

# Awards/Certificates in Hospitality and Catering at SCQF Level 4 and Level 5 (7107)

Qualification handbook



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# Awards/Certificates in Hospitality and Catering at SCQF Level 4 and Level 5 (7107)

## Qualification handbook

Version and date	Change detail	Section
Version 3 August 2012	Amend cooking temperature to 75°C for safe food handling practices	Unit 202 Outcome 4

**Award in Introduction to the Hospitality Industry at SCQF Level 3  
(7107-13)**

**Certificate in Introduction to the Hospitality Industry at SCQF Level 3  
(7107-13)**

**Certificate in General Hospitality at SCQF Level 4  
(7107-14)**

**Award in Introduction to the Hospitality Industry at SCQF Level 4  
i(7107-21)**

**Certificate in Introduction to the Hospitality Industry at SCQF Level 4  
(7107-21)**

**Certificate in General Food and Beverage Service at SCQF Level 4  
(7107-81)**

**Certificate in General Cookery at SCQF Level 4  
(7107-81)**

**Certificate in Investigating the Hospitality Industry at SCQF Level 4  
(7107-81)**

**Award in General Front Office Operations at SCQF Level 4  
(7107-81)**

**Award in General Housekeeping Operations at SCQF Level 4  
(7107-81)**

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# 1 Introduction to the qualifications

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

<b>Qualification titles and levels</b>	<b>City &amp; Guilds qualification numbers</b>	<b>Ofqual accreditation numbers</b>	<b>Last registration date</b>	<b>Last certification date</b>	<b>Certificate claim unit</b>
Award in Introduction to the Hospitality Industry at SCQF Level 3	7107 -13 7107- 83	500/6513/0	31/12/2013	31/12/2014	901 910
Certificate in Introduction to the Hospitality Industry at SCQF Level 3	7107 -13 7107- 83	500/6519/1	31/12/2013	31/12/2014	902 911
Award in Introduction to the Hospitality Industry at SCQF Level 4	7107 -21 7101- 91	500/6514/2	31/12/2013	31/12/2014	908 912
Certificate in Introduction to the Hospitality Industry at SCQF Level 4	7107 -21 7101- 91	500/6515/4	31/12/2013	31/12/2014	909 913
Certificate in General Hospitality at SCQF Level 4	7107-14	500/8653/4	31/07/2013	31/07/2014	
Certificate in General Food and Beverage Service at SCQF Level 4	7107 -81	500/6754/0	31/12/2013	31/12/2014	903
Certificate in General Cookery at SCQF Level 4	7107 -81	500/6516/6	31/12/2013	31/12/2014	904
Certificate in Investigating the Hospitality Industry at SCQF Level 4	7107 -81	500/6274/8	31/12/2013	31/12/2014	907
Award in General Front Office Operations at SCQF Level 4	7107 -81	500/6384/4	31/12/2013	31/12/2014	905
Award in General Housekeeping Operations at SCQF Level 4	7107 -81	500/6385/6	31/12/2013	31/12/2014	906

## Registering candidates

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

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

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

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

### **Further information**

These qualifications

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

For more information on Foundation Learning please go to [www.cityandguilds.com/ft](http://www.cityandguilds.com/ft)

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



## 1.1 Qualification structure

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

### Award in Introduction to the Hospitality Industry at SCQF Level 3

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

### Certificate in Introduction to the Hospitality Industry at SCQF Level 3

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

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours	Accreditation unit reference
<b>Mandatory</b>					
Unit 401	Introduction to the hospitality industry	SCQF Level 3	1	10	A/502/4834
Unit 402	Customer service in the hospitality industry	SCQF Level 3	1	10	D/502/4874
<b>Optional</b>					
Unit 403	Serving food and drink	SCQF Level 3	2	20	F/502/4835
Unit 404	Basic food preparation	SCQF Level 3	2	20	J/600/0711
Unit 405	Basic cooking	SCQF Level 3	2	20	Y/502/4808
Unit 406	Guest services in the hospitality industry	SCQF Level 3	2	20	K/600/1091
Unit 413	Food service	SCQF Level 4	3	30	K/502/4957
Unit 415	Introduction to healthy eating	SCQF Level 4	3	25	K/502/5008
Unit 416	Basic food preparation and cooking	SCQF Level 4	3	30	K/502/5042
Unit 417	Preparing and serving drinks	SCQF Level 4	3	30	L/502/5051
Unit 418	Introduction to food commodities	SCQF Level 4	1	10	A/502/5059
Unit 419	Front office operations	SCQF Level 4	3	30	K/502/5073
Unit 410	Housekeeping and guest services	SCQF Level 4	3	30	A/600/1094
Unit 411	Using kitchen equipment	SCQF Level 4	1	10	T/502/5075
Unit 412	Food safety in catering	SCQF Level 4	1	9	H/502/0132



### Award in Introduction to the Hospitality Industry at SCQF Level 4

Learners must achieve at least **10** credits in total. There are 2 mandatory units, consisting of 5 credits in total. The remaining 5 credits must come from the optional units listed. At least 6 credits must be at SCQF Level 4 (this can include the 2 mandatory units).

### Certificate in Introduction to the Hospitality Industry at SCQF Level 4

Learners must achieve at least **14** credits in total. There are 2 mandatory units, consisting of 5 credits in total. The remaining 9 credits must come from the optional units listed. At least 8 credits must be at SCQF Level 4 (this can include the 2 mandatory units).

### Certificate in General Hospitality at SCQF Level 4

Learners must achieve **14** credits from units 103, 105-111, and 202 or 620 or 820.

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours	Accreditation unit reference
<b>Mandatory</b>					
Unit 401	Introduction to the hospitality industry	SCQF Level 4	2	20	M/502/4894
Unit 402	Customer service in the hospitality industry	SCQF Level 4	3	20	J/502/4898
<b>Optional</b>					
Unit 403	Serving food and drink	SCQF Level 3	2	20	F/502/4835
Unit 404	Basic food preparation	SCQF Level 3	2	20	J/600/0711
Unit 405	Basic cooking	SCQF Level 3	2	20	Y/502/4808
Unit 406	Guest services in the hospitality industry	SCQF Level 3	2	20	K/600/1091
Unit 413	Food service	SCQF Level 4	3	30	K/502/4957
Unit 415	Introduction to healthy eating	SCQF Level 4	3	25	K/502/5008
Unit 416	Basic food preparation and cooking	SCQF Level 4	3	30	K/502/5042
Unit 417	Preparing and serving drinks	SCQF Level 4	3	30	L/502/5051
Unit 418	Introduction to food commodities	SCQF Level 4	1	10	A/502/5059
Unit 419	Front office operations	SCQF Level 4	3	30	K/502/5073
Unit 410	Housekeeping and guest services	SCQF Level 4	3	30	A/600/1094
Unit 411	Using kitchen equipment	SCQF Level 4	1	10	T/502/5075
Unit 412	Food safety in catering	SCQF Level 5	1	9	H/502/0132

**These qualifications may be suitable for Foundation Learning candidates progressing towards full SCQF level 5 qualifications and skilled employment including apprenticeships**

#### **Certificate in General Food and Beverage Service at SCQF Level 4**

Learners must achieve **15** credits in total. All units are mandatory.

<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>Guided learning hours</b>	<b>Accreditation unit reference</b>
<b>Mandatory</b>					
Unit 421	Introduction to the hospitality industry	SCQF Level 4	2	20	M/502/4894
Unit 422	Customer service in the hospitality industry	SCQF Level 4	3	20	J/502/4898
Unit 413	Food service	SCQF Level 4	3	30	K/502/4957
Unit 415	Introduction to healthy eating	SCQF Level 4	3	25	K/502/5008
Unit 417	Preparing and serving drinks	SCQF Level 4	3	30	L/502/5051
Unit 412	Food safety in catering	SCQF Level 5	1	9	H/502/0132

#### **Certificate in General Cookery at SCQF Level 4**

Learners must achieve **14** credits in total. All units are mandatory.

<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>Guided learning hours</b>	<b>Accreditation unit reference</b>
<b>Mandatory</b>					
Unit 421	Introduction to the hospitality industry	SCQF Level 4	2	20	M/502/4894
Unit 422	Customer service in the hospitality industry	SCQF Level 4	3	20	J/502/4898
Unit 415	Introduction to healthy eating	SCQF Level 4	3	25	K/502/5008
Unit 416	Basic food preparation and cooking	SCQF Level 4	3	30	K/502/5042
Unit 418	Introduction to food commodities	SCQF Level 4	1	10	A/502/5059
Unit 411	Using kitchen equipment	SCQF Level 4	1	10	T/502/5075
Unit 412	Food safety in catering	SCQF Level 5	1	9	H/502/0132

## Certificate in Investigating the Hospitality Industry at SCQF Level 4

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

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours	Accreditation unit reference
<b>Mandatory</b>					
Unit 421	Introduction to the hospitality industry	SCQF Level 4	2	20	M/502/4894
Unit 422	Customer service in the hospitality industry	SCQF Level 4	3	20	J/502/4898
Unit 413	Food service	SCQF Level 4	3	30	K/502/4957
Unit 415	Introduction to healthy eating	SCQF Level 4	3	25	K/502/5008
Unit 416	Basic food preparation and cooking	SCQF Level 4	3	30	K/502/5042
Unit 417	Preparing and serving drinks	SCQF Level 4	3	30	L/502/5051
Unit 418	Introduction to food commodities	SCQF Level 4	1	10	A/502/5059
Unit 419	Front office operations	SCQF Level 4	3	30	K/502/5073
Unit 410	Housekeeping and guest services	SCQF Level 4	3	30	A/600/1094
Unit 411	Using kitchen equipment	SCQF Level 4	1	10	T/502/5075
Unit 412	Food safety in catering	SCQF Level 5	1	9	H/502/0132

## Award in General Front office Operations at SCQF Level 4

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

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours	Accreditation unit reference
<b>Mandatory</b>					
Unit 421	Introduction to the hospitality industry	SCQF Level 4	2	20	M/502/4894
Unit 422	Customer service in the hospitality industry	SCQF Level 4	3	20	J/502/4898
Unit 419	Front office operations	SCQF Level 4	3	30	K/502/5073

## Award in General Housekeeping Operations at SCQF Level 4

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

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours	Accreditation unit reference
<b>Mandatory</b>					
Unit 421	Introduction to the hospitality industry	SCQF Level 4	2	20	M/502/4894
Unit 422	Customer service in the hospitality industry	SCQF Level 4	3	20	J/502/4898
Unit 419	Housekeeping and guest services	SCQF Level 4	3	30	A/600/1094

### 1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

Foundation Learning Entry Level 3 qualifications could lead to:

- GCSE and Level 1 Diploma in Hospitality

Foundation Learning Level 1 qualifications could lead to:

- Diploma in Professional Cookery (7100)
- Diploma in Professional Food & Beverage Service (7103)
- Award in Barista Skills (7102)
- Award in Professional Bartending (Cocktails) (7106)
- Award in Healthier Food and Special Diets (7150)
- NVQs in Hospitality (7081/7082)
- Skilled employment including Apprenticeships

### 1.3 Qualification support materials

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

#### Description

Assessment guide for assessors / candidates

#### How to access

This documentation can be found on the City & Guilds website, [www.cityandguilds.com](http://www.cityandguilds.com)

## 2 Centre requirements

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

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

### 2.1 Resource requirements

#### Physical resources

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

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

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

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

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>Particular requirements</b>
401	Introduction to the hospitality industry	Opportunity for candidates to visit a range of hospitality outlets to complete research, access to IT
402	Customer service in the hospitality industry	Opportunity for candidates to be involved in customer service activity where they can demonstrate good personal hygiene
403	Serving food and drink	Opportunity for candidates to serve a 'customer', opportunity to work as part of a team, and to assist in prep/assembly of food and drink items
404	Basic food preparation	Includes a practical food prep task
405	Basic cooking	Includes a practical cooking task
406	Guest services in the hospitality industry	Includes a task in which candidates are required to service a public area
411	Introduction to the hospitality industry	No particular requirements

412	Customer service in the hospitality industry	Opportunity for candidates to take part in customer service activities that allow demonstration of good customer service
413	Food service	Opportunity for candidates to carry out food service, including set-up, maintenance and close down, as well as health and safety and food hygiene legislation
415	Introduction to healthy eating	No particular requirements
416	Basic food preparation and cooking	Includes a practical cooking task
417	Preparing and serving drinks	Includes a prep and service task which needs an area in which service can take place
418	Introduction to food commodities	No particular requirements
419	Front office operations	Reception desk area on which to work for practical observation task
410	Housekeeping and guest services	Public area and bathroom to maintain/service, must contain toilet etc (what's needed to cover observation checklist)
411	Using kitchen equipment	Includes a prep and cooking task, covered by 'equipment' bit
412	Food safety in catering	No particular requirements

## Human resources

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

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

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

## Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications.

## Continuing professional development (CPD)

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



## **2.2 Candidate entry requirements**

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

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

### **Age restrictions**

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

## 3 Units

### Availability of units

The units for these qualifications follow.

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

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ)

**[www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)**

### Structure of units

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

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

## Summary of units

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>QCF unit number</b>	<b>Credits</b>	<b>Guided Learning Hours (GLH)</b>
401	Introduction to the hospitality industry	A/502/4834	1	10
402	Customer service in the hospitality industry	D/502/4874	1	10
403	Serving food and drink	F/502/4835	2	20
404	Basic food preparation	J/600/0711	2	20
405	Basic cooking	Y/502/4808	2	20
406	Guest services in the hospitality industry	K/600/1091	2	20
411	Introduction to the hospitality industry	M/502/4894	2	20
412	Customer service in the hospitality industry	J/502/4898	3	20
413	Food service	K/502/4957	3	30
415	Introduction to healthy eating	K/502/5008	3	25
416	Basic food preparation and cooking	K/502/5042	3	30
417	Preparing and serving drinks	L/502/5051	3	30
418	Introduction to food commodities	A/502/5059	1	10
419	Front office operations	K/502/5073	3	30
410	Housekeeping and guest services	A/600/1094	3	30
411	Using kitchen equipment	T/502/5075	1	10
412	Food safety in catering	H/502/0132	1	9

## Unit 401

# Introduction to the hospitality industry

**SCQF Level:** 3

**Credit value:** 1

### Unit aim

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

### Learning outcomes

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

The candidate will:

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

### Guided learning hours

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

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 401**      **Introduction to the hospitality industry**

Outcome 1      Know the main outlets in the hospitality industry

### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

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

#### **Range**

##### **Outlets**

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

##### **Services**

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

## **Unit 401**      **Introduction to the hospitality industry**

Outcome 2      Know the job opportunities within the hospitality industry

### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

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

#### **Range**

##### **Job roles**

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

##### **Job opportunities**

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

##### **Types of work**

Full time, part time

**SCQF Level:** 3

**Credit value:** 1

### **Unit aim**

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

### **Learning outcomes**

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

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

### **Guided learning hours**

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

### **Endorsement of the unit by a sector or other appropriate body**

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

### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 402**

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

Outcome 1

Know the importance of good customer service

### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

1. state why good **customer service is important**.

#### **Range**

##### **Customer service is important**

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



## Unit 402

## Customer service in the hospitality industry

### Outcome 2

Be able to communicate with customers

#### Assessment criteria

##### Practical skills

The learner can:

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

#### Range

##### Communicate positively

###### Verbal

Face to face/telephone volume, tone, clarity

###### Non verbal

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

## Unit 402

## Customer service in the hospitality industry

### Outcome 3

Know the importance of good personal presentation

#### Assessment criteria

##### Practical skills

The learner can:

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

##### Underpinning knowledge

The learner can:

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

#### Range

##### Present self:

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

##### Good personal presentation

Oral hygiene, hair, hands and nails, clean uniform

**SCQF Level:** 3

**Credit value:** 2

### Unit aim

This unit introduces the learner to food and drink service.

### Learning outcomes

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

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

### Guided learning hours

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

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 403

### Outcome 1

## Serving food and drink

Be able to serve food and drink to customers

### Assessment criteria

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Politely

Eye contact, smiling, appropriate language

##### Safely

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

##### Hygienically

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

##### Stages

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

## Unit 403

## Serving food and drink

### Outcome 2

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

#### Assessment criteria

##### Practical skills

The learner can:

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

##### Underpinning knowledge

The learner can:

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

##### Range

###### Preparation/assembly of food and drink

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

###### Safe and hygienic

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

###### Team

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

**SCQF Level:** 3

**Credit value:** 2

### **Unit aim**

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

### **Learning outcomes**

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

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

### **Guided learning hours**

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

### **Endorsement of the unit by a sector or other appropriate body**

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

### **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 404

## Basic food preparation

### Outcome 1

Be able to prepare food for cold presentation or cooking

#### Assessment criteria

##### Practical skills

The learner can:

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

##### Range

##### Correct

Quantity and quality

##### Ingredients

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

##### Equipment

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

##### Safely

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

##### Hygienically

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

##### Prepare

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

##### Set aside or store

Products stored in correct place, covered, labelled and dated, correct position in fridge/freezer

##### Safely and hygienically

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

# Unit 405      Basic cooking

**SCQF Level: 3**

**Credit value: 2**

## **Unit aim**

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

## **Learning outcomes**

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

1. Be able to cook basic food items and dishes

## **Guided learning hours**

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

## **Endorsement of the unit by a sector or other appropriate body**

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

## **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

## **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.



## Unit 405

### Outcome 1

## Basic cooking

Be able to cook basic food items and dishes

### Assessment criteria

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

1. identify what went well and suggest any improvements.

#### Range

##### Correct

Quantity and quality

##### Ingredients

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

##### Equipment

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

##### Safely

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

##### Hygienically

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

##### Cook

Poach, bake, roast, steam, boil, fry (stir, shallow, deep), microwave, grilling

##### Safely and hygienically

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

## Unit 406

## Guest services in the hospitality industry

**SCQF Level:** 3

**Credit value:** 2

### Unit aim

This unit introduces the learner to food and drink service.

### Learning outcomes

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

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

### Guided learning hours

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

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 406

## Guest services in the hospitality industry

### Outcome 1

Be able to work as part of the guest services team

#### Assessment criteria

##### Practical skills

The learner can:

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

##### Underpinning knowledge

The learner can:

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

#### Range

##### Transporting materials, equipment and linen

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

##### Servicing of areas

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

##### Service public areas

Replenishment of current newspapers, magazines

##### Service bedrooms

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

##### Service bathrooms / washrooms

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

##### Guest services

Cleaning – of public areas, bedrooms, bathrooms/washrooms  
stripping/making beds

replenish consumables – stocks of toiletries, towels, sugars/miniatures in rooms, minibar

**Work well**

Arrive for work on time, know own role in team, help other members of team, follow instructions, be polite, pass on information, complete tasks on time, correct personal presentation

## Unit 406

## Guest services in the hospitality industry

### Outcome 2

Be able to communicate with customers

#### Assessment criteria

##### Practical skills

The learner can:

1. **respond** to **customer queries** politely
2. **refer** queries to the **correct person**.

##### Range

##### Respond

Meet customer needs

##### Customer queries

Requests, complaints

##### Refer

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

##### Correct person

Supervisor (knowing limit of authority)

## Unit 421

# Introduction to the hospitality industry

**SCQF Level:** 4

**Credit value:** 2

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 421

## Introduction to the hospitality industry

### Outcome 1

Know the structure of the hospitality industry

#### Assessment criteria

##### Underpinning knowledge

The learner can:

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

#### Range

##### Types of outlets

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

##### Services:

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

## **Unit 421            Introduction to the hospitality industry**

Outcome 2            Know the career opportunities in the hospitality industry

### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

1. describe **job roles** in the industry
2. describe **career opportunities** in the industry
3. state different **working patterns** in the industry
4. identify **sources of information** on training and career opportunities.

#### **Range**

##### **Job roles**

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

##### **Career opportunities**

Local, national, international

transport, contract, event, welfare industrial, commercial, leisure industry

##### **Working patterns**

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

##### **Sources of information**

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



**SCQF Level:** 4

**Credit value:** 3

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 422

## Customer Service in the Hospitality Industry

### Outcome 1

Know the benefits of good customer service

#### Assessment criteria

##### Underpinning knowledge

The learner can:

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

#### Range

##### Good customer service

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

##### Benefits

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

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

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

##### Different customer groups

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

Special diets: medical/cultural, satisfied/dissatisfied customers

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

Age range of customers: children, young people, adults, elderly,

## Unit 422

## Customer Service in the Hospitality Industry

### Outcome 2

Be able to communicate with customers in the hospitality environment

#### Assessment criteria

##### Practical skills

The learner can:

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

##### Underpinning knowledge

The learner can:

1. identify the **benefits** of good communication
2. state **how to deal** with routine customer needs.

#### Range

##### Verbal and non-verbal communication

Verbal:

face to face, telephone

Non-verbal:

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

##### Benefits

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

##### How to deal with customer needs

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

## Unit 422

## Customer Service in the Hospitality Industry

### Outcome 3

Know the importance of good personal presentation

#### Assessment criteria

##### Underpinning knowledge

The learner can:

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

#### Range

##### Personal hygiene and presentation

Health safety and hygiene

##### Professional Image

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

##### Dress codes

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

**SCQF Level:** 4

**Credit value:** 3

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

This unit is linked to the Skills Related to:

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

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 413**

## **Food Service**

Outcome 1

Know different types of food service

### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

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

### **Range**

#### **Food service**

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

## Unit 413

## Food Service

### Outcome 2

### Be able to serve food

#### Assessment criteria

##### Practical skills

The learner can:

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

##### Underpinning knowledge

The learner can:

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

##### Range

###### Plated

Correct portion size, on clean plate, with appropriate garnish

###### Counter

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

###### Safe

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

###### Hygienic

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

###### Health & safety and hygiene requirements

Safe handling, spillages, correct temperature and time control, use of temperature probes, cleaning of food area and surrounding area, relating to current legislation

## **Unit 413**

Outcome 3

## **Food Service**

Be able to work in a food service area

### **Assessment criteria**

#### **Practical skills**

The learner can:

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

#### **Range**

##### **Maintain**

Clean as you go, replenish supplies, dispose of waste

##### **Instructions**

Eg from supervisor, verbally, or written (eg on a work card)



**SCQF Level:** 4

**Credit value:** 3

**Unit aim**

This unit gives learners an introduction to healthy eating.

**Learning outcomes**

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

The candidate will:

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

**Guided learning hours**

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

**Endorsement of the unit by a sector or other appropriate body**

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

**Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

**Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 415

## Introduction to healthy eating

### Outcome 1

Know the effects of food on the body

#### Assessment criteria

##### Underpinning knowledge

The learner can:

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

##### Range

##### Body uses

Growth and repair, energy, warmth

##### Benefits

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

##### Healthy diet

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

##### Groups of people

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

##### Different diets

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

## Unit 415

### Outcome 2

## Introduction to healthy eating

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

### Assessment criteria

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

### Range

#### Nutritional information

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

#### Major food groups

Carbohydrates, proteins, fats, vitamins and minerals, water

#### Healthy, balanced diet

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

#### Importance

Essential for life, aids digestion, hydrates the body

#### Regular fluid/water intake

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

**SCQF Level:** 4

**Credit value:** 3

**Unit aim**

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

**Learning outcomes**

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

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

**Guided learning hours**

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

**Endorsement of the unit by a sector or other appropriate body**

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

**Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

**Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 416

Outcome 1

## Basic food preparation and cooking

Know the principal methods of cooking

### Assessment criteria

#### Underpinning knowledge

The learner can:

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

#### Range

##### Methods (dry)

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

##### Methods (wet)

Poaching, boiling, stewing, steaming, braising

##### Commodities

Meat: fry, poach, roast, boil, stew, braise

Fish: fry, poach, steam, bake, grill

Poultry: fry, steam, poach, roast, boil, grill

Vegetables: fry, steam, poach, roast, boil, grill

Dough products: baking, boiling

Fruit: Poached, stewed, fried, baked

Eggs: poached, fried, boiled

Rice and grains: boiled, braised, fried

## Unit 416

### Outcome 2

## Basic food preparation and cooking

Be able to prepare, cook and present simple dishes

### Assessment criteria

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Prepare

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

##### Cooking methods (dry)

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

##### Cooking methods (wet)

Poaching, boiling, stewing, steaming, braising

##### Present

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

##### Safely and hygienically

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

##### Work areas

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

##### Equipment

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

##### Review

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

**SCQF Level:** 4

**Credit value:** 3

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

This unit is linked to the Skills Related to:

NVQ Level 1 in Hospitality: Prepare and clear areas for drinks service 1DS1, Serve Drinks 1DS2

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 417

## Preparing and serving drinks

### Outcome 1

Be able to prepare and serve different drinks

#### Assessment criteria

##### Practical skills

The learner can:

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

##### Underpinning knowledge

The learner can:

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

##### Range

##### Safely

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

##### Hygienically

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

##### Equipment

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

##### Different types

Bottled: wines, beers, soft drinks, water

Draught: beers, wines, soft drinks

Dispensed: optics, alcoholic

Hot: tea, coffee, chocolate



**Main stages**

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

**Accompaniments**

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

## **Unit 417**

Outcome 2

## **Preparing and serving drinks**

Be able to work in a drinks service area

### **Assessment criteria**

#### **Practical skills**

The learner can:

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

**SCQF Level:** 4

**Credit value:** 1

### Unit aim

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

### Learning outcomes

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

The candidate will:

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

### Guided learning hours

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

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 418**

## **Introduction to food commodities**

Outcome 1

Know the main food commodities

### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

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

### **Range**

#### **Main types**

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

## Unit 418

### Outcome 2

## Introduction to food commodities

Know where the main food commodities can be obtained

### Assessment criteria

#### Underpinning knowledge

The learner can:

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

#### Range

##### Where

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

##### Benefits

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

National suppliers: more choice/variety, potential lower cost

## Unit 418

### Outcome 3

## Introduction to food commodities

Know how the main food commodities should be stored

### Assessment criteria

#### Underpinning knowledge

The learner can:

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

#### Range

##### Safe and hygienic

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

##### Storage methods

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

**SCQF Level:** 4

**Credit value:** 3

### Unit aim

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

### Learning outcomes

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

The candidate will:

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

### Guided learning hours

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

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

This unit is linked to the skills related to:

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

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 419

## Front office operations

### Outcome 1

Know the purpose of the front office

#### Assessment criteria

##### Underpinning knowledge

The learner can:

Related to:

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

#### Range

##### How

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

##### Front office

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

##### Needs

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

##### Role

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

##### Maintaining security

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

##### Importance

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

##### Communication

Verbal: face to face, telephone

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

##### Departments

Maintenance, restaurant; kitchen; housekeeping, hotel manager



## Unit 419

## Front office operations

Outcome 2

Know the structure of the front office

### Assessment criteria

#### Underpinning knowledge

The learner can:

1. identify **job roles** in the front office
2. describe the **responsibilities** of different job roles in the front office.

#### Range

##### Job roles

Receptionist, booking clerk

##### Responsibilities

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

## Unit 419

Outcome 3

## Front office operations

Be able to work in the front office

### Assessment criteria

#### Practical skills

The learner can:

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

#### Range

##### Meet and greet

Welcoming; polite; good body language, establish customer needs

##### Procedures

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

##### Routine documents

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

##### Routine enquiries

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

**SCQF Level:** 4

**Credit value:** 3

### Unit aim

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

### Learning outcomes

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

The candidate will:

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

### Guided learning hours

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

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 410

## Housekeeping and guest services

### Outcome 1

### Know the purpose of guest services

#### Assessment criteria

#### Underpinning knowledge

The learner can:

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

#### Range

##### How

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

##### Customer needs

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

##### Role of guest services in maintaining security

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

##### Importance of communication

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

##### Departments

Maintenance, reception/front office

## Unit 410

Outcome 2

## Housekeeping and guest services

Know the structure of guest services

### Assessment criteria

#### Underpinning knowledge

The learner can:

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

#### Range

##### Job roles

Room attendant, housekeeper, cleaner supervisor

##### Responsibilities

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

## Unit 410

Outcome 3

## Housekeeping and guest services

Be able to maintain and service accommodation facilities

### Assessment criteria

#### Practical Skills

The learner can:

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

#### Range

##### Select

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

##### Use

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

##### Store

Returned securely and in good condition for future use

##### Personal protective equipment (PPE)

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

##### Servicing of areas

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

##### Service public areas

Replenishment of current newspapers, magazines

##### Service bathrooms/washrooms

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

##### Service bedrooms

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

# Unit 411      Using kitchen equipment

**SCQF Level:** 4

**Credit value:** 1

## **Unit aim**

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

## **Learning outcomes**

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

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

## **Guided learning hours**

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

## **Endorsement of the unit by a sector or other appropriate body**

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

## **Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others.

## **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 411

Outcome 1

## Using kitchen equipment

Know about different types of kitchen equipment

### Assessment criteria

#### Underpinning knowledge

The learner can:

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

### Range

#### Large kitchen equipment

Food storage: fridge freezer

Food preparation: tables, sinks

Food cooking: stoves, ranges, ovens, steamers, deep fat fryers, griddle

Food holding: hot cupboard, bain marie

Cleaning: dishwasher, food waste disposer

#### Small kitchen equipment and hand tools

Food preparation: knives, small hand-held kitchen equipment, bowls, chopping boards, measuring equipment, weighing scales, whisks, food processor, sieves

Food cooking: pots, pans, baking sheet, cooling rack, cake tins

#### Safety requirements

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



## Unit 411

### Outcome 2

## Using kitchen equipment

Be able to select and use kitchen equipment

### Assessment criteria

#### Practical skills

The learner can:

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

### Range

#### Equipment

Large kitchen equipment:

Food storage: fridge freezer

Food preparation: tables, sinks

Food cooking: stoves, ranges, ovens, steamers, deep fat fryers, griddle

Food holding: hot cupboard, bain marie

Cleaning: dishwasher, food waste disposer

Small kitchen equipment and hand tools:

Food preparation: knives, small hand held kitchen equipment, bowls, chopping boards, measuring equipment, weighing scales, whisks, food processor, sieves

Food cooking: pots, pans, baking sheet, cooling rack, cake tins

#### Safely and hygienically

Safety: follow manufacturer's instructions, use of oven cloths, ppe, temperature control, visual checks, guards are in place on machines

Hygiene: protective clothing and footwear, hand washing procedures

#### Procedures

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

**SCQF Level:** 5

**Credit value:** 1

### Unit aim

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

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

### Assessment

This unit will be assessed by:

- A multiple choice test covering underpinning knowledge – unit 202.
- This unit is also available as a paper based multiple choice test – unit 620 (Scotland only), unit 820 (England, Wales, NI). Assessment and Answer Packs are available on **[www.cityandguilds.com](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 412

## Food safety in catering

### Outcome 1

Understand how individuals can take personal responsibility for food safety

#### Assessment criteria

##### Underpinning knowledge

The learner can:

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

#### Range

##### Importance

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

##### Food safety procedures

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

##### Risk assessment

Recognition of the likelihood of a hazard occurring

##### Safe food handling

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

##### Behaviour

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

##### Food safety hazards

Physical, biological, chemical, allergenic

##### Legal responsibilities

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

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

## Unit 412

### Outcome 2

## Food safety in catering

Understand the importance of keeping him/herself clean and hygienic

### Assessment criteria

#### Underpinning knowledge

The learner can:

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

### Range

#### Importance of personal hygiene

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

#### Practices

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

#### Protective clothing

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

#### Hand washing

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

#### Personal illnesses

Reporting of illnesses (diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upsets, suspected food poisoning), reporting close/prolonged contact with persons with the above symptoms, eg family members, friends

#### Cuts and wounds

Reporting cuts and wounds, understanding the difference between septic cuts and wounds and uninfected cuts and wounds, appropriate use of detectable waterproof dressings (eg blue plasters)

## Unit 412

### Outcome 3

## Food safety in catering

Understand the importance of keeping the work areas clean and hygienic

### Assessment criteria

#### Underpinning knowledge

The learner can:

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

### Range

#### Work area and equipment

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

#### Cleaning and disinfection methods

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

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

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

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

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

#### Waste disposal

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

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

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

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

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

### **Importance of pest control**

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

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

Signs of pest infestation: droppings, smell, smear marks, pupae/egg cases, larvae, damaged/gnawed packaging and food spillages, infrastructure holes

## Unit 412

## Food safety in catering

### Outcome 4

understand the importance of keeping food safe

#### Assessment criteria

##### Underpinning knowledge

The learner can:

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

#### Range

##### Sources and risks to food safety

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

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

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

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

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

##### How to deal with food spoilage

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

Reporting: to supervisor/line manager

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

##### Safe food handling practices and procedures / Importance of temperature controls

To meet 'due diligence' criteria, EHO requirements

Temperatures checked with a clean, sanitized probe; temperature logs for fridges and freezers, and serving cabinets

Danger zone for food = 5C – 63C, responsibility to ensure food is heated through danger zone as quickly as possible, or chilled through danger zone as quickly as possible

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

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

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

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

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

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

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

### **Stock control procedures**

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

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

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

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



## 4 Assessment

### 4.1 Summary of assessment methods

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

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

Unit No.	Title	Assessment Method	Where to obtain assessment materials
401/ E301	Introduction to the hospitality industry	Each unit is assessed by a separate assignment.	Assignment guide for assessors / candidates, accessed on the City & Guilds website, <b>www.cityandguilds.com</b>
402/ E302	Customer service in the hospitality industry		
403/ E303	Serving food and drink	The assignments cover the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.	
404/ E304	Basic food preparation		
405/ E305	Basic cooking		
406/ E306	Guest services in the hospitality industry	Assignments are externally set by City & Guilds, locally marked and externally verified.	
411/ 101	Introduction to the hospitality industry		
412/ 102	Customer service in the hospitality industry		
413/ 103	Food service		
415/ 105	Introduction to healthy eating		
416/ 106	Basic food preparation and cooking		
417/ 107	Preparing and serving drinks		
418/ 108	Introduction to food commodities		
419/ 109	Front office operations		
410/ 110	Housekeeping and guest services		Assessment and Answer Packs are available on <b>www.cityandguilds.com</b>
411/ 111	Using kitchen equipment		

<b>Unit No.</b>	<b>Title</b>	<b>Assessment Method</b>	<b>Where to obtain assessment materials</b>
412/ 202	Food safety in catering	<p>Online multiple choice test – unit 202</p> <p>This unit is also available as a paper based multiple choice test – <b>unit 620</b> (Scotland only), unit 820 (England, Wales, NI).</p> <p>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</p>	
202 (620, 802, 820)	Food safety in catering	<p>Online multiple choice test – unit 202</p> <p>This unit is also available as a paper based multiple choice test – unit 620 (Scotland only), unit 820 (England, Wales, NI).</p> <p>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</p>	

### **Time constraints**

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

## 5 Course design and delivery

### 5.1 Initial assessment and induction

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

The initial assessment should identify:

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

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

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

## 5 Course design and delivery

### 5.2 Recommended delivery strategies

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

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

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

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

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

## Appendix 1 Sources of general information

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

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

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

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

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

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

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

- ***Walled Garden***  
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***  
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***  
Contains dates and information on the latest Centre events
- ***Online assessment***  
Contains information on how to register for GOLA assessments.

## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Registrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Results</li> <li>• Certification</li> <li>• Missing or late exam materials</li> <li>• Incorrect exam papers</li> <li>• Forms request (BB, results entry)</li> <li>• Exam date and time change</li> </ul>
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> <li>• Results</li> <li>• Entries</li> <li>• Enrolments</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> </ul>
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> <li>• Re-issue of password or username</li> <li>• Technical problems</li> <li>• Entries</li> <li>• Results</li> <li>• GOLLA</li> <li>• Navigation</li> <li>• User/menu option problems</li> </ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> <li>• Logbooks</li> <li>• Centre documents</li> <li>• Forms</li> <li>• Free literature</li> </ul>

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

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