Hand washing

**Equipment**

Colour coded cloths, kitchen paper, abrasive pads

**Safely**

Use correct PPE

Identify and report hazards to an appropriate person

**Hygienically**

correct hand washing procedures, contamination,

Dispose of waste correctly

Store ingredients correctly

Use correct cleaning agents and cleaning equipment.

## Unit 120

## Introduction to pastry and cake preparation and cooking methods

<b>UAN:</b>	<b>T/505/3135</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit is an introduction to the basic skills for preparing pastry and cakes.

<b>Learning outcome</b>
The learner will: 1. Be able to prepare for making pastry and cakes
<b>Assessment criteria</b>
The learner can: 1.1 select <b>PPE</b> (Personal Protective Equipment) required for making pastry and cakes 1.2 se PPE correctly 1.3 select the <b>ingredients</b> to meet <b>quality points</b> and dish requirements 1.4 identify the <b>equipment</b> required to prepare for making pastry and cakes.

<b>Range</b>
<b>PPE</b> Protective clothing, disposable gloves, closed in shoes
<b>Ingredients</b> Fresh, Chilled, frozen, dry, dairy
<b>Quality points</b> Use by dates, packaging
<b>Equipment</b> Chopping board, knives, scissors, bowls, scales, hand held equipment, baking trays and tins, gas/electrical equipment.



<b>Learning outcome</b>
The learner will: 2. Be able to make and finish pastry and cakes
<b>Assessment criteria</b>
The learner can: 2.1 cook pastry and cakes using the correct <b>methods</b> to meet dish requirements, colour, flavour and texture 2.2 finish pastry and cake product using the correct methods 2.3 state how to correctly <b>store</b> pastry and cake products 2.4 identify sources of <b>contamination</b>

<b>Range</b>
<b>Methods</b> Weighing/measuring, sifting, creaming, resting, whisking, folding, rubbing in, mixing, greasing, glazing, portioning, piping, shaping, baking, filling, rolling, lining, trimming/icing, spreading/smoothing, kneading, dusting/dredging/sprinkling, blind baking, melting
<b>Store</b> Covered, labelled and dated, correct position in fridge/freezer, ambient
<b>Contamination</b> Food Pests, waste, food items, equipment, cleaning agents, food handler.

<b>Learning outcome</b>
The learner will: 3. Be able to clean equipment and work areas safely and hygienically
<b>Assessment criteria</b>
The learner can: 3.1 select correct <b>method</b> for cleaning equipment 3.2 select correct <b>equipment</b> for cleaning work area 3.3 follow the correct procedure for cleaning equipment <b>safely</b> and <b>hygienically</b> 3.4 clean work area.

**Range****Methods**

Mechanical

Hand washing

**Equipment**

Colour coded cloths, kitchen paper, abrasive pads

**Safely**

Use correct PPE

Identify and report hazards to an appropriate person

**Hygienically**

Correct hand washing procedures, contamination, Dispose of waste correctly

Store ingredients correctly

Use correct cleaning agents and cleaning equipment.

## Unit 121

## Assisting at a hospitality event

<b>UAN:</b>	<b>M/505/3134</b>
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	36
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	The learner will assist with the set up serving and clearing of an event as a member of a team, taking instruction from a team leader

<b>Learning outcome</b>
The learner will: 1. Be able to assist in the setting up of a hospitality event.
<b>Assessment criteria</b>
The learner can: 1.1 prepare <b>equipment</b> for an <b>event</b> 1.2 prepare a room for an event 1.3 prepare tables and seating for an event.

<b>Range</b>
<b>Equipment</b> Crockery Cutlery Glassware Linen/disposables Table decorations
<b>Event</b> Sit down function, buffet, reception party, conference/meeting.

<b>Learning outcome</b>
The learner will: 2. Be able to serve at an event
<b>Assessment criteria</b>
The learner can: 2.1 dress appropriately for the event 2.2 provide customer service 2.3 serve food and drink items 2.4 clear food and drink items 2.5 maintain the service area.

<b>Learning outcome</b>
The learner will: 3. Be able to assist in the break down of an event
<b>Assessment criteria</b>
The learner can: 3.1 clear tables of <b>debris</b> from event 3.2 restore the room after the event 3.3 state the <b>methods</b> for dealing with waste.

<b>Range</b>
<b>Debris</b> napkins paper table decorations place cards pencils pens
<b>Methods</b> recycling and non recycle, safe disposal of sharps.

## **Unit 121            Assisting at a hospitality                                  event**

### **Supporting information**

#### **Assessment methodology**

Practical with some multiple choice questions to identify different kinds of events.

## Unit 122

## Preparation of convenience products for the catering industry

<b>UAN:</b>	<b>K/505/3133</b>
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit is about using a wide range of convenience products available in the catering industry. The unit also covers the preparation of dishes that are ready for use after defrosting or cooking.

<b>Learning outcome</b>
The learner will: 1. Be able to prepare convenience food products
<b>Assessment criteria</b>
The learner can: 1.1 select <b>PPE</b> (Personal Protective Equipment) required to handle different <b>convenience food products</b> 1.2 use PPE correctly 1.3 select the convenience products to meet dish requirements 1.4 identify the <b>equipment</b> required to prepare convenience foods in line with the manufacturer's instructions.

<b>Range</b>
<b>PPE</b> Protective clothing, disposable gloves, closed in shoes
<b>Convenience food products</b> Frozen Chilled Dried Tinned Carton
<b>Equipment</b> Chopping board, knives, scissors, bowls, scales, hand held equipment, baking trays and tins, gas/electrical equipment.

<b>Learning outcome</b>
The learner will: 2. Be able to use convenience food products
<b>Assessment criteria</b>
The learner can: 2.1 follow the <b>manufacturer's instructions</b> on the convenience products to prepare dish <b>safely</b> and <b>hygienically</b> 2.2 describe the most appropriate method to defrost food products 2.3 state the purpose of a 'use by' date 2.4 Present products to required <b>standard</b> .

<b>Range</b>
<b>Manufacturer's instructions</b> Defrosting times, cooking times, removing packaging, storing, equipment required, cooking instructions, quantities
<b>Safely</b> •use correct equipment to open packaging •dispose of packing appropriately
<b>Hygienically</b> Personal hygiene contamination Use correct PPE Check use by dates Damaged packaging
<b>Standard</b> Customer Brand Organisation.

<b>Learning outcome</b>
The learner will: 3. Be able to clean equipment and work surfaces safely and hygienically
<b>Assessment criteria</b>
The learner can: 3.1 select correct <b>method</b> for cleaning equipment 3.2 select correct <b>equipment</b> for cleaning work surface 3.3 follow the correct procedure for cleaning equipment <b>safely</b> and <b>hygienically</b> 3.4 clean worksurface 3.5 describe how to dispose of <b>packaging</b> .

**Range****Method**

Mechanical cleaning and hand washing

**Equipment**

Colour coded cloths

Kitchen paper/roll

Abrasive pads

Cleaning agents

- Neutral detergent
- Sanitiser
- de greasing detergent
- hard surface cleaner

**Safely**

Use correct equipment to open packaging Dispose of packing appropriately

**Packaging**

Recyclable packaging.

Glass, paper, plastic, cardboard, tins.



## Unit 123

## Meal planning and preparation

<b>UAN:</b>	<b>H/505/3132</b>
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	The Learner will be able to plan, prepare cook and serve a three course meal.

<b>Learning outcome</b>
The learner will: 1. Be able to plan three course meals
<b>Assessment criteria</b>
The learner can: 1.1 select dishes to be served as a three course meal 1.2 Identify <b>ingredients</b> required to make the dishes 1.3 prepare a <b>food order</b> 1.4 Prepare a <b>time plan</b> .

<b>Range</b>
<b>Ingredients</b> Fresh Seasonal food miles healthy (government guidelines)
<b>cooking methods</b> roasting baking grilling stewing frying poaching steaming
<b>food order</b>

<p>food item quantities categorise food items eg dairy, meat, fish, poultry, fruit and vegetables, dry goods</p> <p><b>timeplan</b> tasks timings sequence special considerations eg hygiene issues, temperature checks.</p>
--

<b>Learning outcome</b>
The learner will: 2. Be able to prepare, cook and serve dishes for three course meals
<b>Assessment criteria</b>
The learner can: 2.1 prepare dishes <b>safely</b> and <b>hygienically</b> following the recipes and time plan 2.2 cook dishes <b>safely</b> and <b>hygienically</b> following the recipes and time plan 2.3 serve individual portions of a dish.

<b>Range</b>
<b>Safely</b> Working practices PPE
<b>Hygienically</b> Personal hygiene, contamination risks Use correct cleaning agents and cleaning equipment Working practices.

<b>Learning outcome</b>
The learner will: 3. Be able to clean equipment and work area safely and hygienically
<b>Assessment criteria</b>
The learner can: 3.1 select correct <b>method</b> for cleaning equipment 3.2 select correct <b>equipment</b> for cleaning work area 3.3 Follow the correct procedure for cleaning equipment <b>safely</b> and <b>hygienically</b> 3.4 clean work areas.

**Range****Methods**

Mechanical  
Hand washing

**Equipment**

Colour coded cloths, kitchen paper, abrasive pads

**Safely**

Use correct PPE  
Identify and report hazards to an appropriate person

**Hygienically**

Correct hand washing procedures, contamination,  
Dispose of waste correctly  
Store ingredients correctly  
Use correct cleaning agents and cleaning equipment.

# **Unit 123 Meal planning and preparation**

## **Supporting information**

### **Evidence requirements**

There are three learning outcomes to this unit all must be completed. This is a mainly practical assessment and required the learner to be able to complete the tasks unaided at the point of assessment. Learning outcome 1 can be produced in whatever way reflects the learning style of the learner but must be assessed and the assessment documented.

It does require that planning - Outcome 1 is completed on the same day as cooking and serving the dishes.

### **Unit range**

The requirement is for a three course meals – this can be as many dishes as required. This can reflect the personal tastes and cultural requirements of the learner or, if appropriate, their work placement target market

### **Guidance**

For 2.3 dishes must be presented in sequence in the appropriate dishes with at the correct temperatures.

Preparation for this unit may include searching websites for information on current Government Healthy Eating Guidelines [www.food.gov.uk](http://www.food.gov.uk).

Text books City & Guilds Professional Cookery Level 1 published by Heinemann

## Unit 124

## Legislation in food and beverage service

<b>UAN:</b>	<b>L/600/4257</b>
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	To provide introductory knowledge to legislation and legal responsibilities when serving food and beverages.

<b>Learning outcome</b>
The learner will: 1. Know the legal responsibilities of people serving food and beverages
<b>Assessment criteria</b>
The learner can: 1.1 state the <b>legal responsibilities</b> for the service of alcohol 1.2 state the <b>key requirements</b> of prevailing <b>legislation</b> in the service of food and beverages.

<b>Range</b>
<b>Legal responsibilities</b> Employer/employee, age, measures, time
<b>Key requirements</b> Purpose, limitations, responsibilities, employee, employer, consequences of non-compliance
<b>Legislation</b> Weights and Measures Price Marking (Food and Drink Services) Data Protection Smoke-free Legislation Licensing – Licensing objectives, enforcement and granting bodies, opening hours, young persons, people who cannot be served, liability of the licence holder, penalties for non compliance Sale and Supply of Goods Anti-Discrimination Misuse of Drugs



## Unit 125

## Understand menus

<b>UAN:</b>	<b>R/600/4261</b>
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	To introduce the learner to the key features of menus, dish composition and dietary requirements and their implications for service.

<b>Learning outcome</b>
The learner will: 1. Know the key purpose of menus
<b>Assessment criteria</b>
The learner can: 1.1 state the <b>purposes</b> of different <b>types of menus</b> 1.2 list the <b>information</b> that must be included in a menu 1.3 describe how menus are displayed or presented in different types of establishments.

<b>Range</b>
<b>Purpose</b> Customer information, legal requirements, marketing/promotional
<b>Information</b> Description of items, dietary, accurate sourcing, pricing, measurements and legal requirements
<b>Types of menus</b> A la carte, table d'hôte, specials, set menus, function menus, tasty menus, themed menus

<b>Learning outcome</b>
The learner will: 2. Know the use of service items
<b>Assessment criteria</b>
The learner can: 2.1 identify cutlery, crockery and equipment used for different types of <b>menu items</b> 2.2 identify accompaniments and sauces for different types of <b>menu items</b> .

<b>Range</b>
<b>Menu items</b> Steak, roast meat, fish, poultry, pasta, salads/starters, soups, cheeses, desserts

<b>Learning outcome</b>
The learner will: 3. Understand the make up of dishes and dietary requirements
<b>Assessment criteria</b>
The learner can: 3.1 explain why a server of food must know the ingredients in dishes 3.2 state the ingredients in a range of <b>dishes</b> on a menu 3.3 describe the taste and texture of menu items 3.4 state how items on a menu are <b>cooked</b> and presented 3.5 identify the <b>dietary needs</b> of different people.

<b>Range</b>
<b>Dishes</b> Starter, main, dessert
<b>Cooked</b> Roasted, poached, grilled, baked, steamed, braised, fried
<b>Dietary needs</b> Cultural/religious, intolerances, trends, ethical, medical



## **Unit 125                      Understand menus**

### **Supporting information**

It is important that anyone who serves food knows what the dishes are and how to explain them to a customer. Increasingly establishments have been relying on staff to “sell” items without truly knowing the dish and the customers’ needs and expectations. This unit will bridge that gap and provide the learner with the confidence to interact with customers. This unit should be linked to Unit 108 Food and beverage service skills

#### **Outcome 1**

This purpose of this outcome is to make the learner aware of the different types of menu that exist. The learner should be exposed to a variety of different styles and types of menu ranging from 5 star restaurants to cafés and bars.

#### **Outcome 2**

From the different menus and items the learner should be introduced to the different styles of cutlery, crockery and glassware required, how and where these are placed on the table and which is the most appropriate for a customer. The learner should be able to match the correct cutlery to the appropriate dishes on a food order.

#### **Outcome 3**

This outcome is intended to give the learner a broad and in-depth knowledge of menu items and terms. Using some of the menus from Outcome 1 they should be able to explain the different cooking methods, ingredients and dishes as if to a customer. Further to this the learner should understand the different diets and dietary needs that customers may have. They should be able to select dishes from a menu that are appropriate for these diets. The emphasis must be on the learner having the knowledge and being able to use the knowledge to explain items and to encourage customers to order dishes appropriate to their individual needs.

## Unit 126

## Dealing with payments and bookings

<b>UAN:</b>	Y/600/4262
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	To enable the learner to take orders, process payments and respond to booking enquiries in a food and beverage service environment.

<b>Learning outcome</b>
The learner will: 1. Be able to respond to customer booking enquiries
<b>Assessment criteria</b>
The learner can: 1.1 provide information to customers about <b>bookings</b> 1.2 describe the <b>process</b> for taking bookings 1.3 identify the <b>information</b> required when taking a booking.

<b>Range</b>
<b>Bookings</b> New and existing, straightforward and complex
<b>Process</b> System (manual, electronic, on-line systems)
<b>Information</b> Customer details including special requirements

<b>Learning outcome</b>
The learner will: 2. Be able to take an order and process payment
<b>Assessment criteria</b>
The learner can: 2.1 take and process orders 2.2 present the customer with a bill 2.3 provide information to customers about the bill 2.4 handle payments 2.5 provide the customer with a receipt 2.6 state the <b>purpose</b> of a billing system 2.7 identify <b>information included</b> in a customer bill 2.8 describe how to process payments 2.9 state the procedure for <b>dealing with problems</b> on customer's bills.

<b>Range</b>
<b>Purpose</b> Legal requirement, customer check, sales and stock tracking, communication across the team
<b>Information</b> Items, price, date, establishment details, promotions/messages
<b>Payments</b> Cash, cheques, credit/debit cards, vouchers, accounts, hospitality
<b>Dealing with problems</b> Level of authority
<b>Problems</b> Missing items, incorrect items, card not accepted, customer forgets pin number, systems failure

## **Unit 126                      Dealing with payments and bookings**

### **Supporting information**

This unit introduces the learner to the process and importance of accuracy when processing bills and responding to booking enquiries

It is likely that learners working towards this unit at L1 may have little knowledge or experience of the hospitality and catering industry.

#### **Outcome 1**

The learner must be able to provide information to customers about bookings following establishment procedures

Learners must know how bookings are taken including traditional methods and modern use of IT. They must know the establishment policy and levels of responsibility when dealing with straightforward and complex bookings. Tutors should highlight the issues that can occur if booking details are not accurately recorded with particular emphasis on individual needs/requirements. Where Level 1 learners are not permitted to take bookings they must know how and to whom to refer them.

Learners must be able to show their progress through the practical application of technical skills.

Centres must ensure that they have the necessary equipment/systems in place to carry out the activities in a realistic environment that reflects current industry practice.

Teaching would benefit from educational visits to differing catering establishments to compare practices and procedures for the payment point. It would also be useful to introduce the learners to local employers in the hospitality and catering industry. Employers can be valuable in providing interesting and relevant information about different sectors of the industry, its operations and job opportunities. It is essential that this unit is delivered holistically and centres are encouraged to link this unit to Principles of Customer Care in HLTT and Food and Beverage Service Skills.

#### **Outcome 2**

The learner must be able to take orders, process them, handle payments and provide a bill using establishment procedures.

Some learners may have direct access to the payment point, whilst others will pass payment to a cashier for processing. Whichever method is used, the learner must understand the bill and provide the customer with a receipt on completion of the transaction. Additionally the learner should be aware of back up systems available to establishments in the event of systems failure.

Most learners will have had some experience as a purchaser rather than a provider and tutors might usefully encourage the learners to use their personal experience as part of the learning experience highlighting the impact of levels of authority when dealing with customers' bills.

Tutors must ensure that learners understand the full range of payment methods i.e. cash, debit/credit card, cheque (mainly used for deposits), vouchers.

## Unit 127

## Food and beverage service skills

<b>UAN:</b>	<b>D/600/4263</b>
<b>Level:</b>	1
<b>Credit value:</b>	6
<b>GLH:</b>	53
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	To provide learners with skills in serving food and beverages for counter and table service.

<b>Learning outcome</b>
The learner will: 1. Be able to set up, serve, maintain and clear for counter service
<b>Assessment criteria</b>
The learner can: 1.1 set up <b>counterservice</b> 1.2 interact with customers 1.3 advise customers on food and beverage items and <b>take and process orders</b> 1.4 provide a counter service 1.5 clear, clean and store equipment 1.6 state the <b>importance</b> of portion control 1.7 explain the <b>factors</b> to be taken into account when setting up, serving, maintaining and clearing for counter service.

<b>Range</b>
<b>Counter service</b> Carvery, buffet, canteen, cafe bar, trolley (salad, dessert, cheese)
<b>Take and process orders</b> Manual, electronic
<b>Importance</b> Cost, health, consistency, customer satisfaction
<b>Factors</b> Customer service, unexpected situations, efficiency, food hygiene

<b>Learning outcome</b>
The learner will: 2. Be able to set up, serve, maintain and clear for table service
<b>Assessment criteria</b>
The learner can: 2.1 <b>set up</b> tables and service stations 2.2 interact with customers 2.3 advise customers on food and beverage items and <b>take and process orders</b> 2.4 provide <b>table service</b> 2.5 clear, clean and store equipment. 2.6 explain the <b>factors</b> to be taken into account when setting up, serving, maintaining and clearing for table service.

<b>Range</b>
<b>Set up tables</b> Table service, function service
<b>Take and process orders</b> Manual, electronic
<b>Table service</b> Interpreting customer needs, serving customer items (including wine and beverages), cutlery changes and accompaniments, maintain stations and tables, clearing
<b>Factors</b> Customer service, unexpected situations, efficiency

<b>Learning outcome</b>
The learner will: 3. Understand the food and beverage service environment
<b>Assessment criteria</b>
The learner can: 3.1 explain the <b>roles</b> within the food and beverage service environment <b>3.2</b> describe the <b>characteristics</b> of different food and beverage <b>service</b> 3.3 outline the importance of customer service in a food and beverage establishment.

<b>Range</b>
<b>Roles</b> Commis waiter, Chef de Rang, Head Waiter, Restaurant Manager, Maitre'd hotel, Bartender, Barback, Barista, Sommelier, Cocktail Bartender, Receptionist, Cashier, Aboyeur
<b>Characteristics</b> Type of establishment, location, menus, number of covers, speed, staffing

**Services table**

service self-

service

assisted service

single point service

service in situ



# **Unit 127**                      **Food and beverage service skills**

## **Supporting information**

To meet the needs of the wide range of food service establishments in the UK today it is essential that learners are knowledgeable and confident in a variety of food service situations. The learner needs to understand the range of establishments, from cafes through to the fine dining establishments that exist today in the Industry.

### **Outcome 1**

This outcome ensures that the learner has exposure to a counter service either across a café / canteen or a buffet. It will give the learner exposure to an additional style of service. Learners must have a strong understanding of the importance of how to portion items and be able to identify different dishes for people with differing diets. This could, for some learners, be where they begin to learn silver service skills in preparation for Level 2.

In order to enhance the learner's knowledge of different types of service and service experiences the learner could read restaurant reviews from local and national newspapers which may be used to stimulate class discussions on the subject.

### **Outcome 2**

This is a practical outcome which should take place in a RWE as this will give the learner the confidence required to achieve the unit. The RWE can range from serving light snacks to service in a more formal restaurant but the learner must be able to cover the full range of activities specified.

Function service must be covered to ensure that the learner has the knowledge and experience of both types of service. If RWE is not available, the assessment should be conducted in a way that simulates as closely as possible the delivery of a real food and beverage service.

### **Outcome 3**

This outcome is to give a frame for the further outcomes in this unit. Its purpose is to ensure that the learner understands the importance each individual plays in different Food and Beverage environments. To assist the learner's understanding of the different types of environment it would be of use for them to undertake visits to different establishments or hear relevant visiting speakers from industry. This may be linked to Unit 101 Introduction to the Catering and Hospitality Industry.

## Unit 128

## Hot beverage skills

<b>UAN:</b>	<b>K/600/4265</b>
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	To introduce the learner to the skills to prepare and serve a simple range of hot beverages.

<b>Learning outcome</b>
The learner will: 1. Be able to make and serve coffees
<b>Assessment criteria</b>
The learner can: 1.1 state the <b>origins</b> of coffee 1.2 state how coffee beans are <b>processed</b> 1.3 explain how different <b>types of beans and blends</b> affect the taste of coffee 1.4 identify <b>equipment and accompaniments</b> used for making and serving coffee 1.5 identify <b>individual requirements</b> when preparing and serving coffee 1.6 describe how to correct <b>problems</b> with quality when preparing coffee 1.7 prepare and serve a range of coffees with accompaniments.

<b>Range</b>
<b>Origins</b> Countries (South America, Asia, Africa – including Kenya)
<b>Processed</b> Harvesting from coffee bush, roasting, grinding and blending, freeze dried (instant), packaged
<b>Types of beans and blends</b> Arabica (milder), Robusta (harsher, more bitter, more caffeine), roasted, ground and blended

<p><b>Equipment and accompaniments</b> Hot water source, 'pour and serve' machine, cafetière, instant, cup (china, paper, plastic) saucers, coffee spoon or stirrer, underplate/salver/tray, milk jug, sugar bowl, brown sugar, milk/cream, sweeteners</p> <p><b>Individual requirements</b> Strength, size, temperature/type of milk, allergies/intolerances</p> <p><b>Problems</b> Storage, strength, temperature, coffee grounds present, bitty cream/milk</p>
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<p><b>Learning outcome</b></p> <p>The learner will: 2. Be able to make and serve teas</p>
<p><b>Assessment criteria</b></p> <p>The learner can: 2.1 state the <b>origins</b> of tea 2.2 state how tea leaves are <b>processed</b> 2.3 state how tea is <b>packaged</b> 2.4 identify <b>equipment and accompaniments</b> for making and serving teas 2.5 state the <b>range</b> of teas which customers may request. 2.6 identify <b>individual requirements</b> when preparing and serving tea 2.7 describe how to correct <b>problems</b> with quality when preparing tea 2.8 prepare and serve a range of teas with accompaniments.</p>

<p><b>Range</b></p> <p><b>Origins</b> Countries, (India, China, Sri Lanka – formerly Ceylon, and Africa)</p> <p><b>Processed</b> Harvesting from tea bush (Cemellia Senensus), withering, rolling, fermenting, drying</p> <p><b>Packaged</b> Loose, string and tag, bag, instant envelope, flowering tea</p> <p><b>Equipment and accompaniments</b> Hot water source, tea pot, tea strainer, milk jug, sugar bowl, tea cup and saucer, teaspoon, lemon, milk, sugar, honey, sweeteners</p> <p><b>Range</b> Black (Breakfast, afternoon) tisane (herbal, fruit) green, white, oolong</p> <p><b>Individual requirements</b> Strength, size, temperature/type of milk, allergies/intolerances</p>
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<p><b>Problems</b> Storage, strength, temperature, tea leaves present, bitty milk</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3. Know how to make and serve hot chocolate</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>3.1 state the <b>origins</b> of the cacao bean</p> <p>3.2 state how cacao beans are <b>processed</b></p> <p>3.3 identify <b>equipment and accompaniments</b> for making and serving hot chocolate</p> <p>3.4 state the range of <b>hot chocolate</b> which customers may request</p> <p>3.5 identify <b>individual requirements</b> when preparing and serving hot chocolate</p> <p>3.6 identify <b>problems</b> which may arise with the quality of chocolate being prepared.</p>

<p><b>Range</b></p> <p><b>Origins</b> Countries, (West Africa, Asia, South America, Central America)</p> <p><b>Processed</b> Harvested from the cocoa Tree, fermented, dried, roasted, ground, pressed and sieved</p> <p><b>Equipment and accompaniments</b> Hot water/milk source, glasses/cups and saucers, whipped cream dispenser, milk jug, sugar bowl, spoon, stirrer, tray, milk, sugar, sweeteners, marshmallows, chocolate sprinkles</p> <p><b>Hot Chocolate</b> Flavoured chocolates (eg hazelnut, chilli, ginger), Continental (thick consistency), American style (lighter consistency), white/milk/dark solid chocolate</p> <p><b>Individual requirements</b> Strength, size, temperature/type of milk, accompaniments</p> <p><b>Problems</b> Storage, temperature, strength</p>
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## **Unit 128**                      **Hot beverage skills**

### **Supporting information**

This unit is designed to introduce the learner to the importance of following establishment procedures to produce quality hot beverages. It covers the tree/bush to cup journey of tea, coffee and chocolate. Learners must know the main factors influencing the quality and style of the end product. The tutor should highlight the trend in customer awareness and expectations in relation to the sale and service of hot beverages.

#### **Outcome 1**

The learner must be able to prepare and serve a minimum of three coffees: pour and serve, cafetière and instant with appropriate accompaniments.

#### **Outcome 2**

The learner must be able to prepare and serve a range of teas with appropriate accompaniments.

#### **Outcome 3**

The learner must know how to serve hot chocolate with appropriate accompaniments

Most learners will have had some experience of visiting branded high street coffee bars and also of producing beverages in a domestic environment. Some may have had experience of staying in hotels. Most learners will not, however be familiar with the range of products available nor of producing beverages to meet high volume sales.

Teaching would benefit from educational visits to differing catering establishments to investigate different levels of service and style. It would also be useful to introduce learners to local employers in the hospitality and catering industry, its beverage operations and job opportunities.

Learner should be able show their progress through practical application of technical skills. Centres must ensure that they have the necessary equipment to carry out these activities.

Learners are required to gain an underpinning knowledge and the practical skills of serving a range of beverages in line with current industry practice. Ideally, formal lectures should be kept to a minimum and assessors should organise interactive sessions with the learners to gain a practical approach to their learning. The teaching of this unit should reflect the learners' learning needs and provide a sound knowledge of the service of basic beverages service in the hospitality and catering industry.

It is essential that this unit is delivered holistically and centres are encouraged to link this unit to customer care and food and beverage service skills.

## Unit 129

## Prepare and clean a food area and appliances

<b>UAN:</b>	<b>D/504/7541</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit is about cleaning a food area and appliances including associated appliances that require cleaning. It includes following correct procedures/instructions, selecting appropriate cleaning equipment, preparing cleaning agents for use, cleaning appliances, fixtures, fittings and surfaces, and returning a food area to its original state.

<b>Learning outcome</b>
The learner will: 1. be able to prepare for cleaning a food area and appliances
<b>Assessment criteria</b>
The learner can: 1.1 identify <b>PPE</b> (Personal Protective Equipment) required for cleaning a food area and appliances 1.2 check and wear PPE (Personal Protective Equipment) for the task 1.3 prepare work area <b>safely</b> and <b>hygienically</b> for cleaning by doing the following: a. ventilate area b. select and display hazard warning signs c. remove and store food items d. turn off /isolate kitchen appliances as appropriate 1.4 identify <b>equipment</b> and cleaning agents required for cleaning a food area and appliances 1.5 check and prepare equipment and <b>cleaning agents</b> for the task 1.6 identify sources of <b>food contamination</b> .

<b>Range</b>
<p><b>Food contamination</b> Food pests, waste, equipment, cleaning agents, cleaning operative</p> <p><b>PPE</b> Uniform, gloves, closed in shoes, apron</p> <p><b>Safely</b> Use of correct PPE, identify and deal with hazards (broken glass, hot liquids, spillages, trips and slips, broken equipment), report hazards to supervisor</p> <p><b>Hygienically</b> Personal hygiene, e.g. hands and nails, jewellery, cosmetics, hand washing procedures, cross contamination, reporting health conditions including diarrhoea and vomiting</p> <p><b>Equipment</b> Colour coded, cloths, buckets, abrasive pads</p> <p><b>Cleaning agents</b> Hard surface cleaner, neutral detergent, sanitiser, glass cleaner.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>2. be able to clean a food area and appliances safely and hygienically</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 identify manufacturer's instructions for cleaning <b>appliances and fixtures and fittings</b></p> <p>2.2 clean appliances, using <b>equipment</b> and <b>cleaning agents</b> in line with manufacturers' instructions</p> <p>2.3 clean fixtures and fittings using equipment and cleaning agents in line with manufacturers' instructions</p> <p>2.4 identify manufacturer's instructions for cleaning <b>surfaces</b></p> <p>2.5 clean surrounding surfaces using equipment and cleaning agents in line with manufacturers' instructions</p>

<b>Range</b>
<p><b>Appliances</b> Sinks, hand wash basin, cooking equipment, vending equipment, servery equipment, fridges/freezers, dishwashers</p> <p><b>Fixtures and fittings</b> Taps, plug holes, shelves, shutters, tables, storage cupboards, towel holders, soap</p> <p><b>Equipment</b> Colour coded dry and damp mop, cloths, buckets, abrasive pads</p> <p><b>Cleaning agents</b> Hard surface cleaner, neutral detergent, sanitiser, glass cleaner, degreasing detergent</p> <p><b>Surfaces</b> Walls, work surfaces, doors, plastic, ceramic, glass, stainless steel</p>

<b>Learning outcome</b>
The learner will: 3. be able to reinstate a food area and appliances
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 identify used disposable <b>equipment</b> and <b>cleaning agents</b></p> <p>3.2 dispose of used disposable equipment and cleaning agents</p> <p>3.3 empty waste bins and replace bin liners where required</p> <p>3.4 leave waste bin clean and ready for use</p> <p>3.5 identify types of <b>recyclable waste</b> that needs separating and removing</p> <p>3.6 clean and check equipment</p> <p>3.7 identify a secure storage area to return equipment</p> <p>3.8 return equipment to secure storage area</p> <p>3.9 remove warning signs and return area to its original state.</p>

<b>Range</b>
<p><b>Equipment</b> Colour coded dry and damp mop, cloths, buckets, abrasive pads</p> <p><b>Cleaning agents</b> Hard surface cleaner, neutral detergent, sanitiser, glass cleaner, degreasing detergent</p> <p><b>Recyclable waste</b> Glass, paper, plastic, cardboard, food, oil</p>



## **Unit 129                    Prepare and clean a food area and appliances**

### **Supporting information**

Assessors will need to provide guidance on which equipment is likely to require switching off or isolating, the emphasis is likely to be on establishment practice.

There are likely to be food related appliances in situ and part of the cleaning process may be just superficially rather than a deep clean, for example wiping fridge doors, kettle.

The use of the word hygienically is to ensure food items on work surfaces are not removed & placed on a floor etc.

<b>UAN:</b>	<b>H/502/0132</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to This unit is based on NOS developed by the SSC People1st for the Level 2 NVQ in Hospitality.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by people1st, the Sector Skills Council for Hospitality
<b>Aim:</b>	<p>The unit at level 2 will provide learners with knowledge of the parameters of basic food safety practices as relevant to the catering industry. Achievement of the unit at level 2 will enable learners to identify how to make changes to catering practices in order to improve the safety of the catering service as a whole.</p> <p>This unit provides learners with a range of food safety skills directly relevant to the Catering and Hospitality industry.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. Understand how individuals can take personal responsibility for food safety</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 outline the <b>importance of food safety procedures, risk assessment, safe food handling and behaviour</b></li> <li>1.2 describe how to report <b>food safety hazards</b></li> <li>1.3 outline the <b>legal responsibilities</b> of food handlers and food business operators.</li> </ol>

<b>Range</b>
<p><b>Importance</b> Potential to harm people (customers, colleagues, any other people), legislative requirements (personal responsibilities), risk to business (legal action, reputation), risk to self (legal action)</p> <p><b>Food safety procedures</b> Receiving deliveries (farm to fork), storage, preparation, holding of prepared food, sickness procedures (reporting), accident reporting, difference between detergents, disinfectants, sanitizer, sterilization</p> <p><b>Risk assessment</b> Recognition of the likelihood of a hazard occurring</p> <p><b>Safe food handling</b> Use of 'best practice' in the handling of food, to ensure the production of safe food</p> <p><b>Behaviour</b> 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</p> <p><b>Food safety hazards</b> Physical, biological, chemical, allergenic</p> <p><b>Legal responsibilities</b> 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.</p>

<b>Learning outcome</b>
The learner will: 2. Understand the importance of keeping him/herself clean and hygienic
<b>Assessment criteria</b>
The learner can: 2.1 explain the <b>importance of personal hygiene</b> in food safety including its role in reducing the risk of contamination 2.2 describe effective personal hygiene <b>practices</b> , for example, <b>protective clothing, hand washing, personal illnesses, cuts and wounds.</b>

<p><b>Range</b></p> <p><b>Importance of personal hygiene</b> 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</p> <p><b>Practices</b> 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</p> <p><b>Protective clothing</b> 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)</p> <p><b>Hand washing</b> 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</p> <p><b>Personal illnesses</b> 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</p> <p><b>Cuts and wounds</b> Reporting cuts and wounds, understanding the difference between septic cuts and wounds and uninfected cuts and wounds, appropriate use of detectible waterproof dressings (eg blue plasters).</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3. Understand the importance of keeping the work areas clean and hygienic</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>3.1 explain how to keep the <b>work area and equipment</b> clean and tidy to include <b>cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal</b></p> <p>3.2 state how <b>work flow, work surfaces and equipment</b> can reduce contamination risks and aid cleaning</p> <p>3.3 outline the <b>importance of pest control</b>.</p>

## **Range**

### **Work area and equipment**

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

### **Cleaning and disinfection methods**

Work area: clean as you go, low risk and high risk areas in food preparation environments, work surfaces, correct cleaning procedures to prevent contamination, traditional stages of cleaning (pre-clean, main clean, rinse, disinfect, rinse, dry), 'clean, rinse, sanitise' method. Double-sink washing up, pre-clean, main clean using detergent, second sink to disinfect water above 82C. Single use cloths or colour-coded cloths  
Equipment: cleaning in place (static equipment eg beer lines, ice machines, dishwashers), move out and clean behind equipment which is easy to take apart

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

Chemicals: COSHH, lockable storage away from foods (restricted access) storage in original containers, labelling, dilution, mixing of chemicals, manufacturers' instructions, PPE, avoiding chemical contamination/cross-contamination (eg over-spray), appropriate cleaning and disposal of chemical spillages, safety data sheets  
Materials: appropriate storage areas away from food, avoiding prolonged soaking of materials, single use and colour-coded cloths

### **Waste disposal**

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

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

Work flow: clear separation between low and high risk areas (dirty areas, eg storage and food preparation and cooking areas, clean areas, eg final preparation and service areas), good visibility  
Work surfaces: smooth, impervious, non-tainting, easily cleaned, no crevasses, resistant to corrosion, fit for purpose (eg for commercial use)  
Equipment: easy to take apart, in good state of repair, installed as to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting, resistant to corrosion, fit for purpose

### **Importance of pest control**

Legislative requirements: to avoid contamination (pathogenic bacteria, spoilage bacteria), to avoid spread of disease, loss of reputation and profit, to prevent drop in staff morale, to avoid damage, wastage of food  
Pests: rodents, cockroaches, insects, stored products insects, domestic pets, birds, wild cats  
Signs of pest infestation: droppings, smell, smear marks, pupae/egg cases, larvae, damaged/gnawed packaging and food spillages, infrastructure holes.

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

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

zone as quickly as possible

Preparing: defrosting at bottom of fridge overnight, or in thawing cabinet (best practice), core temperature not to go above 8C; held outside of correct storage temperature for as little time as possible

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

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

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

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

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

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

### **Stock control procedures**

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

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

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

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



## **Unit 202                      Food safety in catering**

### **Supporting information**

#### **Assessment**

This unit will be assessed by:

- A multiple choice test covering underpinning knowledge – unit 202.
- This unit is also available as a paper based multiple choice test – unit 620 (Scotland only), unit 820 (England, Wales, NI). Assessment and Answer Packs are available on **[www.cityandguilds.com](http://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 301

## Introduction to the hospitality industry

<b>UAN:</b>	<b>A/502/4834</b>
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit gives learners a general introduction to the hospitality industry including: food preparation and cooking, food and drink services, accommodation services and guest services.

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

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

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

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

## **Unit 301            Introduction to the hospitality                                  industry**

### **Supporting information**

#### **Assessment**

This unit will be assessed by:  
an assignment covering practical skills and underpinning knowledge.

## Unit 302

## Customer service in the hospitality industry

<b>UAN:</b>	<b>D/502/4874</b>
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit introduces learners to the basic principles of effective customer service.

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

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

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

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

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

<b>Range</b>
<p><b>Present self</b> Personal hygiene, uniform, polite and helpful, smiling, eye contact</p> <p><b>Good personal presentation</b> Oral hygiene, hair, hands and nails, clean uniform.</p>

## **Unit 302            Customer service in the                                   hospitality industry**

### **Supporting information**

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

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

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

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



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

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

## **Unit 303            Serving food and drink**

### **Supporting information**

#### **Assessment**

This unit will be assessed by:  
an assignment covering practical skills and underpinning knowledge.

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

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

**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 304                  Basic food preparation**

### **Supporting information**

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

<b>UAN:</b>	<b>Y/502/4808</b>
<b>Level:</b>	Entry 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit introduces learners to cooking basic food items and dishes safely and hygienically under supervision.

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

<p><b>Range</b></p> <p><b>Correct</b> Quantity and quality</p> <p><b>Ingredients</b> Vegetables, fruit, meat, poultry, fish, beans and pulses, pasta, rice, dairy, bread, oils and fats, herbs and spices, seasoning</p> <p><b>Equipment</b> Knives, small hand-held kitchen equipment, chopping boards, trays, baking tins, gas/electrical equipment, saucepans, frying pans</p> <p><b>Safely</b> Personal Protective Equipment (PPE), selecting correct equipment for job, identify and deal with hazards (hot liquids, trips &amp; slips, broken equipment) report hazards to supervisor</p> <p><b>Hygienically</b> Personal Protective Equipment (PPE), personal hygiene, eg hands and nails, jewellery, cosmetics, hand washing, cross-contamination</p> <p><b>Cook</b> Poach, bake, roast, steam, boil, fry (stir, shallow, deep), microwave, grilling</p> <p><b>Safely and hygienically</b> Personal Protective Equipment (PPE), hand washing, cross-contamination, return unused ingredients to storage, use correct cleaning products and equipment, clean as you go, disposal of waste.</p>
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## **Unit 305                  Basic cooking**

### **Supporting information**

#### **Assessment**

This unit will be assessed by:

an assignment covering practical skills and underpinning knowledge.



## Unit 306

## Guest services in the hospitality industry

<b>UAN:</b>	<b>K/600/1091</b>
<b>Level:</b>	Entry 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit introduces the learner to food and drink service.

<b>Learning outcome</b>
The learner will: 1. Be able to work as part of the guest services team
<b>Assessment criteria</b>
The learner can: 1.1 follow instructions for the preparation of guest services <b>transporting materials, equipment and linen</b> 1.2 follow instructions to <b>service public areas, bedrooms, bathrooms/washrooms</b> 1.3 identify different <b>guest services</b> 1.4 state how to <b>work well</b> as part of a guest services team.

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

**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.

**Learning outcome**

The learner will:

2. Be able to communicate with customers

**Assessment criteria**

The learner can:

2.1 **respond to customer queries** politely

2.2 **refer** queries to the **correct person**.

**Range****Respond**

Meet customer needs

**Customer queries**

Requests, complaints

**Refer**

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

**Correct person**

Supervisor (knowing limit of authority).

## **Unit 306**                    **Guest services in the hospitality industry**

### Supporting information

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 307

## Preparing the dining area for service

<b>UAN:</b>	<b>D/505/3131</b>
<b>Level:</b>	Entry 3
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	The learner will be able to set up and clear a dining area before and after service.

<b>Learning outcome</b>
The learner will: 1. Be able to set up a dining area for service
<b>Assessment criteria</b>
The learner can: 1.1 clean the dining area for service <b>safely and hygienically</b> 1.2 prepare <b>equipment</b> for the <b>dining area safely and hygienically</b> 1.3 prepare the tables and seating in dining area <b>safely and hygienically.</b>

<b>Range</b>
<b>Equipment</b> Crockery Cutlery Trays Glassware/cups Linen Disposable items Table decorations Condiments and sauces
<b>dining area</b> fast food canteen/cafeteria café bistro/brasserie pubs/bars
<b>safely and hygienically</b> – personal and working practices.

<b>Learning outcome</b>
The learner will: 2. Be able to clear the dining area at the end of service
<b>Assessment criteria</b>
The learner can: <b>2.1</b> clear tables of <b>debris</b> and equipment from the dining area <b>safely</b> and <b>hygienically</b> <b>2.2</b> clean the dining area at the end of service safely and hygienically <b>2.3</b> state the <b>methods</b> for dealing with waste

<b>Range</b>
<b>debris</b> napkins paper table decorations place cards disposables food packaging condiments and sauces  <b>safely and hygienically</b> – personal and working practices  <b>methods</b> – recycling and non recycle, safe disposal of sharps.

## Unit 308

## Essential knife skills for the catering industry

<b>UAN:</b>	H/505/3129
<b>Level:</b>	Entry 3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	This unit is about how to use knives safely and hygienically, which includes ensure the knives are sharp, holding knives correctly and preparing and cleaning the equipment and work areas.

<b>Learning outcome</b>
The learner will: 1. Be able to prepare to use knives
<b>Assessment criteria</b>
The learner can: 1.1 select <b>PPE</b> (Personal Protective Equipment) required for using knives 1.2 use PPE correctly 1.3 prepare <b>equipment</b> and work area <b>safely</b> and <b>hygienically</b> .

<b>Range</b>
<b>PPE</b> Protective clothing, disposable gloves, closed in shoes
<b>Safely</b> Identify hazards Report hazards Sharpen knives Secure board
<b>Hygienically</b> Personal hygiene, contamination risks Use correct cleaning agents and cleaning equipment
<b>Equipment</b> Knives Colour coded chopping board Anti slip chopping board mats Knife sharpener.

<b>Learning outcome</b>
The learner will: 2. Be able to use knives safely and hygienically
<b>Assessment criteria</b>
The learner can: 2.1 select <b>knives</b> appropriate to the task 2.2 follow correct <b>procedures</b> when using knives 2.3 list <b>hazards</b> when using knives.

<b>Range</b>
<p><b>Knives</b></p> <ul style="list-style-type: none"> <li>• Colour coded</li> <li>• Straight blades</li> <li>• Serrated blades</li> <li>• Scissors</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Use correct knife for the task</li> <li>• Ensure knife is sharp</li> <li>• Use correct chopping board</li> <li>• Ensure chopping board is secure</li> <li>• Use correct cutting method</li> </ul> <p><b>hazards</b></p> <ul style="list-style-type: none"> <li>• personal safety</li> <li>• contamination</li> <li>• hygiene</li> <li>• cleaning</li> <li>• storage</li> </ul>

<b>Learning outcome</b>
The learner will: 3. Be able to clean knives, equipment and work surfaces safely and hygienically
<b>Assessment criteria</b>
The learner can: 3.1 select correct <b>method</b> for cleaning knife and equipment 3.2 select correct <b>equipment</b> for cleaning work surface 3.3 follow the correct <b>procedure</b> for cleaning knives and equipment 3.4 clean work surface 3.5 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 309

## Cleaning and storage procedures for cutlery and crockery

<b>UAN:</b>	<b>D/505/3128</b>
<b>Level:</b>	Entry 3
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	Learners will 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.

<b>Learning outcome</b>
The learner will: 1. Be able to prepare cutlery and crockery for service
<b>Assessment criteria</b>
The learner can: 1.1 use different <b>methods</b> to prepare cutlery for service <b>safely</b> and <b>hygienically</b> 1.2 use different <b>methods</b> to prepare crockery for service <b>safely</b> and <b>hygienically</b> .

<b>Range</b>
<b>Methods</b> Cleaning, polishing, checking for damage, checking amounts
<b>Safely and hygienically</b> Personal and working practices.

<b>Learning outcome</b>
The learner will: 2. Be able to store and handle cutlery and crockery
<b>Assessment criteria</b>
The learner can: 2.1 store <b>crockery</b> safely and hygienically 2.2 store <b>cutlery</b> safely and hygienically.

<b>Range</b>
<b>Crockery</b> Plates, cups, saucers, dishes  <b>Cutlery</b> Knives, forks, spoons, teaspoons.

<b>Learning outcome</b>
The learner will: 3. Know how cutlery and crockery should be handled after service
<b>Assessment criteria</b>
The learner can: 3.1 state the <b>methods</b> used to clean cutlery and crockery 3.2 state the <b>importance</b> of cleaning cutlery and crockery 3.3 state the <b>methods</b> for dealing with broken and disposable items.

<b>Range</b>
<b>Methods</b> Mechanical cleaning and hand washing  <b>Importance</b> Hygiene, appearance  <b>Methods</b> Recycling and non recycle, safe disposal of sharps.

**Unit 309**                    **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 310

## Introduction to meal planning and preparation

<b>UAN:</b>	Y/505/3130
<b>Level:</b>	Entry 3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.
<b>Aim:</b>	The Learner will be able to plan, prepare and present a two course meal.

<b>Learning outcome</b>
The learner will: 1. Be able to plan a two course meal
<b>Assessment criteria</b>
The learner can: 1.1 select a two course meal 1.2 prepare an <b>ingredients list</b> 1.3 Prepare an <b>order of work</b> .

<b>Range</b>
<b>Ingredients</b> Fresh Convenience
<b>List</b> food item quantities
<b>Order of work</b> tasks sequence.

<b>Learning outcome</b>
The learner will: 2. Be able to prepare and cook a two course meal
<b>Assessment criteria</b>
The learner can: 2.1 prepare dishes <b>safely</b> and <b>hygienically</b> following the order of work 2.2 cook dishes independently, safely and hygienically following the recipes and order of work 2.3 present dishes for service.

<b>Range</b>
<b>Safely</b> Working practices PPE
<b>Hygienically</b> Personal hygiene, contamination risks Use correct cleaning agents and cleaning equipment Working practices.

<b>Learning outcome</b>
The learner will: 3. Be able to clean the food preparation area
<b>Assessment criteria</b>
The learner can: 3.1 clean the food preparation area safely and hygienically.

## **Unit 310**                    **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.

## **Appendix 1      Relationships to other qualifications**

### **Links to other qualifications**

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that learners completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

## Appendix 2 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](http://www.cityandguilds.com).

### ***City & Guilds Centre Manual***

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

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

### ***Our Quality Assurance Requirements***

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

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

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

- Ofqual's General Conditions of Recognition

### ***Access Arrangements and Special Considerations***

This document 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.



## Useful contacts

**UK learners**

General qualification information

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

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**International learners**

General qualification information

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

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**Centres**

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

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

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**Single subject qualifications**

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

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

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**International awards**

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

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

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**Walled Garden**

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

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

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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

## City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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