

Level 1 NVQ Certificate in Hospitality (7131) - QCF version

Guidance document/recording forms

Level 1 NVQ Certificate in Accommodation Services (7131-01)

Level 1 NVQ Certificate in Food and Beverage Service (7131-02)

Level 1 NVQ Certificate in Food Preparation and Cooking (7131-03)

Level 1 NVQ Certificate in Hospitality Services (7131-04)



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1 About your logbook

1.1 Contact details

Learner name	
Learner enrolment no	
Centre name	
Centre number	
Start date	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

Your Assessor(s)	
Your Internal Verifier	
Your centre contact	

1 About your logbook

1.2 Introduction to the logbook

This logbook will help you complete your Qualifications Credit Framework (QCF) National Vocational Qualification (NVQ) or Scottish Vocational Qualification (SVQ). It contains

- the units you need to achieve to complete your qualification
- information about your responsibilities as a Learner
- forms you can use to record and organise your evidence.

It will also tell you:

- about QCF NVQs and SVQs
- what you need to do to complete your QCF NVQs and SVQs
- who will help you.

About City & Guilds

City & Guilds is your awarding organisation for this qualification. City & Guilds is the UK's leading awarding organisation for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website **www.cityandguilds.com**.

2 About QCF NVQs and SVQs

2.1 What are NVQs and SVQs?

QCF National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs) are nationally recognised qualifications gained in the workplace or in a realistic working environment. They are based on National Occupational Standards, which are standards written by employers and experts in your industry.

When you achieve your qualification it will prove that you can work to the standards expected by employers in your industry. Your qualification will show you are competent to do a job and have the skills, knowledge and understanding needed to do it well.

N/SVQs are work based qualifications, so you should choose the qualification that best matches the type of work you already carry out, or expect to carry out in the future. If you are not in work, your centre will need to arrange a work placement for you to gain the necessary skills and to be assessed.

Choosing your qualification

There are different levels of qualifications. The table gives a brief description of the different N/SVQ levels. You don't always have to start at level 1 as you can start at the level that best matches your work or role.

Level	What you have to show to achieve the qualification
1	Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.
2	Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well defined tasks and address straight forward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
3	Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

2 About QCF NVQs and SVQs

2.2 The structure of NVQs and SVQs

How is an N/SVQ made up?

Each N/SVQ is made up of a number of **units**. Each unit covers a different work activity and a credit value attached to the unit. To achieve the full qualification you have to complete a set number of units outlined within the qualification.

Your centre will explain which units you need to take and help you choose those that best match your job.

Mandatory units

You will have to complete all of these units to get your qualification

Optional units

You may be able to choose from a number of optional units. You will be helped to choose the best optional units to match your job or interests.

If you are taking an apprenticeship then you must take Unit 666 entitled Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector (PERR/10).

Structure of a unit

Units describe what you must be able to do to show you can competently perform activities in your job. Units are broken down into

- **outcomes** – these are either related to tasks you must be able to do or knowledge you must know or understand
- **what you must do** – which describe what you have to do to for each practical task
- **what you must know how to** – describing what you need to know and understand
- **what you must cover/range statements** – describe the situations in which you must be able to perform the tasks

3 About your centre

3.1 Types of centres

Assessment for your qualification will be carried out at your centre. Your centre may be your place of work, a college, training provider or a combination of these.

City & Guilds approves centres to offer qualifications and regularly monitors them to make sure they meet our quality standards and follow our assessment policies.

Centre responsibilities

Your centre is responsible for the administration of your qualification. Centre staff will

- register you with City & Guilds
- give you your City & Guilds enrolment number
- apply for your certificate(s) when you have completed your N/SVQ or units.

Centres are also responsible for supporting you as you work towards your qualification. Centres will

- carry out an initial assessment with you
- tell you about any learning or training (and resources) you will need to help you complete your qualification
- provide an induction programme to explain how the assessment process works
- produce an assessment plan for you.

3 About your centre

3.2 Assessment roles

Who will be involved in your qualification?

Assessment for your qualification is carried out at your centre. Your centre may be your place of work, a college, training provider or a combination of these. The people involved in the assessment process are listed below.

The assessor

This may be your manager or supervisor at work or maybe someone specifically sent into your workplace to carry out the assessment. They will

- carry out an initial assessment of the tasks you do as part of your job role and check these against the qualification content
- observe you carrying out your job over a period of time
- ask you questions about the work you do
- assess when you are competent and meet the national standards

The internal verifier

- is employed by your centre to maintain the quality of the occupational assessment

The external verifier

- is employed by City & Guilds to ensure that your centre meets the required national standard

Witnesses

- Witnesses do not determine your overall competence but may provide evidence of your work for your assessor to judge.

Which qualification should you choose?

You should choose an NVQ that best matches the kind of work you already carry out. You don't always have to start at level 1 and the NVQ should reflect the job role that you currently do or intend to do.

How is an NVQ made up?

Each NVQ is made up of a number of **units** each covering a different work activity. Each unit also has a credit value, following the qualification rules you must achieve the minimum number of credits required. You will be required to undertake a combination of **mandatory** and **optional** units.

Mandatory Units – You will have to achieve all of these to get your NVQ. You may also have to achieve some optional units.

Optional Units – You may be able to choose from a number of optional units. You will be helped to choose the best optional units to match your job or interests.

4 About N/SVQ Learners

Learner role and responsibilities

Your responsibilities as a City & Guilds learner are to

- provide your centre with your personal details so you can be registered with City & Guilds
- participate in an initial assessment and induction
- agree a personal assessment plan with your assessor
- collect and organise your evidence as agreed in your assessment plan
- attend regular meetings with your assessor to discuss your progress and to amend your plan when required
- meet with other centre and City & Guilds staff to talk about your qualification and evidence
- make sure you understand and comply with Health and Safety law and regulations
- be clear about your right of appeal if you feel the assessment is not fair

Your centre **may** ask you to agree and sign a learning contract with them to show how you will be assessed for your qualification.

Learner enrolment number

Make sure you keep a note of your unique City & Guilds enrolment number on the front page of this logbook.

You will need this number again if you take any other City & Guilds qualifications. Using the same enrolment number helps City & Guilds keep a record of every unit and qualification you complete.

Moving to a new centre

If you change jobs or move to a new centre before you complete your N/SVQ, you may be able to complete it at a new centre. Ask your centre to apply for any certificates of unit credit for you before you leave, and add them to your N/SVQ records.

A new centre will need your Learner Enrolment Number, your assessment records and evidence to help you complete your qualification.

5 The assessment process

5.1 Before you start your N/SVQ

The assessment process

Once you have chosen your units you will make and agree an assessment plan with your assessor. This will show

- the units that the plan covers
- when you will be assessed
- where the assessment will take place
- what you will be doing
- what evidence you will produce

The plan should also indicate the methods of assessment to be used to collect your evidence. For example;

- Observation
- Work product – photographs, videos
- Projects and assignments
- Questioning
- Candidate peer reports
- Witness testimonies
- Expert witness
- Professional discussion
- Simulation – is allowed only where stated in the unit

Your assessor will find tasks which you do and agree the best method of assessment from the above list some tasks will produce evidence for more than one unit. If you don't meet the standards the first time you are assessed, you can take time to improve your skills and be assessed again when you are ready.

You and the assessor will agree what you need to do for each unit and will record this in your assessment and review plan.

6 Completing your logbook

Recording forms

City & Guilds has developed these recording forms, for new and existing centres to use as appropriate. Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which **must be approved** for use by the **external verifier** before they are used. Alternatively, City & Guilds endorses various electronic e-portfolios.

Learner and centre contact details

This form can be used to record candidate and centre details and the NVQ being assessed. It is the first page of the candidate portfolio.

CV

This can be used if the candidate does not have an appropriate Curriculum Vitae (CV) for inclusion in the portfolio. The CV helps to indicate “inference of competence over time” by showing what jobs have previously been undertaken by you the learner.

Skill scan/Initial assessment

This can be used to record the skills and knowledge which the learner already has as part of an initial action plan.

Expert/witness status list

This is used to record the details of all those that have witnessed learner evidence.

Expert witness record

This is used to record details of the individual expert witnesses.

Unit record

A unit record summaries all the activities and tasks undertaken to complete the unit.

Unit assessment and verification declaration

This written declaration should be completed at the end of each unit to meet the QCA requirement for a statement on authenticity. It is signed by the assessor and learner and states that the evidence is authentic and that the assessment was conducted under specified conditions or context.

Summary of Unit achievement

The unit declaration sheet can be completed as an ongoing process. Once all the units that make up your qualification have been completed, you along with your assessor must complete the form by signing and dating the declaration statement that all of the evidence meets the required criteria.

Please photocopy forms as required

Your CV

If you already have your own CV you can use that instead of this form.

Name

Address

Telephone Number

Date of birth

Education (school attended and dates)

Qualifications (gained and dates)

Employment history and/or voluntary work

Current work role and main responsibilities

Courses attended in the last 5 years

Interests

Skill scan/Initial assessment

Level ____ NVQ in _____

Credits required to achieve qualification _____

Activities undertaken – do you

Mandatory Units – Title	often	Sometimes	Never	Comments/Action

Optional units –

Assessment Site.....

Learner Signature..... Learner Name (Print).....

Assessor Signature.....

Date.....

Expert / Witness Status list

Learner name.....

Name and Witness Signature	Status *	Professional relationship to Learner **	Unit or elements witnessed

*** Status**

1 Occupational expert meeting specific requirements for role of expert witness	3 Non expert familiar with the standards
2 Occupational expert not familiar with the standards	4 Non expert not familiar with the standards

**** Professional relationship to Learner**

Manager = M	Supervisor = S	Colleague = Coll	Customer = Cus	Other (please specify)
-------------	----------------	------------------	----------------	------------------------

Expert Witness Record

An Expert Witness has contributed to the evidence included in this learner's Unit Records.

Expert Witness details

Surname		First name	
----------------	--	-------------------	--

Job title		Name of workplace	
------------------	--	--------------------------	--

Relationship to candidate	manager <input type="checkbox"/> supervisor <input type="checkbox"/>	Subject matter expert: specify: <input type="checkbox"/>
----------------------------------	--	---

I confirm that I fully understand the standards that I will be providing an expert opinion on to confirm the technical competency of the learner.

Witness signature		Date	
--------------------------	--	-------------	--

Assessor details

Surname		First name	
----------------	--	-------------------	--

I confirm that the Expert Witness, detailed above, is:

(please tick)

1. technically competent in all of the areas they will be providing an expert opinion on
2. has been fully briefed on the role of an Expert Witness
3. has been briefed on and understands the occupational standards
4. has been briefed on and understands how to record their evidence

Assessor's signature		Date	
-----------------------------	--	-------------	--

This completed form should be inserted into the front of the learner's Unit Records file

Unit record – Example 1

UNIT 101 (1GEN1) 3

MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1	O	01.04/2010 Sam is wearing appropriate clothing and footwear. He follows all hygiene and safety procedure throughout observation. Worked in an organised and tidy manner throughout production.	TD
2	Q	01.04/2010 1. To whom should you report any illness? Tracy Jones – Line Supervisor 2. Who would be the appropriate person to treat any grazes and wounds? Mandy Newman – First Aider	TD
3	WT	21.04/2010 Expert witness testimony recorded on DVR – PRN 1 Andrew Lang Reference – Signpost Health and Safety hygiene training 'induction section 1+Training pages 2-1-' for Standards – Going for Gold	TD
4	WP	Temp check sheets completed by Sam over a 7 day period 14.04.10 – 21.04.10 Left in file – in Chef's office	TD

Photocopy if required

*Assessment method key: O Observation; PD Professional discussion; Q Questioning; WP Work product; WT Witness testimony; Oth Other

Questioning

Questions can be asked to fill in gaps in the 'be able to' and the 'what you must cover' sections. Questions can be asked during observations or afterwards separately.

Expert witness

Expert witnesses can be used to provide evidence of 'inference of competence over time'. The assessor needs to make sure that the quality of the testimony is sufficient

Note:

Expert witness testimony can be provided in a written format or on a digital voice recorder

Observations

Observations can be recorded directly on the evidence summary sheets.

Note

The amount of evidence in the observation can be summarised as the assessor is technically competent, but must be sufficient to meet the evidence requirements of the unit.

Work product

Can be left in situ, it does not need to be included in the portfolio. This is called 'signposting'.

Remember – Good Practice Note

It is good practice to use a range of different sources of evidence. This should enable a streamlined approach to the assessment process as it can show that you have gained competence over a period of time prior to the final assessment decision.

Unit record – Example 2

UNIT 101 (1GEN1)

3

MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1	O	Ref Obs 1	TD
2	Q	Ref pages 12 - 13	TD
3	WT	Ref section 1 page 2	TD
4	WP	Ref temperature checks file Chef's office 14.04.10 – 21.04.10	TD

Questioning

Questions can be recorded on a separate sheet located somewhere in the portfolio.

Expert witness

As per previous example.

Referencing

The way in which an assessor references evidence can vary. Assessor may choose to use the terms appendices, ref portfolio referencing.

Remember – whatever referencing terms are used they should always be standard throughout each portfolio.

Observations

Observations can be recorded elsewhere on centre documents designed for the purpose and stored in a portfolio. Here the box is used to reference where the observational report evidence can be located.

Work product

Can be left in situ and signposted, as per previous example.

Photocopy if required

***Assessment method key:** O Observation; PD Professional discussion; Q Questioning; WP Work product; WT Witness testimony; Oth Other

Unit record – Example 3

In this example the logbook has been cross-referenced to the evidence without the use of the evidence summary sheet.

Here the referencing has been kept simple, with each piece of evidence having one number so all assessments are simply numbered and included as appendixes within the logbook.

4 UNIT 101 (1GEN1)

BE ABLE TO MAINTAIN PERSONAL HEALTH AND HYGIENE (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

	Ref:	01	02		
Shaded numbers must be observed	1	2	3	4	
1	Wear clean, smart and appropriate clothing, footwear and headgear	●	●	○	○
2	Keep hair neat and tidy and wear it in line with organisational standards	●	●	○	○
3	Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards	●	●	○	○
4	Get any cuts, grazes and wounds treated by the appropriate person	●	○	○	○
5	Report illness and infections promptly to the appropriate person	●	●	○	○

Summary of Unit Achievement



Certificate/Diploma in _____

Level _____ Total credit required to achieve _____

By signing this summary of unit achievement we are confirming that all learning outcomes for these units have been completed and that evidence is authentic and has been obtained under specified conditions for which certification is now requested.

Learner name: _____

Learner enrolment number: _____

Centre number: _____
(If required)

Qualification outcomes

Signatures

Units	Credit	Date achieved	Assessor	Learner	IV (if sampled)
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Total Credits Achieved _____

Note: City & Guilds unit numbers are shown in brackets. These numbers are to be used for results entry purposes, confirming achievement of units for which certification is requested.

7 Units

Level 1 NVQ Certificate in Accommodation Services

To achieve the full qualification in Accommodation Services candidates must attain a minimum of 18 credits in total.

This comprises :

- All of the mandatory units (6 credits)
- The remaining 12 credits from the optional units in Section A

MANDATORY UNITS

		Unit title	Credit value	GLH
1GEN1	101	Maintain a safe, hygienic and secure working environment	3	25
1GEN4	104	Work effectively as part of a hospitality team	3	25

SECTION A OPTIONAL UNITS

1GEN3	103	Maintain customer care	3	25
1HK1	137	Collect linen and make beds	3	21
1HK2	138	Clean windows from the inside	2	16
1HK3	139	Service bathrooms and toilets	3	24
1HK4	140	Help to clean and maintain furnished areas	3	22
1FOH1	128	Process information for reception function	3	26
1FOH5	132	Receive, move and store customer and organisation property	3	23
1FOH6	133	Service public areas at front of house	3	26
1FOH7	134	Collect and deliver items for customers and staff	2	20
1FOH8	135	Prepare, service and clear meeting and conference rooms	3	30
1FOH2	129	Assist in handling mail (CfA)	2	10
1FOH3	130	Communicate in a business environment (CfA)	4	21
1FOH4	131	Make and receive telephone calls (CfA)	3	10
1FOH9	136	Use a filing system (CfA)	2	13
1FOH10	142	Solve business problems (CfA)	3	14
2GEN9	205	Maintain and deal with payments	4	30

Level 1 NVQ Certificate in Food and Beverage Service

To achieve the full qualification in Food and Beverage Service candidates must attain a minimum of 19 credits in total.

This comprises :

- All of the mandatory units (13 credits)
- The remaining 6 credits from the optional units in Section A

MANDATORY UNITS

		Unit title	Credit Value	GLH
1GEN1	101	Maintain a safe, hygienic and secure working environment	3	25
1GEN4	104	Work effectively as part of a hospitality team	3	25
1GEN3	103	Maintain customer care	3	25
2GEN4	204	Maintain food safety when storing, holding and serving food	4	31

SECTION A OPTIONAL UNITS

1BS1	113	Prepare and clear areas for drinks service	3	28
1BS2	114	Serve drinks	4	37
1FS1	107	Prepare and clear areas for table and tray service	3	30
1FS2	108	Provide a table and tray service	3	34
1FS3	109	Prepare and clear areas for counter and takeaway service	3	25
1FS4	110	Provide a counter and takeaway service	3	34
1FS5	111	Provide a trolley service	3	34
1FS6	112	Assemble meals for distribution via conveyor belt	3	34
1GEN5	105	Clean and store crockery and cutlery	3	27
1GEN6	106	Maintain a vending machine	3	28
2BS7	217	Prepare and serve dispensed and instant hot drinks	3	30
2GEN9	205	Maintain and deal with payments	4	30

Level 1 NVQ Certificate in Food Preparation and Cooking

To achieve the full qualification in Food Preparation & Cooking candidates must attain a minimum of 18 credits in total.

This comprises of:

- All of the mandatory units (10 credits)
- The remaining 8 credits from Section A

MANDATORY UNITS

		Unit title	Credit value	GLH
1GEN1	101	Maintain a safe, hygienic and secure working	3	25
1GEN4	104	Work effectively as part of a hospitality team	3	25
2GEN3	203	Maintain food safety when storing, preparing and cooking food	4	32

SECTION A OPTIONAL UNITS

1FP1	115	Prepare vegetables	3	25
1FC1	118	Cook vegetables	3	22
1FPC1	119	Prepare and cook fish	3	23
1FPC2	120	Prepare and cook meat and poultry	4	33
1P&C1	141	Package food for delivery	3	24
1GEN3	103	Maintain customer care	3	25
1FP2	116	Prepare and finish simple salad and fruit dishes	2	16
1FS3	109	Prepare and clear areas for counter and takeaway service	3	25
1PR1	117	Prepare hot and cold sandwiches	2	20
1FPC3	121	Prepare and cook pasta	2	17
1FS4	110	Provide a counter and takeaway service	3	34
1FPC4	122	Prepare and cook rice	2	17
1FPC5	123	Prepare and cook eggs	2	18
1FPC6	124	Prepare and cook pulses	2	19
1FPC7	125	Prepare and cook vegetable protein	2	19
1FPC8	126	Cook and finish simple bread and dough products	3	25
1FPC9	127	Prepare and cook grain	3	22

Level 1 NVQ Certificate in Hospitality Services

To achieve the full qualification in Hospitality Services candidates must attain a minimum of 18 credits in total.

This comprises of:

- All of the mandatory units (6 credits)
- The remaining 12 credits from the optional units in Section A
- If candidates take food and beverage service units they must do 2GEN4
- If candidates take food preparation units they must do 2GEN3

Please note - If candidates take food preparation and food and beverage service units they must do 2GEN3.

MANDATORY UNITS

		Unit title	Credit value	GLH
1GEN1	101	Maintain a safe, hygienic and secure working environment	3	25
1GEN4	104	Work effectively as part of a hospitality team	3	25

SECTION A OPTIONAL UNITS

Accommodation Services units:

1HK1	137	Collect linen and make beds	3	21
1HK2	138	Clean windows from the inside	2	16
1HK3	139	Service bathrooms and toilets	3	24
1HK4	140	Help to clean and maintain furnished areas	3	22
1FOH1	128	Process information for reception function	3	26
1FOH5	132	Receive, move and store customer and organisation property	3	23
1FOH6	133	Service public areas at front of house	3	26
1FOH7	134	Collect and deliver items for customers and staff	2	20
1FOH8	135	Prepare, service and clear meeting and conference rooms	3	30
1FOH2	129	Assist in handling mail (CfA)	2	10
1FOH3	130	Communicate in a business environment (CfA)	4	21
1FOH4	131	Make and receive telephone calls (CfA)	3	10
1FOH9	136	Use a filing system (CfA)	2	13
1FOH10	142	Solve business problems (CfA)	3	14
1GEN3	103	Maintain customer care	3	25
2GEN9	205	Maintain and deal with payments	4	30

Food & Beverage Service units:

2GEN4	204	Maintain food safety when storing, holding and serving food	4	31
1BS1	113	Prepare and clear areas for drinks service	3	28
1BS2	114	Serve drinks	4	37
1FS1	107	Prepare and clear areas for table and tray service	3	30
1FS2	108	Provide a table and tray service	3	34
1FS3	109	Prepare and clear areas for counter and takeaway service	3	25
1FS4	110	Provide a counter and takeaway service	3	34
1FS5	111	Provide a trolley service	3	34
1FS6	112	Assemble meals for distribution via conveyor belt	3	34
1GEN5	105	Clean and store crockery and cutlery	3	27
1GEN6	106	Maintain a vending machine	3	28
2BS7	217	Prepare and serve dispensed and instant hot drinks	3	30

Food Preparation & Cooking units:

2GEN3	203	Maintain food safety when storing, preparing and cooking food	4	32
1FP1	115	Prepare vegetables	3	25
1FC1	118	Cook vegetables	3	22
1FPC1	119	Prepare and cook fish	3	23
1FPC2	120	Prepare and cook meat and poultry	4	33
1P&C1	141	Package food for delivery	3	24
1FP2	116	Prepare and finish simple salad and fruit dishes	2	16
1PR1	117	Prepare hot and cold sandwiches	2	20
1FPC3	121	Prepare and cook pasta	2	17
1FPC4	122	Prepare and cook rice	2	17
1FPC5	123	Prepare and cook eggs	2	18
1FPC6	124	Prepare and cook pulses	2	19
1FPC7	125	Prepare and cook vegetable protein	2	19
1FPC8	126	Cook and finish simple bread and dough products	3	25
1FPC9	127	Prepare and cook grain	3	22

UNIT 101 (1GEN1)

**MAINTAIN A SAFE,
HYGIENIC AND SECURE
WORKING ENVIRONMENT**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to maintain a safe,
hygienic and secure working environment**

August 2010 Version 1.0



MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

This unit is about basic health, hygiene, safety and security. This includes maintaining a clean and hygienic personal appearance, getting any cuts and grazes treated and reporting illnesses and infections. The unit also covers safety and security in your workplace – helping to spot and deal with hazards and following emergency procedures when necessary

This unit has **four** outcomes:

Outcome 1

Be able to maintain personal health and hygiene

Outcome 2

Know how to maintain personal health and hygiene

Outcome 3

Be able to help maintain a hygienic, safe and secure workplace

Outcome 4

Know how to maintain a hygienic, safe and secure workplace

The typical day-to-day activities you might carry out for this unit include:

- keeping your personal appearance neat, tidy and hygienic
- getting cuts and scratches treated and reporting illnesses
- practising fire and other emergency procedures
- helping to keep your customers, colleagues and visitors safe by dealing with hazards
- working in a healthy and safe way
- maintaining hygiene in your work
- following security procedures

MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO MAINTAIN PERSONAL HEALTH AND HYGIENE (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Wear clean, smart and appropriate clothing, footwear and headgear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Keep hair neat and tidy and wear it in line with organisational standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Get any cuts, grazes and wounds treated by the appropriate person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Report illness and infections promptly to the appropriate person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO HELP MAINTAIN A HYGIENIC, SAFE AND SECURE WORKPLACE (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
6	Identify any hazards or potential hazards and deal with these correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Report any accidents or near accidents quickly and accurately to the proper person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Follow health , hygiene and safety procedures during work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Practise emergency procedures correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Follow organisational security procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Hazards

All must be covered. At least **1** of these must be observed by your assessor.

1	Relating to equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Relating to areas where you work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Relating to personal clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ways of dealing with hazards

All must be covered. At least **1** of these must be observed by your assessor.

1	Putting them right yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Reporting them to appropriate colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Warning other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Emergency procedures

All must be covered. At least **1** of these must be observed by your assessor.

1	Fire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Threat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to maintain personal health and hygiene (OUTCOME 2)

Ref.

K1 State own responsibilities under the Health and Safety at Work Act

K2 State general rules on hygiene that must be followed

K3 State correct clothing, footwear and headgear that should be worn at all times

K4 State the importance of maintaining good personal hygiene

K5 Describe how to deal with cuts, grazes and wounds and why it is important to do so

K12 Describe the type of emergencies that may happen in the workplace and how to deal with these

K13 State where to find first aid equipment and who the registered first-aider is in the workplace

K14 State safe lifting and handling techniques that should be followed

K15 State other ways of working safely that are relevant to own position and why these are important

K16 Describe organisational emergency procedures, in particular fire, and how these should be followed

Know how to maintain a hygienic, safe and secure workplace (OUTCOME 4)

Ref.

K6 State the importance of working in a healthy, safe and hygienic way

K7 State where information about Health and Safety in your workplace can be obtained

K8 Describe the types of hazard in the workplace that may occur and how to deal with these

K9 State hazards that can be dealt with personally and hazards that must be reported to someone else

K10 State how to warn other people about hazards and why this is important

K11 State why accidents and near accidents should be reported and who these should be reported to

K17 State the possible causes for fire in the workplace

K18 Describe how to minimise the risk of fire

K19 State where to find fire alarms and how to set them off

K20 State why a fire should never be approached unless it is safe to do so

K21 State the importance of following fire safety laws

K22 Describe organisational security procedures and why these are important

K23 State the correct procedures for dealing with customer property

K24 State the importance of reporting all usual/non-routine incidents to the appropriate person

UNIT 103 (1GEN3)

MAINTAIN CUSTOMER CARE

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to maintain
customer care**

August 2010 Version 1.0



MAINTAIN CUSTOMER CARE

This unit is about providing a good level of service to your customers and helping to deal with any problems they may have.

This unit has **four** outcomes:

Outcome 1

Be able to deal with customers

Outcome 2

Understand how to deal with customers

Outcome 3

Be able to deal with customers' problems

Outcome 4

Understand how to deal with customers' problems

The typical day-to-day activities you might carry out for this unit include:

- meeting and greeting customers
- finding out what customers need and providing a service
- dealing with special requests
- recognising when customers have problems
- working to solve a customer's problems as quickly as possible
- always checking that the customer is satisfied with what you have done

MAINTAIN CUSTOMER CARE

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO DEAL WITH CUSTOMERS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Follow organisational standards for dress and appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Establish and maintain a friendly and polite relationship with the customer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Maintain focus on the customer and their needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Deal with customer requests according to organisational service standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Anticipate and deal with any additional needs customers may have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Give customers the information they need without giving them any confidential information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Provide the service correctly and check that the customer is satisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Find out if the customer needs any other help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Thank the customer when finished and give them a pleasant parting comment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Customers

All must be covered. At least **1** of these must be observed by your assessor.

1	Customers with routine needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Customers with non-routine needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO DEAL WITH CUSTOMERS' PROBLEMS (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
10 Recognise when something is a problem from the customer's point of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Show concern for the customer's problem and apologise for any inconvenience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 Reassure them that it will be dealt with quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 Explain what has caused the problem, if appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 Deal with customer's problems quickly and calmly, following the correct procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 Ask an appropriate member of staff to help if problem can not be solved by self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16 Let the customer know what is happening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17 Make sure the customer is satisfied with the way the problem has been dealt with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18 Report customer problems to the appropriate member of staff when this will help improve customer care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to deal with customers (OUTCOME 2)

K1 Describe organisational standards for customer care and how to put these into practice

K2 State the importance of customers and good customer care for self and organisation

K3 State organisational standards for dress and appearance and why these are important

K4 Describe how to make a good first impression on the customer and why this is important

K5 State the importance of maintaining focus on the customer and their needs

K6 Describe how to help customers feel welcome and at ease

K7 Describe routine and special requests that customers may have and how to answer these

K8 State the types of questions that customers may have and how to answer these

K9 State the types of information that should not be given to customers

K10 Describe how to show consideration to customers when providing a service

K11 State the importance of finding out if there are any other ways to help the customer

Ref.

K12 Describe how to be polite and helpful to customers and behave in a way that makes them feel valued

K13 Describe the types of non-routine needs that customers may have and how to deal with these

Understand how to deal with customers' problems (OUTCOME 4)

Ref.

K14 State the importance of seeing the problem from the customer's point of view

K15 State why it is important to show concern and apologise

K16 Describe the types of problems that customers may have and how to deal with these

K17 State the type of customer problems that should be passed on to another member of staff and who this should be

K18 Describe situations where it is important to explain to the customer what has caused their problem

K19 State the importance of letting the customer know what is happening to solve their problem

K20 State the importance of making sure that the customer is satisfied with the outcome

K21 Describe how reporting customer problems can help to improve customer care in the future

UNIT 104 (1GEN4)

**WORK EFFECTIVELY AS
PART OF A HOSPITALITY
TEAM**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to work effectively
as part of a hospitality team**

August 2010 Version 1.0



WORK EFFECTIVELY AS PART OF A HOSPITALITY TEAM

This unit is about making a useful contribution to the work of a team, ie the people you work with. 'Team' includes your line manager or supervisor as well as other people in your team working at the same level as yourself. The unit includes accurately following instructions; working on time; helping others when they need help; communicating with the people you work with; getting feedback on what you do well and where you could improve and continuing to learn and develop yourself.

This unit has **six** outcomes:

Outcome 1

Be able to plan and organise own work

Outcome 2

Be able to work effectively with team members

Outcome 3

Be able to develop own skills

Outcome 4

Know how to plan and organise own work

Outcome 5

Know how to work effectively with team members

Outcome 6

Know how to develop own skills

WORK EFFECTIVELY AS PART OF A HOSPITALITY TEAM

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which might include observation of your performance, witness testimony or questioning.

BE ABLE TO PLAN AND ORGANISE OWN WORK

(OUTCOME 1)

Shaded numbers must be observed		1	2	3	4
1	Make sure the requirements of the work are understood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Ask questions if the requirements of the work are not clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Accurately follow instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Plan work and prioritise tasks in order of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Keep everything needed for the work organised and available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Keep work areas clean and tidy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Keep waste to a minimum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Ask for help from the relevant person if it is needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Provide work on time and as agreed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO WORK EFFECTIVELY WITH TEAM MEMBERS

(OUTCOME 2)

Shaded numbers must be observed		1	2	3	4
10	Give team members help when they ask for it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Ensure the help given to team members is within the limits of own job role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Ensure the help given to team members does not prevent own work being completed on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Pass on important information to team members as soon as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Maintain good working relationships with team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Report any problems with working relationships to the relevant person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Communicate clearly and effectively with team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO DEVELOP OWN SKILLS

(OUTCOME 3)

**Shaded numbers must
be observed**

	1	2	3	4
17 Seek feedback on own work and deal with this feedback positively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18 Identify with the relevant person aspects of own work which are up to standard and areas that could be improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19 Agree what has to be done to improve their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20 Agree a learning plan with the relevant person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21 Seek opportunities to review and develop learning plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to plan and organise own work (OUTCOME 4) Ref.

K1. State why it is essential to understand the requirements of the work

K2. List the benefits of planning and organising work

K3. Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions

K4. List the benefits of keeping everything needed for own work organised and available

K5. State why it is important to keep work areas clean and tidy

K6. State why it is important to keep waste to a minimum

K7. State when to ask for help and who can be asked

Know how to work effectively with team members (OUTCOME 5) Ref.

K9. State the importance of effective teamwork

K10. State the people in own team and explain how they fit into the organisation

K11. List the responsibilities of the team and why it is important to the organisation as a whole

K12. Describe how to maintain good working relationships with team members

K13. State how to determine if helping

a team member will prevent own work from being completed on time

K14. State the limits of own job role and what can and cannot be done when helping team members

K15. State why essential information needs to be passed on to a team member as soon as possible

K16. List the types of behaviour that help teams to work effectively and behaviours that do not

K17. State why problems with working relationships should be reported to the relevant person

K18. Describe how to communicate clearly and why it is important to do so

Know how to develop own skills (OUTCOME 6) Ref.

K19. State the importance of improving own knowledge and skills

K20. Describe how to get feedback from team members and how this is helpful

K21. Describe how a learning plan can improve own work

K22. State why it is important to regularly review own learning plan

UNIT 105 (1GEN5)

**CLEAN AND STORE
CROCKERY AND
CUTLERY**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to clean and store
crockery and cutlery**

August 2010 Version 1.0



CLEAN AND STORE CROCKERY AND CUTLERY

This unit is about cleaning crockery and cutlery either by machine or by hand, disposing of broken or damaged items and waste and dirty water. It also covers storing cutlery and crockery, and polishing it where necessary.

This unit has **four** outcomes:

Outcome 1

Be able to clean crockery and cutlery

Outcome 2

Know how to clean crockery and cutlery

Outcome 3

Be able to store crockery and cutlery

Outcome 4

Know how to store crockery and cutlery

The typical day-to-day activities you might carry out for this unit include:

- preparing crockery and cutlery items for cleaning
- preparing equipment, materials and machinery
- washing-up by hand and using dishwashers
- checking items for damage and disposing of damaged cutlery and crockery
- storing crockery and cutlery

CLEAN AND STORE CROCKERY AND CUTLERY

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO CLEAN CROCKERY AND CUTLERY

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Prepare crockery and cutlery items ready for cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Ensure that cleaning equipment and machinery is clean, undamaged and ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Use cleaning materials according to manufacturers' instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Clean items using the appropriate cleaning methods at the recommended temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Ensure that finished items are clean, dry and free from damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Dispose of damaged or broken items correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Dispose of waste or dirty water correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Leave cleaning equipment or machinery clean, undamaged and ready for future use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Cleaning methods

All must be covered. At least **1** of these must be observed by your assessor.

1	By machine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	By hand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO STORE CROCKERY AND CUTLERY (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
9 Ensure that items to be stored are dry and clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Keep storage areas clean, tidy and free from rubbish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Stack crockery carefully and store it in the correct location ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 Polish cutlery, where appropriate, and store it in the correct location ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 Dispose of damaged or broken crockery following recommended procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Items to be stored

All must be covered. At least **1** of these must be observed by your assessor.

1	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to clean crockery and cutlery (OUTCOME 2)	Ref.	Know how to store crockery and cutlery (OUTCOME 4)	Ref.
K1 Describe the correct methods of preparing crockery and cutlery for cleaning		K8 State why items should be clean and dry before storage	
K2 Explain how to check cleaning equipment and machinery		K9 State why storage areas should be clean, dry and free from rubbish	
K3 State dilution ratios for cleaning materials		K10 State the correct storage locations for crockery and cutlery	
K4 Describe the correct methods of cleaning crockery and cutlery		K11 Explain why crockery and cutlery should be stored in the correct place	
K5 Describe what the procedures are in the event of breakages of crockery		K12 Describe what types of unexpected situations may occur when storing crockery and cutlery and how to deal with these	
K6 Explain the importance of leaving cleaning equipment ready for future use			
K7 Describe what types of unexpected situations may occur when cleaning crockery and cutlery and how to deal with these			

UNIT 106 (1GEN6)

MAINTAIN A VENDING MACHINE

Successful assessment of the unit proves that the learner has achieved the national occupational standard to maintain a vending machine.

August 2010 Version 1.0



MAINTAIN A VENDING MACHINE

This unit is about cleaning the inside and outside of a merchandising vending machine, testing the machine, and completing any relevant documentation. The unit also covers similar activities for drinks machines, procedures for filling chilled food, drinks, and ambient vending machines, and the methods for presenting vending goods.

This unit has **eight** outcomes:

Outcome 1

Be able to clean a merchandising vending machine

Outcome 2

Know how to clean a merchandising vending machine

Outcome 3

Be able to clean drinks vending machine

Outcome 4

Know how to clean drinks vending machine

Outcome 5

Be able to fill a vending machine

Outcome 6

Know how to fill a vending machine

Outcome 7

Be able to display vending goods

Outcome 8

Know how to display vending goods

The typical day-to-day activities you might carry out for this unit include:

- isolating the electricity supply
- wearing protective clothing
- cleaning the vending machine
- testing the vending machine
- restocking the vending machine
- displaying items correctly
- completing documentation
- tidying up

MAINTAIN A VENDING MACHINE

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO CLEAN A MERCHANDISING VENDING MACHINE

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
1 Isolate the electricity supply in line with the manufacturers' instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Select cleaning equipment and materials that are appropriate to the task and prepare them for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Wear protective clothing in line with the manufacturers' instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Clean the machine according to specified clean schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Leave interior and exterior of the machine clean, dry and smear free	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Test the vending machine for normal operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Complete all necessary records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Leave the area immediately around the machine clean, tidy and free from rubbish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Cleaning materials

All must be covered. At least **1** of these must be observed once by your assessor.

1	Sanitiser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Sterilant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Machine

All must be covered. At least **1** of these must be observed once by your assessor.

1	Chilled food machine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Can machine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Ambient machine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO CLEAN DRINKS VENDING MACHINE (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
9 Isolate the electricity supply in line with the manufacturers' instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Select cleaning equipment and materials that are appropriate to the task and prepare them for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Wear protective clothing in line with the manufacturers' instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 Dismantle key internal working parts for cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 Prepare the machine and its internal working parts for cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 Clean the machine and its internal working parts in line with the specific cleaning schedules and the appropriate health and safety requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 Leave the interior and exterior of the machine clean, dry and smear free	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16 Complete all necessary records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Cleaning material

All must be covered. At least **1** of these must be observed once by your assessor.

1	Sanitizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Sterilant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Working parts

All must be covered. At least **1** of these must be observed once by your assessor.

1	Ingredient canister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The brewer unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Carbon dioxide gas cylinder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Machine

All must be covered. At least **1** of these must be observed once by your assessor.

1	In-cup/sachet/ cartridge/dispenser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Instant machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Fresh brew	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

-
- 17** Test the vending machine for correct operation
-

BE ABLE TO FILL A VENDING MACHINE (OUTCOME 5)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
18	Isolate the electricity supply in accordance with the manufacturers' instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Remove and dispose of any stock that is already in the machine and has passed its expiry date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Supply enough stock to meet demand, and position it correctly in the machine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Follow stock rotation procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Test vending machine for normal operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Complete all necessary records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Machine

All must be covered. At least **1** of these must be observed once by your assessor.

1	Chilled food machine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Drinks machine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Ambient machine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO DISPLAY VENDING GOODS (OUTCOME 7)**What you must do**

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
24	Place the correct quantity and type of items in the machine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	Display the items using appropriate presentation methods that will maximise machine sales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	Use suitable replacements for unavailable items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	Make information changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Presentation methods

All must be covered. At least **1** of these must be observed once by your assessor.

1	Label visibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Product variety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Information changes

All must be covered. At least **1** of these must be observed once by your assessor.

1	Computerised/ manual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Menu information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Pricing information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to clean a merchandising vending machine (Outcome 2)

Ref.

K1 Describe safe and hygienic practices to follow when cleaning a merchandising vending machine

K2 Explain why it is important to check the electricity supply is safely isolated if applicable to the machine

K3 State why it is important to wear protective clothing

K4 Explain why it is important not to mix chemicals

K5 Describe what the appropriate usage measures are for the cleaning agents

K6 State why it is important that the interior and exterior of the machine is left clean, dry and free from smears

K7 State why it is important to keep the area immediately around the vending machine clean and tidy

K8 Explain why work routines and sequences need to be followed

K9 Explain why it is important to conduct a test vend

K10 Describe unexpected situations that may occur when cleaning a merchandising vending machine and how to deal with these

Know how to clean drinks vending machine (Outcome 4)

Ref.

K11 Describe safe and hygienic working practices when cleaning a drinks vending machine

K12 State why it is important to keep the area immediately around the vending machine clean and tidy

K13 Explain why work routines and sequences need to be followed

K14 State why it is important that the interior and exterior of the machine is left clean, dry and free from smears

K15 Describe unexpected situations that may occur and why these are important

Know how to fill a vending machine (Outcome 6)

Ref.

K16 Describe safe and hygienic working practices when filling a vending machine

K17 Describe what procedures need to be followed if faults or problems are identified

K18 Explain why it is important that the interior of the machine is clean prior to re-stocking

K19 State why it is necessary to carry out temperature tests

K20 Explain why stock rotation procedures need to be followed

K21 State what documentation needs to be accurately completed

K22 State the daily schedules

K23 Describe unexpected situations that may occur when filling a vending machine and why these are important

Know how to display vending goods (Outcome 8) **Ref.**

K24 Explain why merchandising plans are used

K25 Describe how items should be presented to maximise sales

K26 State why information changes should be accurate

UNIT 107 (1FS1)

**PREPARE AND CLEAR
AREAS FOR TABLE AND
TRAY SERVICE**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
clear areas for table and tray services**

August 2010 Version 1.0



PREPARE AND CLEAR AREAS FOR TABLE AND TRAY SERVICE

This unit is about preparing service areas and equipment (for example, utensils, trolleys, fridges) prior to service and ensuring that there are sufficient seasonings, sauces and other accompaniments available. It also covers preparing service items such as trays and crockery, and laying up for either tray or table service. Finally the unit covers clearing dining areas, and storing equipment and condiments.

This unit has **six** outcomes:

Outcome 1

Be able to prepare and clear areas for table/tray service

Outcome 2

Understand how to prepare and clear areas for table/tray service

Outcome 3

Be able to prepare customer dining areas for table/tray service

Outcome 4

Know how to prepare customer dining areas for table/tray service

Outcome 5

Be able to clear dining and service areas after service

Outcome 6

Know how to clear dining and service areas after service

The typical day-to-day activities you might carry out for this unit include:

- checking service areas for cleanliness, hygiene and possible damage
- preparing service equipment
- checking available stock
- preparing condiments and accompaniments
- checking waste containers
- laying up tables and trays
- checking menus and promotional items
- cleaning and clearing away after service

PREPARE AND CLEAR AREAS FOR TABLE AND TRAY SERVICE

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE AND CLEAR AREAS FOR TABLE/TRAY SERVICE (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Check the service areas are hygienic, clean, free from damage and ready for use in line with service style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Check that service equipment is clean, free from damage, located where it should be and switched on ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Check that sufficient stock of service items are clean, free from damage and stored ready for service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Prepare and store condiments and accompaniments for service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Check that refuse and waste food containers are hygienic, empty and ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Service style

All must be covered. At least **1** of these must be observed by your assessor.

1	Table service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Tray service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service equipment

All must be covered. At least **2** of these must be observed by your assessor.

1	Hot/cold beverage serving containers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Refrigeration units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Heated units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Service utensils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Trolleys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service items

All must be covered. At least **5** of these must be observed by your assessor.

1	Trays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Promotional items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Disposable table coverings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Decorative items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Disposable napkins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Linen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Menu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Condiments and accompaniments

All must be covered. At least **2** of these must be observed by your assessor.

1	Seasonings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Sugars and sweeteners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Prepared sauces/dressings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Prepared bread items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO PREPARE CUSTOMER DINING AREAS FOR TABLE/TRAY SERVICE (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
6 Check the service area ensuring that it is clean, free from damage and correctly laid out in line with the service style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Check that service items are clean, free from damage and located ready for customer use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Lay up tables and trays in line with service style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Check menus and promotional items and ensure that they are ready for customer use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Service style

All must be covered. At least **1** of these must be observed by your assessor.

1	Table service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Tray service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service items

All must be covered. At least **5** of these must be observed by your assessor.

1	Trays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Promotional items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Disposable table coverings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Decorative items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Disposable napkins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Linen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Menu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO CLEAR DINING AND SERVICE AREAS AFTER SERVICE (OUTCOME 5)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
10	Collect all the service items for clearing or storage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Prepare used or soiled linen for laundry or dispose of it following recommended procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Store food items, condiments and accompaniments which will be used in the future as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Dispose of rubbish and waste food following recommended procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Ensure that service equipment is clean, correctly stored and turned off where appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Ensure that dining furniture is clean and ready for future use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Leave dining and service areas tidy and ready for cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Service items

All must be covered. At least **5** of these must be observed by your assessor.

1	Trays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Glassware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Linen (table/service)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Disposable table coverings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Disposable napkins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Decorative items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Condiments and accompaniments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Condiments and accompaniments

All must be covered. At least **2** of these must be observed by your assessor.

1	Seasonings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Sugars and sweeteners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Prepared sauces/dressings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Prepared bread items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service equipment

All must be covered. At least **2** of these must be observed by your assessor.

1	Hot/cold beverage serving containers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Refrigeration units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Heated units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Service utensils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Trolleys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare and clear areas for table/tray service (OUTCOME 2)

Ref.

K1 Describe safe and hygienic working practices for preparing service areas and equipment for table/tray service

K2 State organisational service style

K3 State why waste must be handled and disposed of correctly

K4 State why condiments and accompaniments should be prepared ready for service

K5 State when to prepare service areas and equipment for table/tray service

K6 State why a constant stock of food service items should be maintained

K7 Outline the types of unexpected situations that may occur when preparing and clearing areas for service and how to deal with them

Know how to prepare customer dining areas for table/tray service (OUTCOME 4)

Ref.

K8 Describe safe and hygienic working practices for preparing customer service areas for table/tray service

K9 State why all items should be checked before service

K10 State why menus and promotional items should be checked before use

K11 Outline the types of unexpected situations that may occur when preparing and clearing areas and equipment and how to deal with them

Know how to clear dining and service areas after service (OUTCOME 6)

Ref.

K12 Describe safe and hygienic working practices for clearing dining and service areas after service

K13 State why all food service areas should be left clean after service

K14 State why certain electrical equipment should be turned off after service

K15 Outline what types of unexpected situations may occur with areas after service and how to deal with them

UNIT 108 (1FS2)

PROVIDE A TABLE AND TRAY SERVICE

Successful assessment of the unit proves that the learner has achieved the national occupational standard to provide a table and tray service

August 2010 Version 1.0



PROVIDE A TABLE AND TRAY SERVICE

This unit is about greeting and seating customers, answering any questions they may have, and taking their orders. It also covers serving customers and maintaining the area, for example: by clearing away crockery and cutlery and maintaining the levels of condiments.

This unit has **four** outcomes:

Outcome 1

Be able to greet customer and take orders

Outcome 2

Know how to greet customer and take orders

Outcome 3

Be able to serve customer orders

Outcome 4

Know how to serve customer orders

The typical day-to-day activities you might carry out for this unit include:

- greeting and seating customers
- providing menus
- taking and recording orders
- serving customers with their orders
- providing seasonings and sauces
- cleaning and clearing away

PROVIDE A TABLE AND TRAY SERVICE

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO GREET CUSTOMER AND TAKE ORDERS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed 1 2 3 4

1 Help **customers** with dining arrangements as necessary, in line with the service style ○ ○ ○ ○

2 Make sure customers have access to the correct menus ○ ○ ○ ○

3 Answer any questions customers may have and give them **information** which meets their needs and promotes the organisation's products and services ○ ○ ○ ○

4 Identify customers' orders and record and process them ○ ○ ○ ○

What you must cover

You must show that you have covered **ALL** of the following:

Customers

All must be covered. At least **1** of these must be observed by your assessor.

- | | | | | | |
|---|----------------------------------|---|---|---|---|
| 1 | Customers with routine needs | ○ | ○ | ○ | ○ |
| 2 | Customers with non-routine needs | ○ | ○ | ○ | ○ |

Service styles

All must be covered. At least **1** of these must be observed by your assessor.

- | | | | | | |
|---|---------------|---|---|---|---|
| 1 | Table service | ○ | ○ | ○ | ○ |
| 2 | Tray service | ○ | ○ | ○ | ○ |

Information

All must be covered. At least **1** of these must be observed by your assessor.

- | | | | | | |
|---|---------------------------------------|---|---|---|---|
| 1 | Items available | ○ | ○ | ○ | ○ |
| 2 | Dish composition | ○ | ○ | ○ | ○ |
| 3 | Prices, special offers and promotions | ○ | ○ | ○ | ○ |

BE ABLE TO SERVE CUSTOMER ORDERS (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
5	Serve customers in line with service style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Provide customers with the service items, condiments and accompaniments appropriate to their food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Serve food and drink items with clean, hygienic and undamaged equipment of the appropriate type	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Keep customer dining and service areas tidy, hygienic and free from rubbish and food debris	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Clear customer dining areas of soiled and unused service items at the appropriate times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Maintain sufficient stocks of clean service items, condiments and accompaniments throughout the service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Service style

All must be covered. At least **1** of these must be observed by your assessor.

1	Table service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Tray service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service items

All must be covered. At least **2** of these must be observed by your assessor.

1	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Glassware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Condiments and accompaniments

All must be covered. At least **2** of these must be observed by your assessor.

1	Seasonings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Sugars, sweeteners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Prepared sauces, dressings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Prepared bread items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Food and drink items

All must be covered. At least **2** of these must be observed by your assessor.

1	Hot plated items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cold plated items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Cold drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Hot drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to greet customer and take orders (OUTCOME 2)

K1 Describe the organisation's standards for customer care and service style and why these should be followed

K2 Describe the correct procedures when greeting and seating customers and why these are important

K3 State why information given to customers should be accurate

K4 State why it is important to promote the organisation to customers

K5 Outline the types of unexpected situations that may occur when taking orders and how to deal with them

Know how to serve customer orders (OUTCOME 4)

K6 Describe safe and hygienic working practices when serving customers and why these are important

K7 List which condiments and accompaniments go with each dish

K8 State why it is important to use the appropriate equipment when serving food and drink items to customers

K9 State why it is important to check that food service equipment is clean and hygienic

K10 Outline the types of unexpected situations that may occur when serving food and how to deal with these

K11 Describe safe and hygienic working practices for maintaining dining and service areas and why these are important

K12 State why dining and service areas must be kept tidy and free from rubbish and food debris

K13 State why waste must be handled and disposed of correctly

K14 State why a constant stock of table and service items should be maintained

UNIT 109 (1FS3)

**PREPARE AND CLEAR
AREAS FOR COUNTER
AND TAKEAWAY SERVICE**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
clear areas for counter and takeaway
service**

August 2010 Version 1.0



PREPARE AND CLEAR AREAS FOR COUNTER AND TAKEAWAY SERVICE

This unit is about preparing work areas and service equipment, and displaying promotional materials and food properly. It also covers clearing these areas, including switching off service equipment, storing condiments, and disposing of rubbish.

This unit has **four** outcomes:

Outcome 1

Be able to prepare areas for counter and takeaway service

Outcome 2

Know how to prepare areas for counter and takeaway service

Outcome 3

Be able to clear areas for counter and takeaway service

Outcome 4

Know how to clear areas for counter and takeaway service

The typical day-to-day activities you might carry out for this unit include:

- checking and preparing work areas, waste containers and service equipment
- checking stocks of service items
- putting out condiments and other accompaniments
- displaying promotional items
- displaying food safely
- switching off equipment after use
- preparing items for cleaning
- storing condiments and other accompaniments
- disposing of rubbish
- cleaning

PREPARE AND CLEAR AREAS FOR COUNTER AND TAKEAWAY SERVICE

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE AREAS FOR COUNTER AND TAKEAWAY SERVICE (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Check that the work area and service equipment are hygienic, clean, free from damage and ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Check that sufficient stock of service items are clean, free from damage and arranged ready for service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Switch on appropriate service equipment in time to reach the recommended operating temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Prepare and display condiments and accompaniments ready for service where appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Display promotional materials ready for customer use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Check that refuse and waste food containers are hygienic, empty and ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Display food immediately before service, in line with operational procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Work area

All must be covered. At least **2** of these must be observed by your assessor.

1	Serving area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Seated area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Waiting area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service equipment

All must be covered. At least **2** of these must be observed by your assessor.

1	Display units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Heated units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Refrigerated units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Beverage equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service items

All must be covered. At least **4** of these must be observed by your assessor.

1	Trays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Straws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Service utensils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Food containers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Take-away food packaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Disposable serviettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Condiments and accompaniments

All must be covered. At least **1** of these must be observed by your assessor.

1	Seasonings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Sugars and sweeteners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Prepared sauces and dressings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Promotional materials

All must be covered. At least **1** of these must be observed by your assessor.

1	Menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Posters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Black/white board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Illustrated menus board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Promotional materials showing special offers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO CLEAR AREAS FOR COUNTER AND TAKEAWAY SERVICE (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
8 Deal with service equipment according to workplaces procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Assemble for cleaning or store any re-usable service items from the food service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Store condiments and accompaniments for future use in line with food hygienic legislation where appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Dispose of rubbish, used disposables and waste food following recommended procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 Check that the work area and service equipment are clean, free from damage and ready for future use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Service equipment

All must be covered. At least **2** of these must be observed by your assessor.

1	Display units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Heated units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Refrigerated units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Beverage equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Re-usable service items

All must be covered. At least **2** of these must be observed by your assessor.

1	Trays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Service utensils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Food containers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Condiments and accompaniments

All must be covered. At least **1** of these must be observed by your assessor.

1	Seasonings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Sugars and sweeteners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Prepared sauces and dressings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Work areas

All must be covered. At least **2** of these must be observed by your assessor.

1	Serving area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Seated area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Waiting area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to prepare areas for counter and takeaway service (OUTCOME 2)	Ref.	Know how to clear areas for counter and takeaway service (OUTCOME 4)	Ref.
K1 Describe safe and hygienic working practices when preparing take-away areas for counter/take-away service and why these are important		K9 Describe safe and hygienic working practices when clearing areas for counter/take-away and why these are important	
K2 State why waste must be handled and disposed of correctly		K10 State why certain electrical and gas equipment should be turned off after service	
K3 State why presentation standards must be maintained in the display of food		K11 State why waste must be handled and disposed of correctly	
K4 State how to display hot and cold food safely and why this is important		K12 State why all perishable food and drink items should be returned to the kitchen and storage area immediately after service	
K5 State why it is important to check expiry dates on appropriate food and drink items		K13 State why service areas should be left clean after service	
K6 State why all promotional material should be checked before use		K14 Outline the types of unexpected situations that may occur when clearing areas and how to deal with them	
K7 State why it is important to have the correct serving equipment available for service			
K8 Outline the types of unexpected situations that may occur when preparing areas and how to deal with them			

UNIT 110 (1FS4)

**PROVIDE A COUNTER
AND TAKEAWAY SERVICE**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to provide a
counter and takeaway service**

August 2010 Version 1.0



PROVIDE A COUNTER AND TAKEAWAY SERVICE

This unit is about taking customers orders and serving food and drink on a counter or takeaway basis. It also covers maintaining the counter and service areas, with items such as trays and utensils, and displaying food and drink items in the correct manner.

This unit has **four** outcomes:

Outcome 1

Be able to serve customers at the counter

Outcome 2

Know how to serve customers at the counter

Outcome 3

Be able to maintain counter and service areas

Outcome 4

Know how to maintain counter and service areas

The typical day-to-day activities you might carry out for this unit include:

- greeting customers
- providing information
- taking orders
- serving customers with their orders
- providing seasonings and sauces
- cleaning and clearing away

PROVIDE A COUNTER AND TAKEAWAY SERVICE

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO SERVE CUSTOMERS AT THE COUNTER (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Give customers information that meets their needs, and promotes organisations' products and service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Find out what customers require, and if necessary tell them about any waiting time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Process the order promptly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Make sure there are appropriate condiments and accompaniments available for customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Customers

All must be covered. At least **1** of these must be observed by your assessor.

1	Customers with routine needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Customers with non-routine needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Information

All must be covered. At least **2** of these must be observed by your assessor.

1	Items available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Ingredients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Prices, special offers and promotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Food and drink items

All must be covered. At least **2** of these must be observed by your assessor.

1	Hot food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cold food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Hot drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Cold drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Condiments and accompaniments

All must be covered. At least **2** of these must be observed by your assessor.

1	Seasonings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Sugars/sweeteners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Prepared sauces/dressings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO MAINTAIN COUNTER AND SERVICE AREAS (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
6 Keep work area tidy, hygienic and free from rubbish and food debris during service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Maintain enough stock of clean service items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Restock with food and drink items when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Display and store food and drink items in line as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Clear work area of used and non-required service items at the appropriate times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Dispose of rubbish, used disposable items and food waste as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Service items

All must be covered. At least **3** of these must be observed by your assessor.

1	Service utensils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Food containers/ dispensers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Trays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Disposable items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Drink items

All must be covered. At least **2** of these must be observed by your assessor.

1	Hot food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cold food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Hot drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Cold drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to serve customers at the counter (OUTCOME 2)	Ref.	Know how to maintain counter and service areas (OUTCOME 4)	Ref.
K1 Describe safe and hygienic working practices for serving customers and why these are important		K7 Describe safe and hygienic working practices for clearing and why these are important	
K2 State why it is important to use separate serving equipment for each food item		K8 State why food which is prepared first should be served first	
K3 State why portions must be controlled when serving customers		K9 State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service	
K4 State why food and drink items must be served at the correct temperature		K10 State why waste must be handled and disposed of correctly	
K5 State why information given to customers must be accurate		K11 State why a constant stock of service items should be maintained	
K6 Outline the types of unexpected situations that may occur when serving customers and how to deal with them		K12 State why maintaining food at the correct temperature is important and how this can be ensured	
		K13 Outline the types of unexpected situations that may occur when clearing away and how to deal with them	

UNIT 111 (1FS5)

PROVIDE A TROLLEY SERVICE

Successful assessment of the unit proves that the learner has achieved the national occupational standard to provide a trolley service

August 2010 Version 1.0



PROVIDE A TROLLEY SERVICE

This unit is about preparing service equipment and stock items for trolley service. It also covers serving products from the trolley, and cleaning the trolley after service.

This unit has **four** outcomes:

Outcome 1

Be able to prepare a catering trolley for service

Outcome 2

Know how to prepare a catering trolley for service

Outcome 3

Be able to serve products from a catering trolley

Outcome 4

Know how to serve products from a catering trolley

The typical day-to-day activities you might carry out for this unit include:

- checking the trolley is clean, undamaged and ready for use
- preparing service equipment, waste containers and stock items
- recording stock levels prior to service
- displaying food and drink products
- meeting and greeting customers
- serving customers
- calculating and recording stock that has been sold
- cleaning and clearing away

PROVIDE A TROLLEY SERVICE

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE A CATERING TROLLEY FOR SERVICE (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Check that the trolley is clean, undamaged and ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Check that the service equipment and stock items are clean, undamaged and prepared correctly ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Record stock levels prior to service, in line with relevant specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Make sure that refuse and waste food containers are clean and ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Display food and drink products for service, in a way that will promote sales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Service equipment

All must be covered. At least **3** of these must be observed by your assessor.

1	Cash box, till, receipts, cash alternatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Hot and cold beverage dispensers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Refrigerated units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Credit/debit card printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Service cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Napkins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stock items

All must be covered. At least **2** of these must be observed by your assessor.

1	Food products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Drink products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Confectionary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Accompaniments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO SERVE PRODUCTS FROM A CATERING TROLLEY (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
6	Greet and deal with customers promptly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Give customers accurate information that meets their needs, and promotes organisation's products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Serve stock with appropriate, clean, undamaged service equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Work out how much stock has been sold, and record this in line with workplace procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Clean the trolley thoroughly after service so that it meets legal and organisational requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Service equipment

All must be covered. At least **3** of these must be observed by your assessor.

1	Cash box, till, receipts, cash alternatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Hot and cold beverage dispensers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Refrigerated units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Credit/debit card printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Service cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Napkins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stock

All must be covered. At least **2** of these must be observed by your assessor.

1	Food products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Drink products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Confectionary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Accompaniments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to prepare a catering trolley for service (OUTCOME 2)	Ref.	Know how to serve products from a catering trolley (OUTCOME 4)	Ref.
K1 Describe safe and hygienic working practices when preparing a catering trolley for service and why these are important		K7 Describe safe and hygienic working practices when serving products from the catering trolley and why these are important	
K2 State cleaning specifications for the trolley and related areas		K8 State organisations' standards for customer care and why these are important	
K3 State why waste must be handled and disposed of correctly		K9 State why trolley must be handled safely and what the safety procedures for the trolley are	
K4 State why the trolley must be kept clean and free from damage		K10 State which aspects of current health and safety legislation are relevant to the service of products from the catering trolley	
K5 State why constant stock of food and drink products should be maintained		K11 Describe how to operate the catering trolley	
K6 Outline the types of unexpected situations that may occur when preparing the trolley and how to deal with them		K12 State the prices and availability of products	
		K13 State how to calculate and record the stock sold after service	
		K14 Outline the types of unexpected situations that may occur when you are serving from the trolley and clearing away and how to deal with them	

UNIT 112 (1FS6)

**ASSEMBLE MEALS FOR
DISTRIBUTION VIA
CONVEYER BELT**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to assemble meals
for distribution via conveyer belt**

August 2010 Version 1.0



ASSEMBLE MEALS FOR DISTRIBUTION VIA CONVEYER BELT

This unit is about preparing the conveyor belt and service equipment and assembling food/drink items. It also covers presenting the food on trays, and maintaining levels of stock during the process.

This unit has **four** outcomes:

Outcome 1

Be able to prepare the conveyor belt for run

Outcome 2

Understand how to prepare the conveyor belt for run

Outcome 3

Be able to assemble sets on the conveyor belt

Outcome 4

Understand how to assemble sets on the conveyor belt

The typical day-to-day activities you might carry out for this unit include:

- checking the conveyor belt and service area are clean, undamaged and ready for use
- preparing sufficient stocks for the belt run and storing them correctly
- selecting menu items
- placing equipment, cutlery and condiments on the tray
- presenting food items correctly on plates or food containers
- checking trays
- restocking as required
- putting trays on to the conveyor belt
- storing unused items

ASSEMBLE MEALS FOR DISTRIBUTION VIA CONVEYER BELT

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE THE CONVEYOR BELT FOR RUN (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Check that the conveyor belt is clean, undamaged and ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Check that the service equipment is clean, undamaged and located correctly ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Assemble sufficient stocks for the belt run and store them in line with food safety requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Select the correct menu display ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Service equipment

All must be covered. At least **4** of these must be observed by your assessor.

1	Bain Marie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Trolleys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Service utensils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Trays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Napkins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stocks

All must be covered. At least **2** of these must be observed by your assessor.

1	Food items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Drink items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Condiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Accompaniments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO ASSEMBLE SETS ON THE CONVEYOR BELT (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
5	Put the quantity and type of food service equipment , cutlery and condiments on the trays, as specified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Make sure the trays fully meet menu specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Present food correctly on the plates/food containers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Maintain levels of stock and service equipment during belt run	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Reject any trays that do not meet menu specifications, and report them to proper person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Transport food trolleys safely to the appropriate area for distribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Store any surplus stock items correctly and safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Service equipment

All must be covered. At least **4** of these must be observed by your assessor.

1	Bain Marie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Trolleys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Service utensils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Trays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Napkins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stocks

All must be covered. At least **2** of these must be observed by your assessor.

1	Food items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Drink items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Condiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Accompaniments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare the conveyor belt for run (OUTCOME 2)

Ref.

- | | |
|----|--|
| K1 | Describe safe and hygienic working practices for preparing the conveyor belt and why these are important |
| K2 | State why waste must be handled and disposed of correctly |
| K3 | Describe how to carry out food temperature control checks and why these are important |
| K4 | Describe how to clean conveyor belt |
| K5 | State why constant stocks of food service items should be maintained |
| K6 | Outline the types of unexpected situations that may occur when preparing the conveyor belt and how to deal with them |

Understand how to assemble sets on the conveyor belt (OUTCOME 4)

Ref.

- | | |
|-----|--|
| K7 | Describe safe and hygienic working practices for the assembly of trays on the conveyor belt and why these are important |
| K8 | State how to report faults with equipment |
| K9 | Describe how to operate conveyor belt machine |
| K10 | List the production requirements for the sessions, ie number and type of meals to be assembled |
| K11 | Describe how to interpret specifications for tray lay out menus and special meal variations |
| K12 | Outline the types of unexpected situations that may occur when you are assembling and presenting meals and how to deal with them |

UNIT 113 (1DS1)

**PREPARE AND CLEAR
AREAS FOR DRINKS
SERVICE**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
clear areas for drinks service**

August 2010 Version 1.0



PREPARE AND CLEAR AREAS FOR DRINKS SERVICE

This unit is about preparing drinks stock and equipment in the customer service area. It also covers clearing and storing glassware, and dealing with broken glass.

This unit has **six** outcomes:

Outcome 1

Be able to prepare customer and service areas

Outcome 2

Know how to prepare customer and service areas

Outcome 3

Be able to clear customer and service areas

Outcome 4

Know how to clear customer and service areas

Outcome 5

Be able to clean and store glassware

Outcome 6

Know how to clean and store glassware

The typical day-to-day activities you might carry out for this unit include:

- restocking and rotating stock
- preparing drinks accompaniments
- checking equipment, menus and promotional items
- checking service areas
- cleaning and storing service equipment after service
- turning off equipment
- cleaning and clearing away
- locking up
- washing, drying and storing glasses and other glassware

PREPARE AND CLEAR AREAS FOR DRINKS SERVICE

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE CUSTOMER AND SERVICE AREAS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
1 Maintain stocks for drinks service , restocking and rotating them in line with workplace procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Prepare and store the drink accompaniments , ready for service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Check that service and electrical equipment is clean free from damage and displayed as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Make sure that menus and promotional material are up-to-date, clean free from damage and displayed as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Make sure that service areas are clean, tidy and ready for service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Secure customer and service areas against unauthorised access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Stocks of drinks for service

All must be covered. At least **2** of these must be observed by your assessor.

1	Bottled drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Draught drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Dispensed drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Hot drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Drink accompaniments

All must be covered. At least **2** of these must be observed by your assessor.

1	Ice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Food garnishes for drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Accompaniments for hot drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Decorative items for drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service area

All must be covered. At least **3** of these must be observed by your assessor.

1	Counters and shelves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Waste bins/bottle containers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Floors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Tables and chairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO CLEAR CUSTOMER AND SERVICE AREAS (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
7	Store, stock or dispose of drinks stocks and drink accompaniments and additional products, in line with workplace procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Make sure that service equipment is clean and stored correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Switch off electrical equipment and machines, in line with workplace procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Make sure that customer and service areas are tidy, free from rubbish and ready for cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Secure customer and service areas against unauthorised access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Drink stocks

All must be covered. At least **2** of these must be observed by your assessor.

1	Bottled drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Draught drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Dispensed drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Hot drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Drink accompaniments

All must be covered. At least **2** of these must be observed by your assessor.

1	Ice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Food garnishes for drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Accompaniments for hot drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Decorative items for drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Customer and service areas

All must be covered. At least **3** of these must be observed by your assessor.

1	Counters and shelves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Waste bins/bottle containers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Floors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Tables and chairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO CLEAN AND STORE GLASSWARE

(OUTCOME 5)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Shaded numbers must be observed	1	2	3	4
12 Empty glassware and position it ready for cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 Check that cleaning equipment or machinery is clean, free from damage and ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 Clean glassware at the recommended temperature using an appropriate cleaning method	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 Check that finished glassware is clean, dry and free from damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16 Dispose of damaged or broken glassware following recommended procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17 Dispose of waste or dirty water following recommended procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18 Check that cleaning equipment or machines are left clean, dry, undamaged and ready for future use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19 Keep storage areas clean, tidy and free from rubbish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Glassware

All must be covered. At least **1** of these must be observed by your assessor.

1	Glasses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Water jugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to prepare customer and service areas (OUTCOME 2)

Ref.

K1 Describe safe and hygienic working practices for preparing customer and service areas and why these are important

K2 State why and to whom breakages should be reported

K3 State why it is essential to check the expiry dates on stocked items

K4 State why refrigeration units should be maintained at the correct temperature

K5 State why correct storage and rotation procedures should be followed

K6 State why service areas must be secured from unauthorised access at all times

K7 List types of maintenance that can be carried out and types that should not be attempted

K8 State why constant stocks of drinks and accompaniments must be maintained

K9 State why stocks of drinks must be rotated

K10 Outline the types of unexpected situations that may occur when preparing customer and service areas and how to deal with them

Know how to clear customer and service areas (OUTCOME 4)

Ref.

K11 Describe safe and hygienic working practices when clearing customer and service areas and why these are important

K12 State why service areas should be left tidy and free from rubbish after service

K13 State why waste must be handled and stored correctly

K14 State why certain electrical equipment must be turned off after service

K15 State why customer service areas must be secured from unauthorised access after service

K16 State why spillages and breakages must be reported to the appropriate person

K17 State why correct storage procedures must be followed for food and drink stocks

K18 Outline the type of unexpected situations that may occur when clearing customer and service areas and how to deal with them

Know how to clean and store glassware (OUTCOME 6)

Ref.

K19 Describe safe and hygienic working practices for handling glassware, cleaning equipment and materials and why these are important

K20 State why glassware should be handled carefully

K21 State why glassware should be cleaned at the correct temperature

K22 State the proper procedure for disposing of broken glass

K23 Outline the unexpected situations that may occur when handling and cleaning glassware and equipment and how to deal with them

UNIT 114 (1BS2)

SERVE DRINKS

Successful assessment of the unit proves that the learner has achieved the national occupational standard to serve drinks

August 2010 Version 1.0



SERVE DRINKS

This unit is about serving drinks and accompaniments to customers, answering queries about drinks, and promoting additional products. It also covers maintaining customer and service areas, which includes keeping equipment clean and emptying bins.

This unit has **four** outcomes:

Outcome 1

Be able to prepare and serve drinks and accompaniments

Outcome 2

Know how to prepare and serve drinks and accompaniments

Outcome 3

Be able to maintain customer and service areas during drinks service

Outcome 4

Know how to maintain customer and service areas during drinks service

The typical day-to-day activities you might carry out for this unit include:

- meeting and greeting customers
- serving drinks
- giving customers information about drinks
- promoting products
- storing items
- cleaning and clearing away

SERVE DRINKS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE AND SERVE DRINKS AND ACCOMPANIMENTS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Greet and deal with customers promptly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Provide customers with accurate information about drinks and identify their requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Dispense and serve drinks in the correct measures and at the recommended temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Promote additional products as appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Serve drinks in line with the appropriate service style and legal requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Customers

All must be covered. At least **1** of these must be observed by your assessor.

1	With routine needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	With non-routine needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Drinks

All must be covered. At least **2** of these must be observed by your assessor.

1	Bottled drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Draught drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Dispensed drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Hot drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service style

All must be covered. At least **1** of these must be observed by your assessor.

1	At the table	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	At the bar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO MAINTAIN CUSTOMER AND SERVICE AREAS DURING DRINKS SERVICE

(OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
6 Store drinks, drink accompaniments and additional products for service correctly and maintain them at the required level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Keep service areas equipment clean hygienic, tidy and ready to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Keep customer and service areas clean tidy and free from rubbish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Empty waste bins and bottle containers as necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Secure service areas against unauthorised access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Customers

All must be covered. At least **1** of these must be observed by your assessor.

1	With routine needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	With non-routine needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Drinks

All must be covered. At least **2** of these must be observed by your assessor.

1	Bottled drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Draught drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Dispensed drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Hot drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Drink accompaniments

All must be covered. At least **2** of these must be observed by your assessor.

1	Ice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Food garnishes for drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Accompaniments for hot drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Decorative items for drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to prepare and serve drinks and accompaniments (OUTCOME 2)	Ref.	Know how to maintain customer and service areas during drinks service (OUTCOME 4)	Ref.
K1 State basic legal requirements relating to the sale of alcoholic drinks on licensed premises		K11 Describe safe and hygienic working practices when maintaining service areas and why these are important	
K2 State standards for customer care and why these should be followed		K12 State why correct storage and rotation procedures should be followed	
K3 State the organisation's service style		K13 State why service areas should be kept hygienic and tidy at all times	
K4 Describe safe and hygienic working practices when preparing and serving drinks and accompaniments and why these are important		K14 State why service areas must be secured from unauthorised access at all times	
K5 State why correct storage and rotation procedures must be followed for food and drinks stocks		K15 State why and to whom customer incidents should be reported	
K6 State why waste must be handled and disposed of correctly		K16 State why constant stock of drinks and accompaniments must be maintained	
K7 State why spillages and breakages must be reported to the appropriate person		K17 Outline the types of unexpected situations that may occur when maintaining service areas	
K8 State why drinks must be served at the correct temperature			
K9 State why it is important to specify to customers the brand names of products on offer			
K10 Outline the types of unexpected situations that may occur when preparing and serving drinks			

UNIT 115 (1FP1)

PREPARE VEGETABLES

Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare vegetables

August 2010 Version 1.0



PREPARE VEGETABLES

This unit is about preparing vegetables for use in cooked or uncooked dishes, for example:

- tubers – for example, potatoes, or artichokes
- roots – for example, parsnips, carrots
- flower heads – for example cauliflower, broccoli
- leaves – for example, cabbage, lettuce

You will prepare the vegetables by:

- defrosting
- washing
- peeling
- re-washing
- cutting – slicing, chopping and shredding
- blanching

This unit has **four** outcomes:

Outcome 1

Be able to prepare vegetables

Outcome 2

Understand how to prepare vegetables

Outcome 3

Be able to store vegetables

Outcome 4

Know how to store vegetables

PREPARE VEGETABLES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO PREPARE VEGETABLES (OUTCOME 1)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | Check the vegetables are fit to be prepared | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Choose and use the correct tools and equipment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | Prepare the vegetables to meet the requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

BE ABLE TO STORE VEGETABLES (OUTCOME 3)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 4 | Safely store any prepared vegetables not for immediate use | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|

What you must cover

You must show that you have covered **ALL** of the following:

Vegetables

All must be covered. At least **4** of these must be observed by your assessor.

1	Tubers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Roots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Flower heads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Leaves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Vegetable fruits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Stems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Bulbs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Basic fungi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Prepare by

All must be covered. At least **4** of these must be observed by your assessor.

Cutting

All must be covered. At least **2** of these must be observed by your assessor

1	Defrosting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Washing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Peeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Re-washing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Cutting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• slicing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• chopping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• shredding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Blanching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

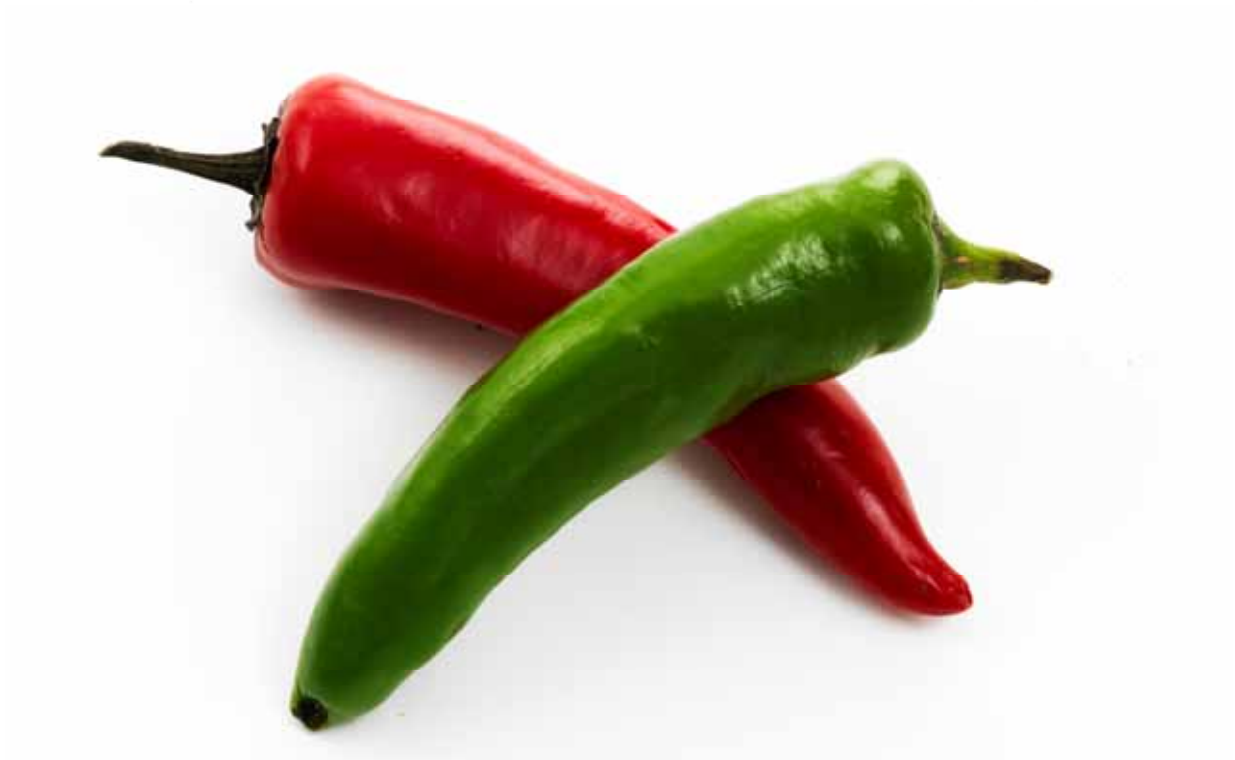
Understand how to prepare vegetables (OUTCOME 2)	Ref.	Know how to store vegetables (OUTCOME 4)	Ref.
K1 State what to look for to ensure each type of vegetable is fit to be prepared		K8 State how to store frozen and unfrozen vegetables before preparation	
K2 Describe what to do if there are problems with the vegetables		K9 State how to store prepared vegetables not for immediate use	
K3 State the correct tools and equipment to use to prepare vegetables			
K4 State the importance of using the correct tools and equipment			
K5 Describe how to carry out different preparation methods			
K6 State the importance of avoiding cross contamination with meat and fish products			
K7 Describe how to avoid cross contamination with meat and fish products			

UNIT 116 (1FP2)

**PREPARE AND FINISH
SIMPLE SALAD AND
FRUIT DISHES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
finish simple salad and fruit dishes**

August 2010 Version 1.0



PREPARE AND FINISH SIMPLE SALAD AND FRUIT DISHES

This unit is about preparing and presenting salad and fruit dishes, for example:

- fruit salad
- mixed salad
- grapefruit cocktail

The unit covers the following types of salad and fruit ingredients:

- frozen fruit
- fresh fruit
- fresh salad
- prepared fruit
- prepared salad

You will use the following preparation and finishing methods:

- peeling
- trimming
- washing
- soaking
- mixing
- cutting
- storing.

This unit has **four** outcomes:

Outcome 1

Be able to prepare simple salad and fruit dishes

Outcome 2

Understand how to prepare simple salad and fruit dishes

Outcome 3

Be able to finish simple salad and fruit dishes

Outcome 4

Understand how to finish simple salad and fruit dishes

PREPARE AND FINISH SIMPLE SALAD AND FRUIT DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO PREPARE SIMPLE SALAD AND FRUIT DISHES (OUTCOME 1)

Shaded numbers must be observed 1 2 3 4

- 1** Check the **ingredients** to make sure they are fit for preparation ○ ○ ○ ○
- 2** Choose the correct tools and equipment ○ ○ ○ ○
- 3** **Prepare** the ingredients correctly for the dish ○ ○ ○ ○

BE ABLE TO FINISH SIMPLE SALAD AND FRUIT DISHES (OUTCOME 3)

Shaded numbers must be observed 1 2 3 4

- 4** Present the dish to meet requirements ○ ○ ○ ○
- 5** Safely store any prepared items not for immediate use ○ ○ ○ ○

What you must cover

You must show that you have covered **ALL** of the following:

Ingredients

All must be covered. At least **3** of these must be observed by your assessor.

1	Frozen fruit	○	○	○	○
2	Fresh fruit	○	○	○	○
3	Fresh salad	○	○	○	○
4	Prepared fruit	○	○	○	○
5	Prepared salad	○	○	○	○

Prepare by

All must be covered. At least **3** of these must be observed by your assessor.

1	Peeling	○	○	○	○
2	Trimming	○	○	○	○
3	Washing	○	○	○	○
4	Soaking	○	○	○	○
5	Cutting	○	○	○	○
6	Mixing	○	○	○	○

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare simple salad and fruit dishes (OUTCOME 2) Ref.

K1 State how to store salad and fruit before preparation

K2 Describe how to check the salad, fruit or other ingredients to make sure they are fit for use

K3 Describe what to do if there is a problem with the salad, fruit or other ingredients

K4 State what tools and equipment are needed to carry out the relevant cooking methods

K5 State why it is important to use the correct tools and equipment

K6 State why it is important to avoid cross contamination with meat and fish products and how to do so

Understand how to finish simple salad and fruit dishes (OUTCOME 4) Ref.

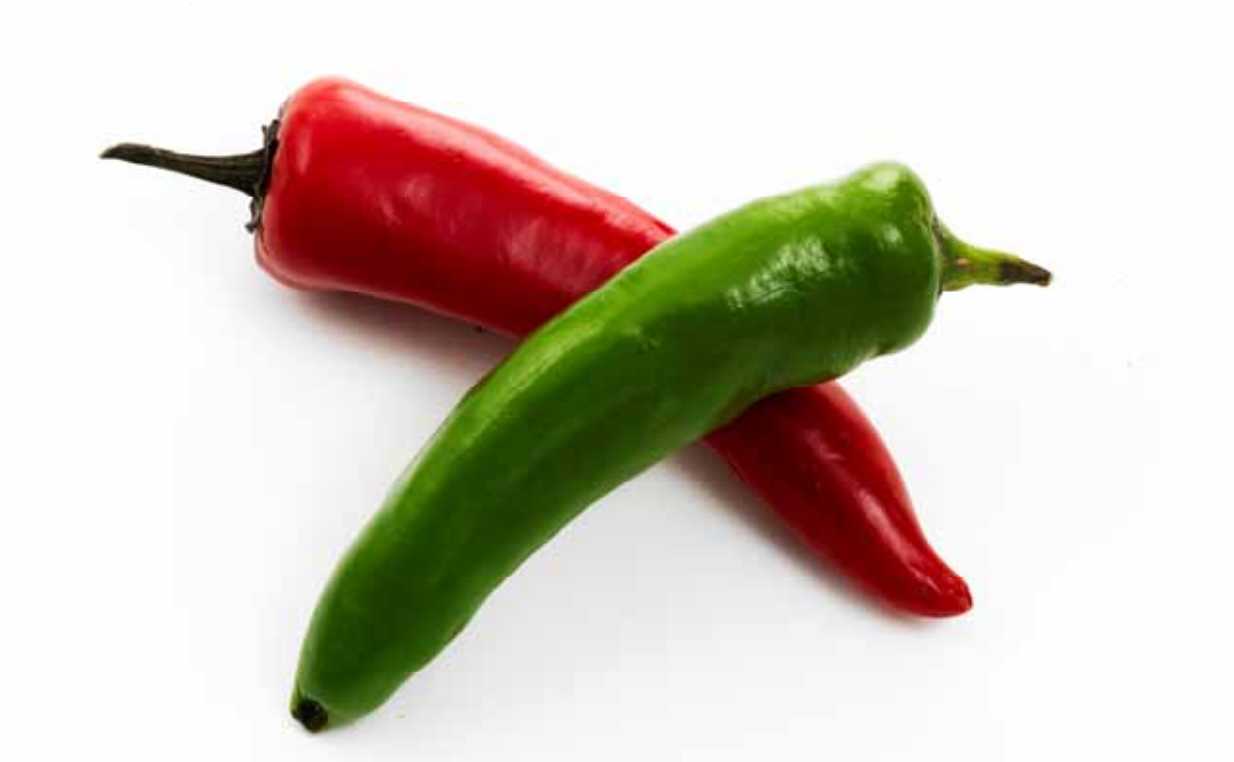
K7 Describe how to store prepared salads and fruit that is not for immediate use

UNIT 117 (1PR1)

PREPARE HOT AND COLD SANDWICHES

Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare hot and cold sandwiches

August 2010 Version 1.0



PREPARE HOT AND COLD SANDWICHES

This unit is about preparing hot and cold sandwiches including:

- burgers
- wraps
- rolls
- paninis
- fajitas

This unit has **two** outcomes:

Outcome 1

Be able to prepare hot and cold sandwiches

Outcome 2

Understand how to prepare hot and cold sandwiches

PREPARE HOT AND COLD SANDWICHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE HOT AND COLD SANDWICHES (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Check the bread and fillings to make sure that they meet quality and quantity requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Choose the right tools and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Prepare sandwiches as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Safely store any sandwich and fillings not for immediate use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Bread

All must be covered. At least **2** of these must be observed by your assessor.

1	Sliced bread	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Un-sliced bread	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Wraps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Bread rolls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fillings

All must be covered. At least **4** of these must be observed by your assessor.

1	Fats/pastes/spreads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cooked meat and poultry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Cooked fish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Dairy products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Salad/vegetables/fruit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Sauces/dressings/relishes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preparation methods

All must be covered. At least **2** of these must be observed by your assessor.

1	Slicing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Preparing fillings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Garnishing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Heating/toasting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

	Understand how to prepare hot and cold sandwiches (OUTCOME 2)	Ref.
--	--	-------------

K1	Explain how to check that bread and fillings are fit for purpose	
----	--	--

K2	State the correct tools and equipment for making sandwiches	
----	---	--

K3	Describe how to present sandwiches and bread products attractively	
----	--	--

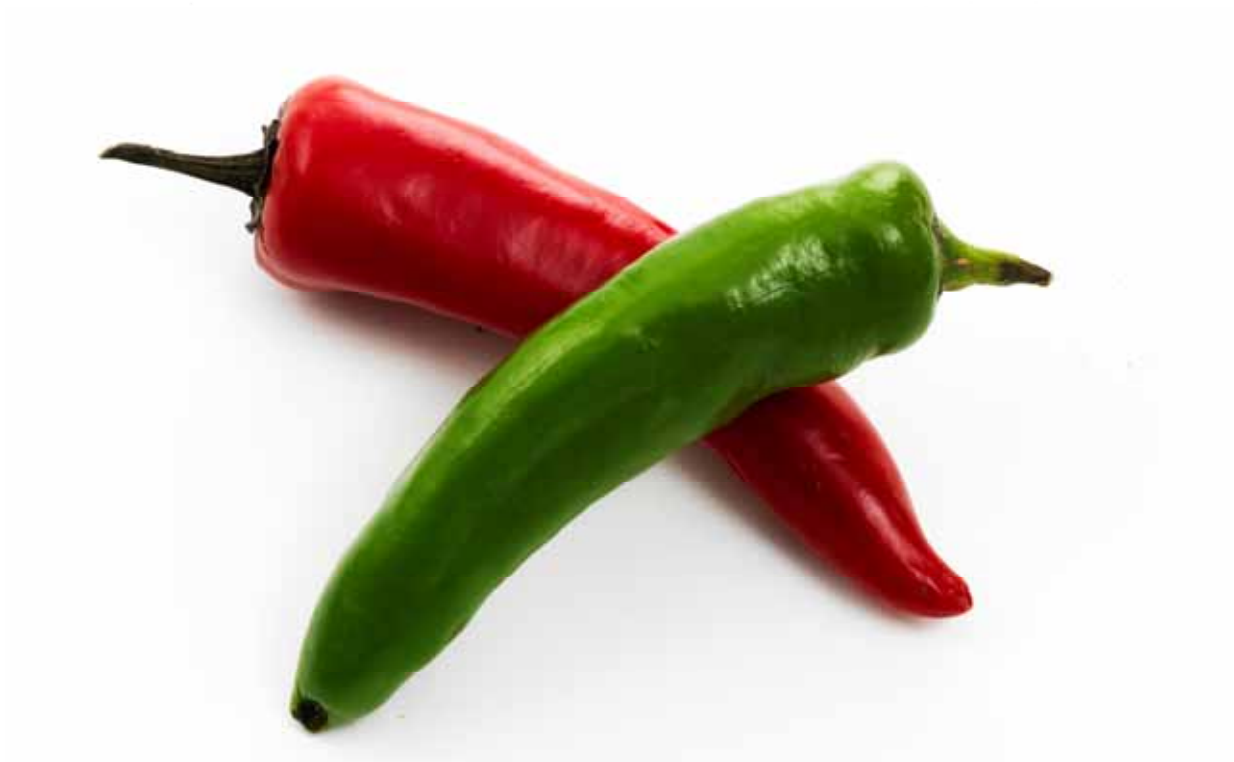
K4	State the correct methods of storage to avoid spoiling sandwiches and bread products between preparation and consumption	
----	--	--

UNIT 118 (1FC1)

COOK VEGETABLES

Successful assessment of the unit proves that the learner has achieved the national occupational standard to cook vegetables

August 2010 Version 1.0



COOK VEGETABLES

This unit is about cooking and finishing vegetables for simple dishes, for example:

- chips (fresh and frozen)
- boiled vegetables
- fried onions
- mashed potatoes

The unit covers the following types of vegetables:

- frozen
- pre-prepared fresh

This unit has **two** outcomes:

Outcome 1

Be able to cook vegetables

Outcome 2

Understand how to cook vegetables

The typical day-to-day activities you might carry out for this unit include:

- checking the vegetables are fit for cooking
- where necessary, avoiding contamination from meat and fish products
- choosing the right tools and equipment
- cooking the vegetables
- making sure the dish is held and served at the correct temperature
- storing cooked vegetables not for immediate use

COOK VEGETABLES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO COOK VEGETABLES (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Choose and use the correct tools and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Check vegetables meet quality standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Cook vegetables to meet requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Finish vegetables as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Make sure vegetables are at the correct temperature for holding and serving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Safely store any cooked vegetables not for immediate use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Vegetables

All must be covered. At least **1** of these must be observed by your assessor.

1	Frozen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Pre-prepared fresh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cooking methods

All must be covered. At least **2** of these must be observed by your assessor.

1	Boiling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Frying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Grilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Microwaving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to cook vegetables (OUTCOME 2)

Ref.

-
- | | |
|----|--|
| K1 | Describe how to store frozen and unfrozen vegetables before cooking |
| K2 | Describe what to look for in vegetables before cooking |
| K3 | Describe what to do if there are any problems with the vegetables |
| K4 | State what tools and equipment to use for cooking vegetables |
| K5 | State why its important to use correct tools and equipment |
| K6 | Describe how to carry out cooking methods for vegetables correctly |
| K7 | Describe why it may be necessary to avoid contamination from meat and fish products and how to do so |
| K8 | State how to store vegetables that are not for immediate use |
-

UNIT 119 (1FPC1)

**PREPARE AND COOK
FISH**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare and cook fish

August 2010 Version 1.2



PREPARE AND COOK FISH

This unit is about preparing and cooking fish for simple dishes, for example:

- fish burger
- battered fish (prepared)
- breaded fish (prepared)
- scampi (prepared)

The unit covers the following types of fish:

- coated fish
- pre-prepared uncoated fish

The unit is appropriate for staff who have only very basic preparation and cooking skills and are working under close supervision.

You will use the following preparation and cooking methods:

- coating
- deep frying
- grilling
- baking

This unit has **two** outcomes:

Outcome 1

Be able to prepare and cook fish

Outcome 2

Understand how to prepare and cook fish

The typical day-to-day activities you might carry out for this unit include:

- checking that the fish is fit for cooking
- defrosting fish, when necessary
- choosing the right tools and equipment
- preparing and cooking the fish correctly for the dish
- presenting the fish
- storing fish not for immediate use

PREPARE AND COOK FISH

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE AND COOK FISH (OUTCOME 1)**What you must do**

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Safely store any fish not for immediate use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	De-frost fish when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Check fish is fit for cooking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Choose right tools and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Prepare fish to meet requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Cook fish as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Finish fish as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Make sure fish is at the correct temperature for holding and serving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Fish

All must be covered. At least **2** of these must be observed by your assessor.

1	Coated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Un-coated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Frozen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Un-frozen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cooking methods

All must be covered. At least **2** of these must be observed by your assessor.

1	Baking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Frying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Grilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preparation methods

All must be covered. At least **2** of these must be observed by your assessor.

1	De-frosting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Coating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare and cook fish (OUTCOME 2) **Ref.**

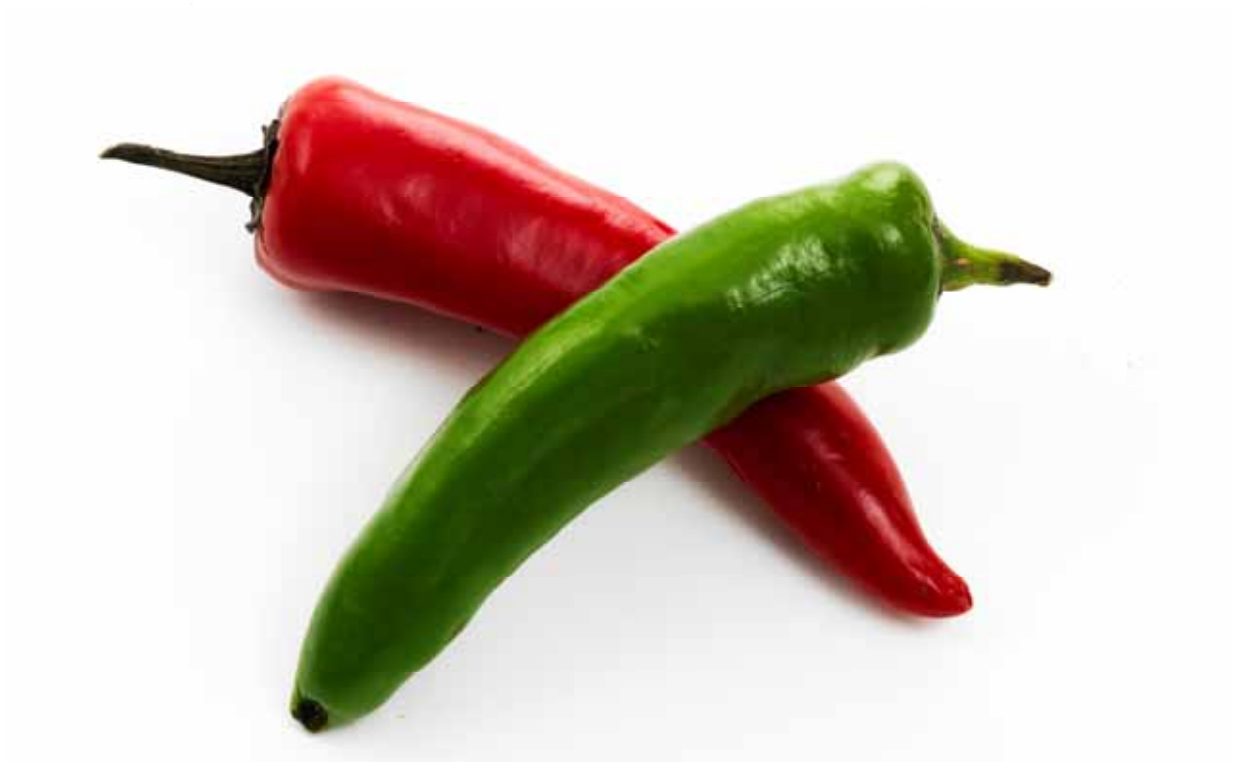
- | | |
|-----|--|
| K1 | Describe how to store frozen and unfrozen fish correctly before cooking |
| K2 | Describe how to check that coated and uncoated fish, frozen and unfrozen, is fit for preparation and cooking |
| K3 | Describe how to decide whether fish needs de-frosting before cooking and why it is important |
| K4 | State how to de-frost pre-prepared fish |
| K5 | Describe what to do if there are any problems with fish or other ingredients |
| K6 | State the right temperatures and cooking times for different types of fish |
| K7 | State the right tools and equipment to prepare and cook fish |
| K8 | State why it is important to use the right tools and equipment |
| K9 | State the correct cooking methods to use |
| K10 | Describe how to decide when different types of fish are properly cooked |
| K11 | Describe how to garnish and present cooked fish |
-

UNIT 120 (1FPC2)

**PREPARE AND COOK
MEAT AND POULTRY**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
cook meat and poultry**

August 2010 Version 1.0



PREPARE AND COOK MEAT AND POULTRY

This unit is about preparing and cooking meat and poultry for simple dishes, for example:

- minute steaks
- burgers
- chops
- sausages
- bacon
- chicken nuggets

The unit covers the following types of meat/poultry:

- coated
- pre-prepared uncoated
- steaks
- chops
- cuts of chicken

You will use the following preparation methods:

- defrosting, when necessary
- basic seasoning

You will use the following cooking methods:

- grilling/griddling
- shallow frying
- deep frying
- microwaving

You will use the following finishing methods:

- garnishing
- presentation

This unit has **two** outcomes:

Outcome 1

Be able to prepare and cook meat/poultry

Outcome 2

Understand how to prepare and cook meat/poultry

The typical day-to-day activities you might carry out for this unit include:

- storing fresh or frozen meat and poultry not for immediate use
- choosing tools and equipment for preparing, cooking and finishing
- checking the meat/poultry to make sure it is fit for preparation and cooking
- defrosting meat/poultry where appropriate
- seasoning meat/poultry
- cooking meat/poultry
- garnishing and presenting the dish
- making sure the dish is held and served at the correct temperature

PREPARE AND COOK MEAT AND POULTRY

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE AND COOK MEAT/POULTRY (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Safely store any meat/poultry not for immediate use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	De-frost meat/poultry when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Check that meat/poultry is fit for cooking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Choose the right tools and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Prepare meat/poultry to meet requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Cook meat/poultry as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Finish meat/poultry as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Make sure meat/poultry is at the correct temperature for holding and serving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Meat/poultry

All must be covered. At least **2** of these must be observed by your assessor.

1	Pre-prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Uncoated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Steaks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Chops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Chicken cuts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cooking methods

All must be covered. At least **2** of these must be observed by your assessor.

1	Grilling/griddling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Shallow frying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Deep frying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Microwaving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preparation methods

All must be covered. At least **1** of these must be observed by your assessor.

1	Defrosting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Seasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare and cook meat/poultry (OUTCOME 2)	Ref.
--	-------------

K1	Describe how to store fresh and frozen meat/poultry correctly before cooking
----	--

K2	Describe how to check that meat/poultry is fit for preparation and cooking
----	--

K3	Describe what to do if there are problems with the meat/poultry or other ingredients
----	--

K4	Describe how to decide when meat/poultry needs defrosting before cooking and why this is important
----	--

K5	State the right tools and equipment for: defrosting, seasoning and storing meat/poultry
----	---

K6	Describe how to prepare meat/poultry using different cooking methods
----	--

K7	State the correct tools and equipment for different cooking methods
----	---

K8	State why it is important to use correct tools and equipment
----	--

K9	Describe how to carry out different cooking methods
----	---

K10	Describe how to finish and season meat/poultry according to requirements
-----	--

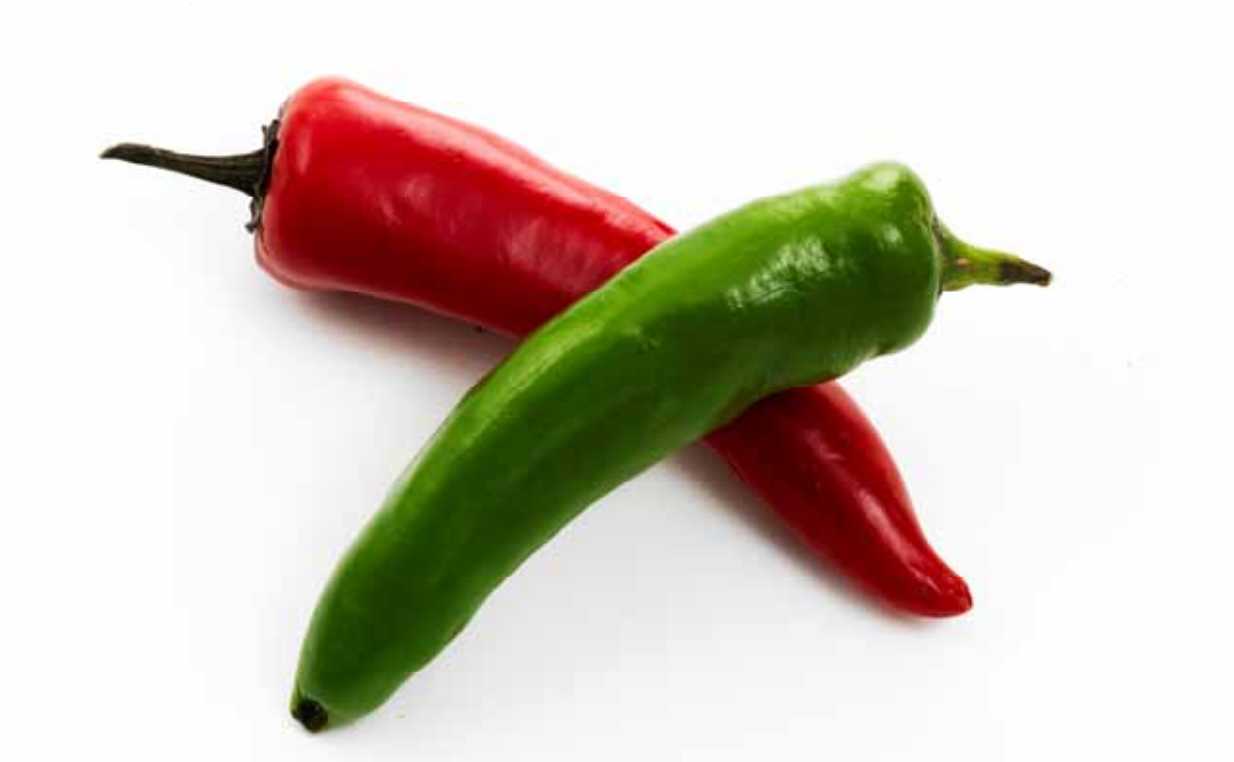
K11	State the correct temperatures for holding meat/poultry
-----	---

UNIT 121 (1FPC3)

**PREPARE AND COOK
PASTA**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare and cook pasta

August 2010 Version 1.0



PREPARE AND COOK PASTA

This unit is about preparing and cooking pasta.

The unit covers the following types of pasta:

- dried
- fresh bought in
- frozen
-

You will use the following preparation and cooking methods:

- storing
- defrosting
- boiling
- microwaving
- blanching
- straining

This unit has **six** outcomes:

Outcome 1

Be able to prepare pasta

Outcome 2

Know how to prepare pasta

Outcome 3

Be able to cook pasta

Outcome 4

Know how to cook pasta

Outcome 5

Be able to store pasta

Outcome 6

Know how to store pasta

PREPARE AND COOK PASTA

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO PREPARE

PASTA (OUTCOME 1)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | Check the pasta to make sure it is fit for preparation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Choose and use the correct tools and equipment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | Prepare the pasta as required | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

BE ABLE TO COOK

PASTA (OUTCOME 3)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 4 | Check the pasta to make sure it is fit for cooking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | Cook pasta as required | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

BE ABLE TO STORE

PASTA (OUTCOME 5)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 6 | Safely store cooked pasta not for immediate use | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|

What you must cover

You must show that you have covered **ALL** of the following:

Pasta

All must be covered. At least **1** of these must be observed by your assessor.

- | | | | | | |
|---|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | Dried | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Fresh bought in | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | Frozen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Preparation methods

All must be covered. At least **2** of these must be observed by your assessor.

- | | | | | | |
|---|---------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | Blanch | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Strain | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | Defrost | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Cooking methods

All must be covered. At least **1** of these must be observed by your assessor.

- | | | | | | |
|---|-----------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | Boil | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Microwave | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to prepare pasta (OUTCOME 2)

Ref.

-
- | | |
|-------|--|
| K1 | List the different names and shapes of pasta that may be used |
| <hr/> | |
| K2 | Describe how to check pasta to make sure it is fit for preparation |
| <hr/> | |
| K3 | Describe what to do if there are problems with the pasta |
| <hr/> | |
| K4 | List the correct tools and equipment to prepare pasta |
| <hr/> | |
| K5 | State the importance of using the correct tools and equipment |
| <hr/> | |

Know how to cook pasta (OUTCOME 4) **Ref.**

-
- | | |
|-------|--|
| K6 | Describe how to check pasta to make sure it is fit for cooking |
| <hr/> | |
| K7 | List the correct tools and equipment to cook pasta |
| <hr/> | |

K8	Describe how to identify when cooked pasta has the correct texture
<hr/>	

K9	State the importance of not over cooking pasta
<hr/>	

K10	State the correct temperatures for holding and serving pasta
<hr/>	

Know how to store pasta (OUTCOME 6) **Ref.**

K11	Describe how to store cooked pasta
<hr/>	

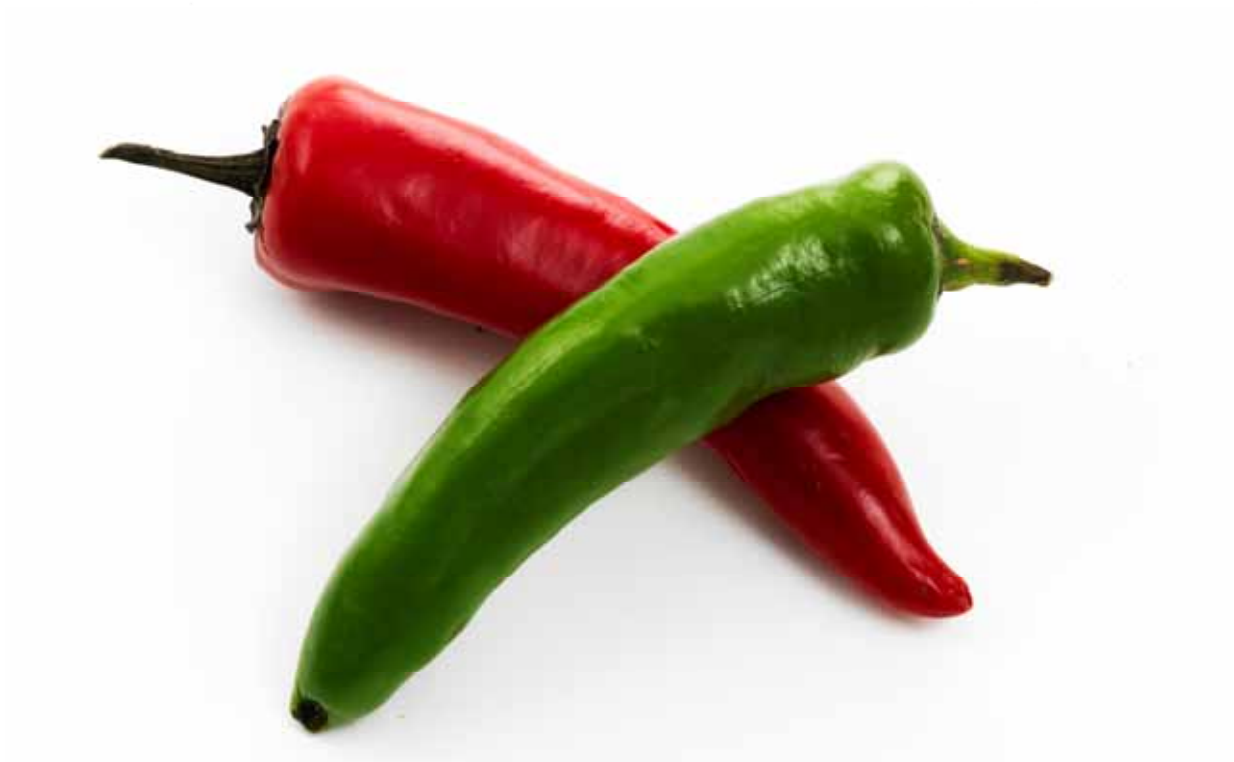
K12	Describe the conditions which need to be met for effective storage of cooked pasta
<hr/>	

UNIT 122 (1FPC4)

**PREPARE AND COOK
RICE**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare and cook rice

August 2010 Version 1.0



PREPARE AND COOK RICE

This unit is about preparing cooking and finishing simple rice dishes, for example:

- boiled rice
- steamed rice

The unit covers the following types of rice:

- long
- short
- round

You will use the following preparation and cooking methods:

- washing
- steaming
- boiling
- microwaving
- straining

This unit has **six** outcomes:

Outcome 1

Be able to prepare rice

Outcome 2

Understand how to prepare rice

Outcome 3

Be able to cook rice

Outcome 4

Understand how to cook rice

Outcome 5

Be able to store rice

Outcome 6

Know how to store rice

PREPARE AND COOK RICE

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO PREPARE

RICE (OUTCOME 1)

Shaded numbers must be observed

	1	2	3	4
1 Check the rice to make sure it is fit for preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Choose the correct tools and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Prepare the rice to meet requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO COOK RICE

(OUTCOME 3)

Shaded numbers must be observed

	1	2	3	4
4 Check rice to make sure it is fit for cooking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Cook the rice to meet requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Make sure the rice is at the correct temperature for holding and serving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO STORE RICE

(OUTCOME 5)

Shaded numbers must be observed

	1	2	3	4
7 Safely store any cooked rice not for immediate use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Rice

All must be covered. At least **1** of these must be observed by your assessor.

1	Long	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Short	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Round	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preparation and cooking methods

All must be covered. At least **3** of these must be observed by your assessor.

1	Washing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Steaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Boiling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Microwaving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Straining	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare rice (OUTCOME 2)

Ref.

K1 Describe how to check rice is fit for preparation

K2 Describe what to do if there are problems with the rice

K3 State the correct tools and equipment to carry out different preparation methods

K4 State the importance of using the correct tools and equipment

K5 Describe how to use different preparation methods

Understand how to cook rice (OUTCOME 4)

Ref.

K6 Describe how to check rice is fit for cooking

K7 State the correct tools and equipment to carry out different cooking methods

K8 Describe how to use different cooking methods

K9 State the correct temperature for holding and serving cooked rice

Know how to store rice (OUTCOME 6)

Ref.

K10 Describe how to store uncooked rice

K11 Describe how to store cooked rice

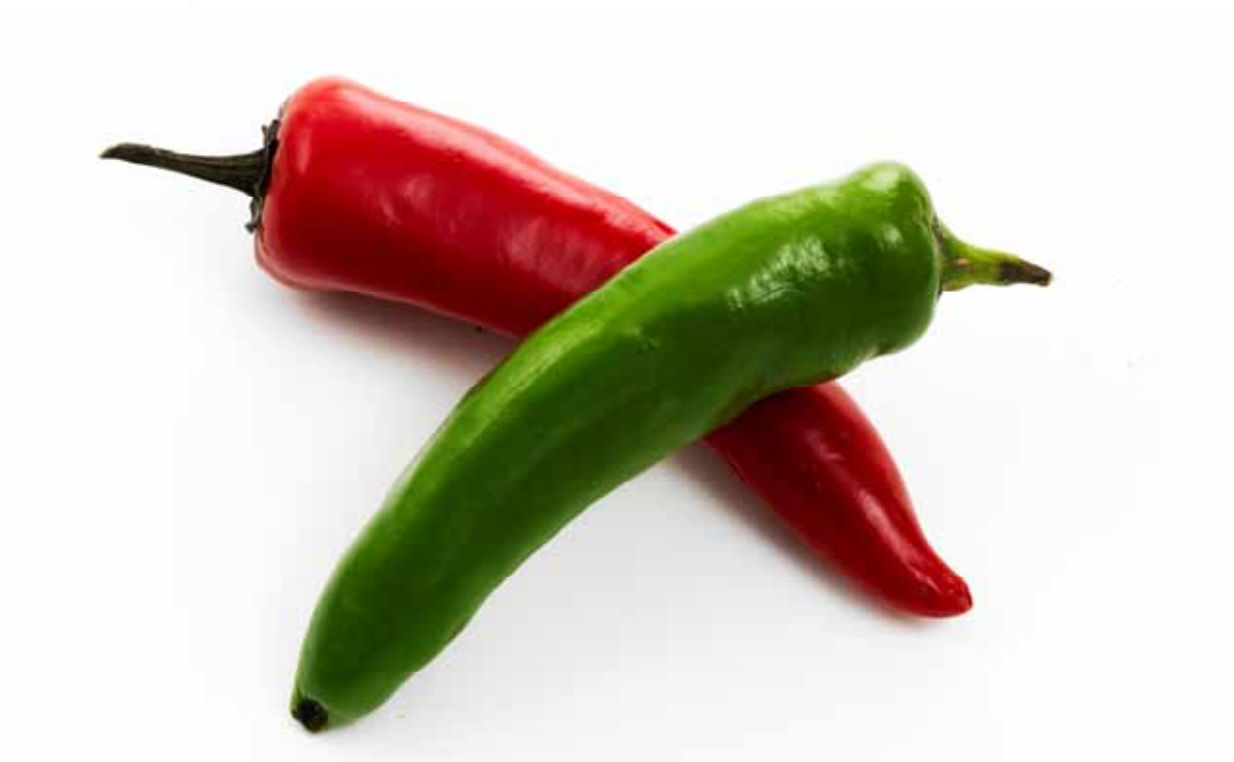
K12 Describe the conditions needed for effective storage of cooked rice

UNIT 123 (1FPC5)

**PREPARE AND COOK
EGGS**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare and cook eggs

August 2010 Version 1.0



PREPARE AND COOK EGGS

This unit is about preparing, cooking and finishing simple egg dishes, for example:

- fried eggs
- scrambled eggs
- boiled eggs

The preparation and cooking techniques covered include:

- cracking
- beating
- seasoning
- boiling
- shallow frying
- griddling
- scrambling

This unit has **six** outcomes:

Outcome 1

Be able to prepare eggs

Outcome 2

Understand how to prepare eggs

Outcome 3

Be able to cook eggs

Outcome 4

Understand how to cook eggs

Outcome 5

Be able to store eggs

Outcome 6

Know how to store eggs

PREPARE AND COOK EGGS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO PREPARE

EGGS (OUTCOME 1)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | Check the eggs and other ingredients are fit for preparation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Choose and use correct techniques, tools and equipment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | Prepare the eggs to meet requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

BE ABLE TO COOK EGGS

(OUTCOME 3)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 4 | Check the eggs and other ingredients are fit for cooking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | Cook eggs to meet requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 | Finish eggs as required | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 | Make sure the dish as at the correct temperature for holding and serving | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

BE ABLE TO STORE EGGS

(OUTCOME 5)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 8 | Safely store eggs not for immediate use | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|

What you must cover

You must show that you have covered **ALL** of the following:

Preparation and cooking methods

All must be covered. At least **5** of these must be observed by your assessor.

1	Cracking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Beating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Seasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Boiling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Shallow frying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Griddling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Scrambling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare eggs Ref.

(OUTCOME 2)

-
- | | |
|-------|---|
| K1 | State what quality points to look for in raw eggs |
| <hr/> | |
| K2 | Describe what to do if there are any problems with the eggs which item should go into this list |
| <hr/> | |
| K3 | State the correct techniques, tools and equipment to carry out different preparation methods |
| <hr/> | |
| K4 | State the importance of using the correct tools and equipment |
| <hr/> | |
| K5 | State how to store eggs prior to cooking that are not required immediately |
-

Understand how to cook eggs Ref.

(OUTCOME 4)

-
- | | |
|----|--|
| K6 | State the correct techniques, tools and equipment to carry out different cooking methods |
|----|--|
-

-
- | | |
|-------|--|
| K7 | Describe how to carry out different cooking methods according to product requirements |
| <hr/> | |
| K8 | State how to identify when egg dishes have the correct colour, flavour, texture and quantity |
-

Know how to store eggs (OUTCOME 6) Ref.

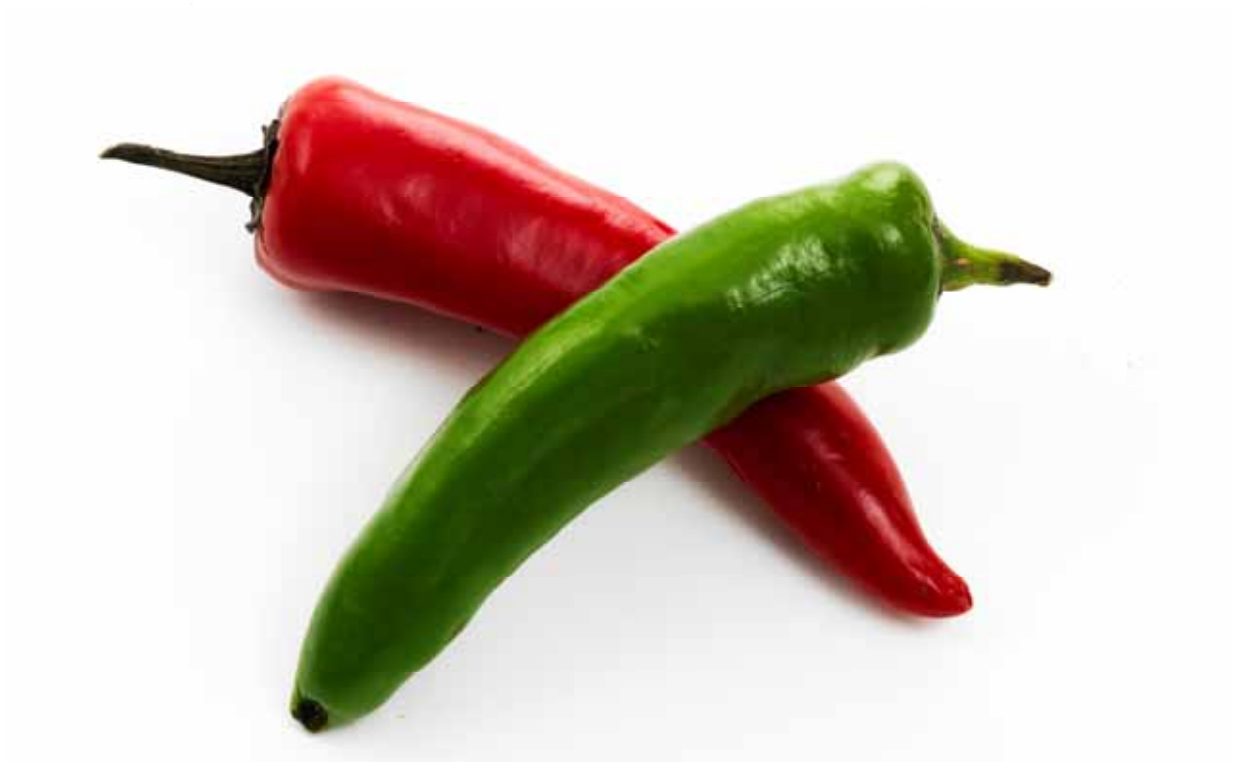
-
- | | |
|-------|--|
| K9 | State how to store eggs prior to cooking that are not required immediately |
| <hr/> | |
| K10 | State how to store cooked eggs not required for immediate use |
-

UNIT 124 (1FPC6)

**PREPARE AND COOK
PULSES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
cook pulses**

August 2010 Version 1.0



PREPARE AND COOK PULSES

This unit is about preparing and cooking simple pulse dishes.

The unit covers the following types of pulses:

- beans (for example, kidney beans, aduki, pinto and butter beans)
- peas (for example chick peas, split peas)
- lentils (for example red, split lentils)

You will use the following preparation and cooking methods:

- washing
- soaking
- boiling

This unit has **six** outcomes:

Outcome 1

Be able to prepare pulses

Outcome 2

Understand how to prepare pulses

Outcome 3

Be able to cook pulses

Outcome 4

Understand how to cook pulses

Outcome 5

Be able to store pulses

Outcome 6

Know how to store pulses

PREPARE AND COOK PULSES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO PREPARE PULSES (OUTCOME 1)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | Check pulses to make sure they are fit to be prepared | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Choose and use correct techniques, tools and equipment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | Prepare pulses to meet requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

BE ABLE TO COOK PULSES (OUTCOME 3)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 4 | Check pulses to make sure they are fit to be cooked | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | Cook pulses for the dish as required | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

BE ABLE TO STORE PULSES (OUTCOME 5)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 6 | Safely store any prepared pulses not for immediate use | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|

What you must cover

You must show that you have covered **ALL** of the following:

Pulses

All must be covered. At least **2** of these must be observed by your assessor.

- | | | | | | |
|---|---------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | Beans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Peas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | Lentils | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Prepare and cook

All must be covered. At least **2** of these must be observed by your assessor.

- | | | | | | |
|---|---------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | Washing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Soaking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | Boiling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare pulses Ref. (OUTCOME 2)

K1 Describe how to check different pulses are fit to be prepared

K2 Describe what to do if there are any problems with the pulses or other ingredients

K3 State the correct techniques, tools and equipment to carry out different preparation methods

K4 State the importance of using the correct tools and equipment

K5 Describe how to carry out different preparation methods correctly

Understand how to cook pulses Ref. (OUTCOME 4)

K6 State the correct techniques, tools and equipment to carry out different cooking methods

K7 State how to decide when pulses are correctly cooked

Know how to store pulses Ref. (OUTCOME 6)

K8 State how to store uncooked pulses before preparation

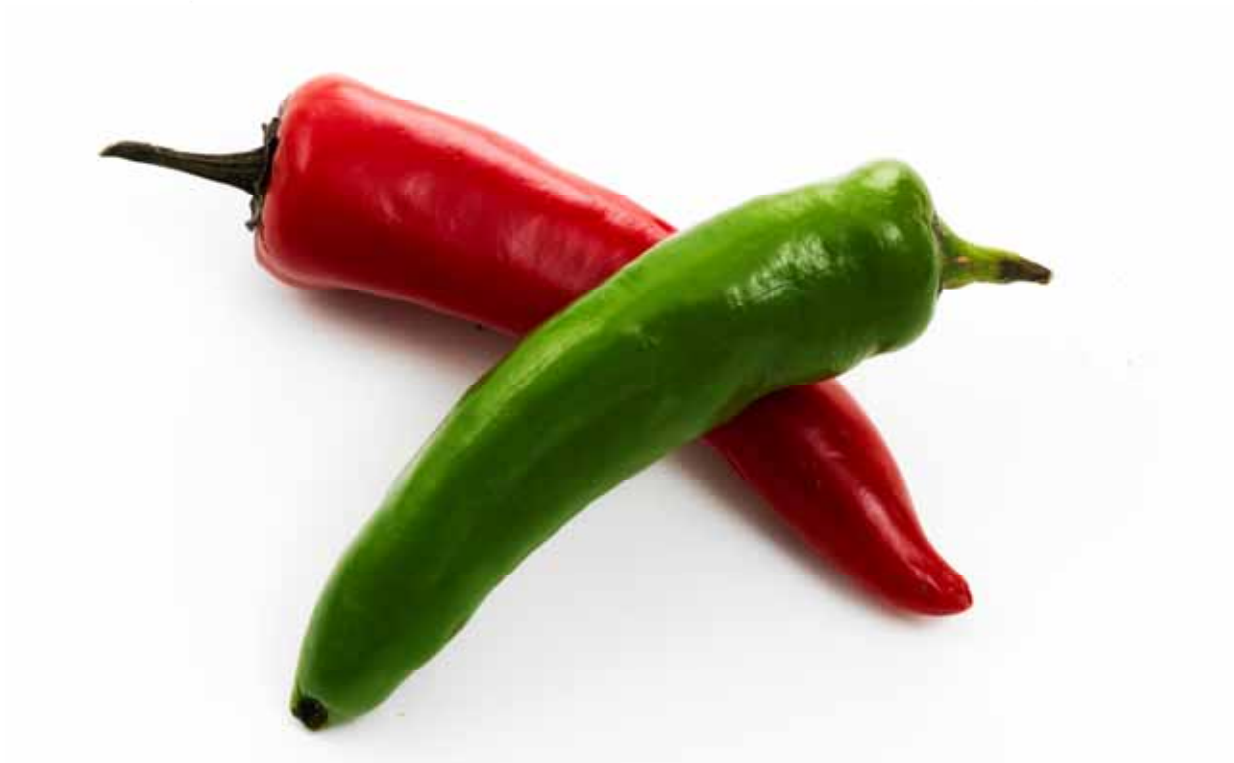
K9 State how to store cooked pulses not for immediate use

UNIT 125 (1FPC7)

**PREPARE AND COOK
VEGETABLE PROTEIN**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
cook vegetable protein**

August 2010 Version 1.0



PREPARE AND COOK VEGETABLE PROTEIN

This unit is about preparing and finishing products for vegetable protein dishes, for example:

- quorn burger, bacon, sausages or fillets

The types of vegetable proteins covered are:

- frozen
- chilled
- dried
- tinned

This unit has **six** outcomes:

Outcome 1

Be able to prepare vegetable protein

Outcome 2

Understand how to vegetable protein

Outcome 3

Be able to cook vegetable protein

Outcome 4

Understand how to cook vegetable protein

Outcome 5

Be able to store vegetable protein

Outcome 6

Know how to store vegetable protein

PREPARE AND COOK VEGETABLE PROTEIN

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO PREPARE VEGETABLE PROTEIN

(OUTCOME 1)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | Check vegetable protein to make sure it is fit for preparation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Choose and use correct techniques, tools and equipment to prepare vegetable protein | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | Prepare the vegetable protein to meet requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

BE ABLE TO COOK VEGETABLE PROTEIN

(OUTCOME 3)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 4 | Cook the vegetable protein to meet requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | Make sure the vegetable protein has the correct flavour, colour, texture and quantity to meet dish requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 | Present the vegetable protein to meet requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What you must cover

You must show that you have covered **ALL** of the following:

Vegetable protein

All must be covered. At least **1** of these must be observed by your assessor.

1	Frozen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Chilled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Dried	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Tinned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preparation and cooking methods

All must be covered. At least **1** of these must be observed by your assessor.

1	De-frosting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Frying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Grilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO STORE VEGETABLE PROTEIN

(OUTCOME 5)

**Shaded numbers must
be observed**

1 2 3 4

-
- 7** Safely store any prepared vegetable protein products not for immediate use
- ○ ○ ○
-

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

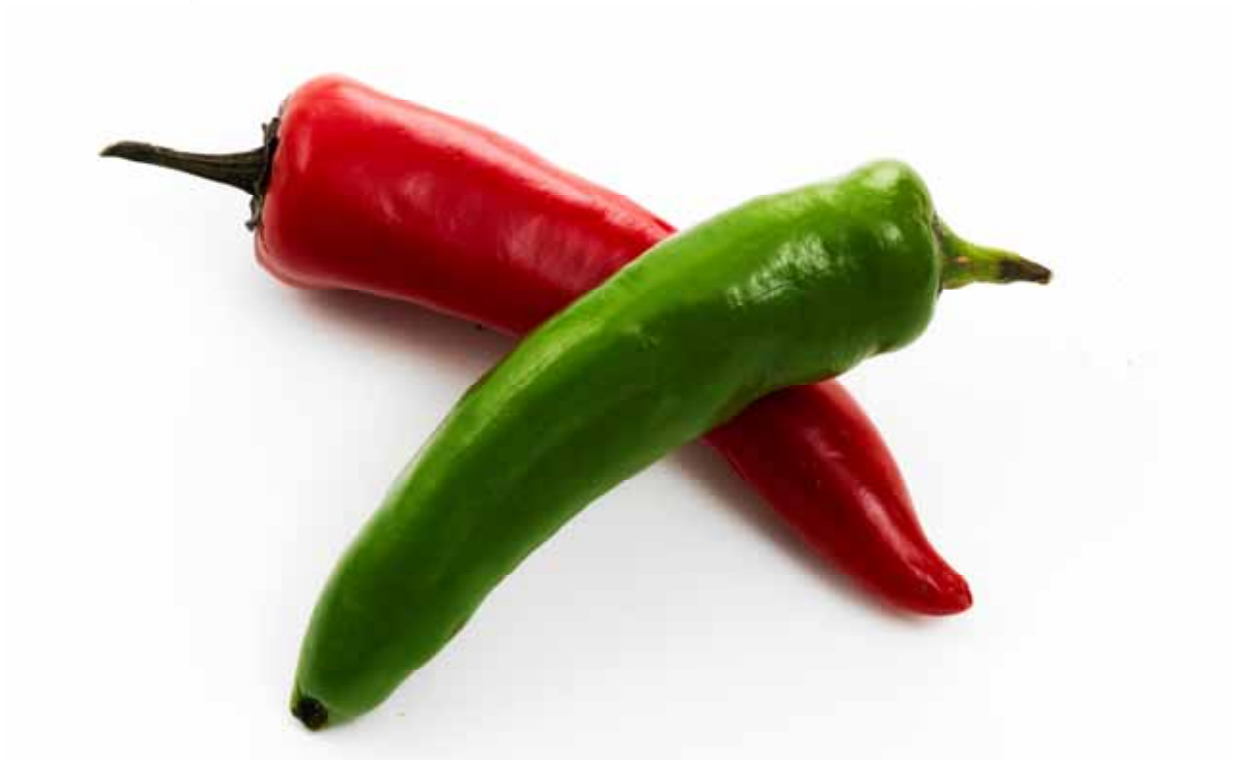
Understand how to vegetable protein (OUTCOME 2)	Ref.	Understand how to cook vegetable protein (OUTCOME 4)	Ref.
K1	State what quality points to look for in vegetable protein	K7	State the correct techniques, tools and equipment to carry out different cooking methods
K2	Describe what to do if there are any problems with the vegetable protein	K8	State how to decide when vegetable protein is cooked
K3	State the importance of avoiding contamination with meat and fish products	Know how to store vegetable protein (OUTCOME 6)	Ref.
K4	Describe how to avoid contamination of vegetable protein products with meat and fish products	K9	State how to store uncooked vegetable protein before cooking
K5	State the correct techniques, tools and equipment to carry out different preparation methods	K10	State how to store cooked vegetable protein
K6	State the importance of using the correct tools and equipment		

UNIT 126 (1FPC8)

**COOK AND FINISH
SIMPLE BREAD AND
DOUGH PRODUCTS**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to cook and finish simple bread and dough products

August 2010 Version 1.0



COOK AND FINISH SIMPLE BREAD AND DOUGH PRODUCTS

This unit is about cooking and finishing simple bread and dough products, for example:

- freshly made dough
- ready made par-cooked dough

You will use the following cooking and finishing methods:

- baking
- reheating
- glazing

This unit has **six** outcomes:

Outcome 1

Be able to cook simple bread and dough products

Outcome 2

Understand how to cook simple bread and dough products

Outcome 3

Be able to finish simple bread and dough products

Outcome 4

Understand how to finish simple bread and dough products

Outcome 5

Be able to store bread and dough products

Outcome 6

Understand how to store bread and dough products

COOK AND FINISH SIMPLE BREAD AND DOUGH PRODUCTS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO COOK SIMPLE BREAD AND DOUGH PRODUCTS

(OUTCOME 1)

Shaded numbers must be observed	1	2	3	4
1 Check the products to make sure they are fit for cooking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Chooses the correct tools and equipment to prepare and bake bread and dough products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Prepare the products as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO FINISH SIMPLE BREAD AND DOUGH PRODUCTS

(OUTCOME 3)

Shaded numbers must be observed	1	2	3	4
4 Finish the product as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Make sure the bread and dough product is at the correct temperature for holding and serving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Bread and dough products

All must be covered. At least **1** of these must be observed by your assessor.

1	Freshly made dough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Ready made par-cooked dough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preparation and finishing methods

All must be covered. At least **2** of these must be observed by your assessor.

1	Baking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Re-heating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Glazing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**BE ABLE TO STORE
BREAD AND DOUGH
PRODUCTS** (OUTCOME 5)

Shaded numbers must be observed 1 2 3 4

- 6** Safely store any cooked bread and dough product not for immediate use ○ ○ ○ ○
-

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to cook simple bread and dough products (OUTCOME 2)	Ref.
--	-------------

- | | |
|----|---|
| K1 | State how to check to make sure bread and dough products are fit for preparation and baking |
| K2 | Describe what to do if there any problems with the products |
| K3 | State the correct tools and equipment to use for different preparation methods |
| K4 | State the importance of using the correct tools and equipment |
| K5 | Describe how to carry out different cooking methods correctly |
-

Understand how to finish simple bread and dough products (OUTCOME 4)	Ref.
--	-------------

- | | |
|----|---|
| K6 | State the correct tools and equipment for different finishing methods |
| K7 | Describe how to use different finishing methods correctly |
| K8 | State the correct temperature for holding and serving simple bread and dough products |
-

Understand how to store bread and dough products (OUTCOME 6)	Ref.
---	-------------

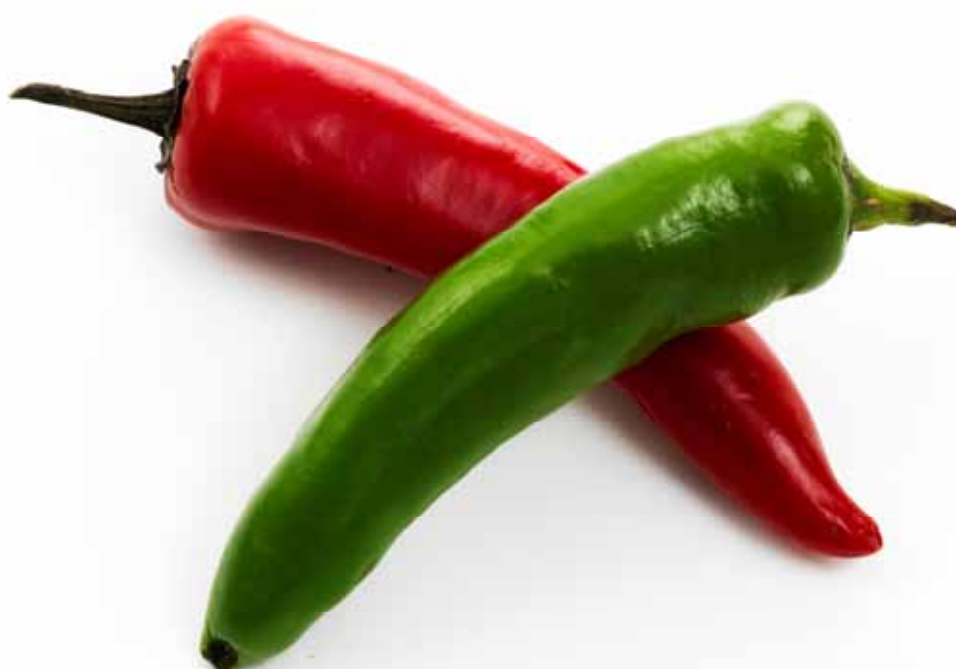
- | | |
|----|--|
| K9 | State how to store uncooked bread and dough products |
|----|--|
-

UNIT 127 (1FPC9)

**PREPARE AND COOK
GRAIN**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare and cook grain

August 2010 Version 1.0



PREPARE AND COOK GRAIN

This unit is about preparing, cooking and finishing simple grain dishes, including the use of the following ingredients:

- barley, pearl and pot
- buckwheat
- corn/maize (polenta)
- oats
- millet
- wheat
- quinoa

You will use the following preparation and cooking methods:

- boiling
- leaving covered
- soaking
- straining

This unit has **six** outcomes:

Outcome 1

Be able to prepare grain

Outcome 2

Understand how to prepare grain

Outcome 3

Be able to cook grain

Outcome 4

Understand how to cook grain

Outcome 5

Be able to store grain

Outcome 6

Know how to store grain

PREPARE AND COOK GRAIN

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO PREPARE

GRAIN (OUTCOME 1)

Shaded numbers must be observed 1 2 3 4

- 1** Check the **grain** to make sure it is fit for **preparation** ○ ○ ○ ○
- 2** Choose and use correct techniques, tools and equipment ○ ○ ○ ○

BE ABLE TO COOK

GRAIN (OUTCOME 3)

Shaded numbers must be observed 1 2 3 4

- 3** **Cook** the **grain** correctly for the dish ○ ○ ○ ○
- 4** Make sure the grain is at the correct temperature for holding and serving ○ ○ ○ ○

BE ABLE TO STORE

GRAIN (OUTCOME 5)

Shaded numbers must be observed 1 2 3 4

- 5** Safely store any cooked grain not for immediate use ○ ○ ○ ○

What you must cover

You must show that you have covered **ALL** of the following:

Grain

All must be covered. At least **2** of these must be observed by your assessor.

1	Barley (pearl and pot)	○	○	○	○
2	Buckwheat	○	○	○	○
3	Corn/maize (polenta)	○	○	○	○
4	Oats	○	○	○	○
5	Millet	○	○	○	○
6	Wheat (bulgar, semolina, couscous)	○	○	○	○
7	Quinoa	○	○	○	○

Preparation and cooking methods

All must be covered. At least **2** of these must be observed by your assessor.

1	Boiling	○	○	○	○
2	Leaving covered	○	○	○	○
3	Soaking	○	○	○	○
4	Straining	○	○	○	○

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare grain (OUTCOME 2)	Ref.	Understand how to cook grain (OUTCOME 4)	Ref.
K1	Describe how to check the grain to make sure it is fit for preparation	K6	Describe how to check the grain to make sure it is fit for cooking
K2	Describe what to do if there are any problems with the grain	K7	State the correct tools and equipment to carry out different cooking methods
K3	State the correct tools and equipment to carry out different preparation methods	K8	Describe how to carry out different cooking methods correctly
K4	State the importance of using the correct tools and equipment	K9	State the correct cooking times and processes for different type of grain
K5	Describe how to carry out different preparation methods correctly	K10	State the correct temperatures for holding and serving cooked grain
		Know how to store grain (OUTCOME 6)	Ref.
		K11	State how to store uncooked grain
		K12	State how to store any cooked grain
		K13	Describe the conditions which need to be met to store cooked grain effectively

UNIT 128 (1FOH1)

**PROCESS INFORMATION
FOR RECEPTION
FUNCTION**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to process
information for reception function**

August 2010 Version 1.0



PROCESS INFORMATION FOR RECEPTION FUNCTION

This unit is about taking and receiving business telephone calls. It covers finding information for other people – for example, customers and colleagues – and giving them this information quickly and clearly. The unit also covers checking numbers and making basic calculations involving whole numbers and money (to two decimal places).

This unit has **four** outcomes:

Outcome 1

Be able to deal with incoming and outgoing telephone calls

Outcome 2

Know how to deal with incoming and outgoing telephone calls

Outcome 3

Be able to give people the information they need

Outcome 4

Know how to give people the information they need

PROCESS INFORMATION FOR RECEPTION FUNCTION

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO DEAL WITH INCOMING AND OUTGOING TELEPHONE CALLS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Answer the telephone promptly, using organisation's style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Identify the caller and what they need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Answer queries accurately according to own level of responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Make outgoing calls using organisation's style and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Give relevant information promptly and accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Refer any queries that are beyond own level of responsibility to the appropriate member of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Telephone calls

All must be covered. At least **2** of these must be observed by your assessor.

1	To and from people inside your organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	To and from people outside your organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO GIVE PEOPLE THE INFORMATION THEY NEED (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
7 Find out what information is needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Identify the right source for the information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Get the information and organise it clearly and logically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Give the information to the person who has asked for it within agreed time limits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Avoid giving out confidential information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 Ask for help from an appropriate member of staff when the information cannot be found	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 Politely explain to the person asking for the information if there have been problems finding it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Information sources

All must be covered. At least **2** of these must be observed by your assessor.

1	From within the organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	From external sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Own notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Person requesting information

All must be covered. At least **1** of these must be observed by your assessor.

1	Inside your organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Outside your organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to deal with incoming and outgoing telephone calls (OUTCOME 2)

Ref.

K1 State organisational style for answering and making telephone calls and why it is important to use it

K2 State how to establish a rapport and goodwill with people on the telephone

K3 State the different types of telephone equipment in the workplace and how to use them

K4 State why it is important to communicate effectively and efficiently

K5 Explain how to listen, interpret, extract and record information

K6 State how quickly the telephone should be answered

K7 State why it is important to establish a rapport and goodwill with customers

K8 Describe how to compose messages accurately and effectively

Know how to give people the information they need (OUTCOME 4)

Ref.

K9 State why it is important to interpret information and instructions correctly

K10 List sources of information that can be used to help deal with queries

K11 State organisation's policies and procedures for confidentiality and why they must be followed

K12 State the basic legal requirements for data protection

UNIT 129 (1FOH2)

ASSIST IN HANDLING MAIL

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to assist in
handling mail**

August 2010 Version 1.0



ASSIST IN HANDLING MAIL

This unit is about assisting with checking, sorting, distributing and despatching incoming or outgoing mail or packages.

This unit has **three** outcomes:

Outcome 1

Know how to receive, distribute and collect mail or packages to meet organisational procedures

Outcome 2

Know how to identify and refer problems

Outcome 3

Be able to assist with receiving, distributing and collecting mail or packages

You will use the following specific skills:

- Checking
- Decision making
- Prioritising
- Problem solving

ASSIST IN HANDLING MAIL

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO ASSIST WITH RECEIVING, DISTRIBUTING AND COLLECTING MAIL OR PACKAGES (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Assist with:				
a) receiving and checking mail or packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) sorting incoming mail or packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) identifying and referring unwanted junk mail or damaged items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) identifying and referring suspicious items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) distributing mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) collecting and sorting outgoing mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Refer any problems to the appropriate colleague, if appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to receive, distribute and collect mail or packages to meet organisational procedures **Ref.**
(OUTCOME 1)

- K1 Describe the purpose of receiving, distributing and collecting mail or packages within agreed timescales
-
- K2 State organisational procedures for receiving, distributing and collecting mail or packages
-
- K3 State the names, roles and locations of individuals and teams to whom mail is distributed
-

Know how to identify and refer problems (OUTCOME 2) **Ref.**

- K4 State the problems that may occur with mail and packages
-
- K5 State when to refer problems
-

UNIT 130 (1FOH3)

**COMMUNICATE IN A
BUSINESS
ENVIRONMENT**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to communicate in
a business environment**

August 2010 Version 1.0



COMMUNICATE IN A BUSINESS ENVIRONMENT

This unit is about communicating both verbally and in writing within a business environment.

You will use the following specific skills:

- communicating
- organising
- planning
- reflecting

This unit has **eight** outcomes:

Outcome 1

Know the purpose of planning communication

Outcome 2

Understand how to communicate in writing

Outcome 3

Know how to communicate verbally

Outcome 4

Understand the purpose of feedback in developing communication skills

Outcome 5

Be able to plan communication

Outcome 6

Be able to communicate in writing

Outcome 7

Be able to communicate verbally

Outcome 8

Be able to identify and agree ways of developing communication skills

COMMUNICATE IN A BUSINESS ENVIRONMENT

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform **consistently** to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO PLAN COMMUNICATION (OUTCOME 5)

Shaded numbers must be observed		1	2	3	4
1	Identify the purpose of communications to be presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Select methods of communication to be used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Confirm methods of communication, as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO COMMUNICATE IN WRITING (OUTCOME 6)

Shaded numbers must be observed		1	2	3	4
4	Format information so that it is clear and accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Use language that suits the purpose of the communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Use accurate grammar, spelling and punctuation, and plain English to make sure that the message is clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Check communications and make amendments, as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Agree what is important and what is urgent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9	Produce communications to meet agreed deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Keep a file copy of communications sent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO COMMUNICATE VERBALLY (OUTCOME 7)

Shaded numbers must be observed		1	2	3	4
11	Verbally present information to others so that it is clear and accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Contribute to discussion(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Actively listen to information given by other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Ask relevant questions to clarify own understanding, as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO IDENTIFY AND AGREE WAYS OF DEVELOPING COMMUNICATION SKILLS (OUTCOME 8)

Shaded numbers must be observed		1	2	3	4
15	Get feedback to confirm whether communication has achieved its purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Use feedback to identify and agree ways of improving own communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know the purpose of planning communication (OUTCOME 1) Ref.

- | | |
|----|---|
| K1 | Identify the purpose of communication |
| K2 | State different methods of communication and when to use them |

Understand the purpose of feedback in developing communication skills (OUTCOME 4) Ref.

- | | |
|-----|--|
| K13 | Identify ways of getting feedback on communications |
| K14 | Describe the purpose of using feedback to develop communication skills |

Understand how to communicate in writing (OUTCOME 2) Ref.

- | | |
|----|--|
| K3 | Give reasons for using language that suits the purpose of communication |
| K4 | Describe how to format information so that it is clear and accurate |
| K5 | Give reasons for accurate use of grammar, punctuation and spelling |
| K6 | Explain what is meant by plain English, and why it is used |
| K7 | Explain the need to check work |
| K8 | Outline ways of recognising work that is important and work that is urgent |
| K9 | Outline organisational procedures for saving and filing written communications |

Know how to communicate verbally (OUTCOME 3) Ref.

- | | |
|-----|---|
| K10 | Identify methods of verbally presenting information and ideas clearly |
| K11 | Identify ways of contributing to discussions |
| K12 | Identify ways of listening actively |

UNIT 131 (1FOH4)

MAKE AND RECEIVE TELEPHONE CALLS

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to make and
receive telephone calls**

August 2010 Version 1.0



MAKE AND RECEIVE TELEPHONE CALLS

This unit is about making, receiving or transferring telephone calls in line with organisational requirements.

You will use the following specific skills:

- communicating
- personal presentation
- questioning
- summarising

This unit has **four** outcomes:

Outcome 1

Understand how to make telephone calls

Outcome 2

Understand how to receive and transfer telephone calls

Outcome 3

Be able to make telephone calls

Outcome 4

Be able to receive telephone calls

MAKE AND RECEIVE TELEPHONE CALLS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO MAKE TELEPHONE CALLS (OUTCOME 3)**What you must do**

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Identify the purpose of the call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Obtain the name and number of the person to be contacted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Make contact with the person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Communicate information to achieve the purpose of the call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Project a positive image of self and organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Summarise the outcomes of the conversation before ending a call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Report telephone system faults, if necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO RECEIVE TELEPHONE CALLS

(OUTCOME 4)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
8 Answer a phone following organisational procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Give a positive image of self and organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Identify the caller, where they are calling from, and what they need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Give accurate and up-to-date information whilst protecting confidentiality and security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 Transfer calls, if required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 Take and pass on messages according to the caller's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 Summarise the outcomes of the conversation before ending the call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 Report telephone system faults, if necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to make telephone calls (OUTCOME 1)		Ref.	Understand how to receive and transfer telephone calls (OUTCOME 2)		Ref.
K1	Describe the different features of telephone systems and how to use them		K11	Describe how to identify callers and their needs	
K2	Give reasons for identifying the purpose of a call before making it		K12	Explain the purpose of giving accurate and up to date information to callers	
K3	Describe different ways of obtaining the names and numbers of people that need to be contacted		K13	Explain the purpose of confidentiality and security when dealing with callers	
K4	Describe how to use a telephone system to make contact with people inside and outside an organisation		K14	Describe the types of information that could affect confidentiality and security and how to handle these	
K5	Explain the purpose of giving a positive image of self and own organisation		K15	Describe ways of identifying the appropriate person to whom a call is transferred	
K6	Explain the purpose of summarising the outcomes of a telephone conversation before ending the call		K16	Describe the information to be given when transferring calls or leaving messages	
K7	Describe how to identify problems and who to refer them to		K17	Describe how to identify problems and who to refer them to	
K8	Describe organisation structures and communication channels within an organisation		K18	Describe how to follow organisational procedures when receiving a telephone call	
K9	Describe how to follow organisational procedures when making a telephone call		K19	Explain how to report telephone system faults	
K10	Explain how to report telephone system faults				

UNIT 132 (1FOH5)

**RECEIVE, MOVE AND
STORE CUSTOMER AND
ORGANISATION
PROPERTY**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to receive, move
and store customer and organisation
property**

August 2010 Version 1.0



RECEIVE, MOVE AND STORE CUSTOMER AND ORGANISATION PROPERTY

This unit is about storing luggage, coats and other items. It also covers moving things such as furniture and electrical equipment and keeping them secure.

This unit has **four** outcomes:

Outcome 1

Be able to receive customer property

Outcome 2

Understand how to receive customer property

Outcome 3

Be able to handle, move, store customer and organisation property

Outcome 4

Know how to handle, move, store customer and organisation property

RECEIVE, MOVE AND STORE CUSTOMER AND ORGANISATION PROPERTY

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO RECEIVE CUSTOMER PROPERTY

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Deal with customer quickly, politely and helpfully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Take customer property and issue a receipt when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Keep customer property secure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Report any suspicious customer property to an appropriate member of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Customer property

All must be covered. At least **2** of these must be observed by your assessor.

1	Luggage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Coats and other items of clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Valuables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO HANDLE, MOVE, STORE CUSTOMER AND ORGANISATION PROPERTY

(OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
5 Choose the safest and best way to move the property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Lift and move property safely without causing personal injury or to others or causing damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Move property to the right place at the right time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Make sure no-one takes property without permission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Fill in any storage records correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Keep storage area secure, clean, tidy and hygienic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Property

All must be covered. At least **3** of these must be observed by your assessor.

1	Customer property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Furniture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Electrical equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Luggage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Other property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ways of moving property

All must be covered. At least **1** of these must be observed by your assessor.

1	Carrying it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Using a trolley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Places to which property is moved

All must be covered. At least **2** of these must be observed by your assessor.

1	Customer accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Public areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Storage areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to receive customer property (OUTCOME 2)

Ref.

- | | |
|----|--|
| K1 | State organisational responsibilities for storing customer property |
| K2 | State why it is important to deal with customers quickly, politely and helpfully |
| K3 | Describe the right way to greet and deal with customers |
| K4 | Describe the right way to take property from the customer |
| K5 | State the importance of giving customers a proper receipt for their property |
| K6 | Describe how to recognise a suspicious item of property and what to do about it |

K9 Describe lifting and handling techniques that should be used to stop injuries to self and others and damaging property

K10 List appropriate clothing and footwear when handling heavy or dirty property

K11 State how to avoid losing property when moving and storing it

K12 State how to avoid someone taking property without permission

K13 State where customer's property should be stored

K14 Outline the types of problems that may happen when moving property and what to do about these

K15 State why it might be important to keep storage records and how to fill these in

K16 State why storage areas should be kept secure, clean, tidy and hygienic and how to do this

K17 Outline the types of problems that might occur with storage areas and what to do about these problems

Know how to handle, move, store customer and organisation property (OUTCOME 4)

Ref.

- | | |
|----|--|
| K7 | State how to decide whether to move property by carrying it or by using a trolley |
| K8 | List the types of injuries that could happen when lifting and moving different types of property |

UNIT 133 (1FOH6)

**SERVICE PUBLIC AREAS
AT FRONT OF HOUSE**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to service public
areas at front of house**

August 2010 Version 1.0



SERVICE PUBLIC AREAS AT FRONT OF HOUSE

This unit is about cleaning public areas such as lobbies, lifts, entrances and public toilets, using suitable equipment. It also covers keeping these areas clean and tidy, for example by emptying bins, arranging furniture and keeping displays tidy and up-to-date.

This unit has **four** outcomes:

Outcome 1

Be able to clean public areas

Outcome 2

Know how to clean public areas

Outcome 3

Be able to help keep public areas neat, tidy and in good order

Outcome 4

Know how to help keep public areas neat, tidy and in good order

SERVICE PUBLIC AREAS AT FRONT OF HOUSE

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO CLEAN PUBLIC AREAS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

	1	2	3	4
Shaded numbers must be observed				
1 Choose the appropriate cleaning equipment and materials for the area to be cleaned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Put up hazards signs, when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Wear protective clothing, when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Clean off dust, dirt, debris and removable marks from surfaces to be cleaned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Store cleaning equipment correctly and safely after use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Get rid of cleaning materials safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Public areas

All must be covered. At least **3** of these must be observed by your assessor.

1	Lobby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Passenger lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Corridors and stairways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Front entrance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Eating and drinking areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cleaning equipment

All must be covered. At least **3** of these must be observed by your assessor.

1	Mops and buckets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Brooms and brushes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Vacuum cleaners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Cloths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cleaning materials

All must be covered. At least **3** of these must be observed by your assessor.

1	Water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Detergent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Polish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Chemicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Surfaces

All must be covered. At least **4** of these must be observed by your assessor.

	Steps/ramps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Floors/floor coverings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Glass surfaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Furniture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Toilet appliances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Cushions/curtains and fabrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Metal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Plastic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO HELP KEEP PUBLIC AREAS NEAT, TIDY AND IN GOOD ORDER (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
7	Empty waste containers and get rid of waste correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Arrange furniture neatly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Keep displays neat, tidy and up-to-date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Spot and report faults in the area to the appropriate member of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Waste containers

All must be covered. At least **1** of these must be observed by your assessor.

1	Waste bins/recycling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Furniture

All must be covered. At least **2** of these must be observed by your assessor.

1	Chairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Lighting fixtures and fittings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Displays

All must be covered. At least **2** of these must be observed by your assessor.

1	Public notices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Magazines/brochure racks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Plants/floral decorations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Pictures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to clean public areas (OUTCOME 2)	Ref.	Know how to help keep public areas neat, tidy and in good order (OUTCOME 4)	Ref.
K1 State the organisational standards for cleaning and tidying and why these should be followed		K9 State why front of house areas need to be clean, tidy and well maintained	
K2 Describe how to acknowledge customers correctly when working front of house		K10 State the types of waste to deal with and how to get rid of it correctly and safely	
K3 State how to choose the right cleaning equipment and materials for the areas and surfaces to be cleaned		K11 Describe how to arrange the furniture in front of house areas	
K4 State when and how hazards signs should be used when cleaning		K12 Identify own responsibilities for different types of displays	
K5 State when protective clothing should be worn and what type of protective clothing to wear		K13 State why it is important to keep displays neat and tidy and well-stocked	
K6 Describe how to dispose of used cleaning materials correctly and why		K14 Describe how to keep displays neat, tidy and up-to-date	
K7 State the different chemical warning signs that may be used and what they mean		K15 State the types of things that may need fixing in front of house areas and how to spot and report these	
K8 Outline the types of problems that may happen when cleaning and how to deal with these or report them		K16 Outline the types of problems that may happen when working front of house and how to deal with these	

UNIT 134 (1FOH7)

**COLLECT AND DELIVER
ITEMS FOR CUSTOMERS
AND STAFF**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to collect and
deliver items for customers and staff**

August 2010 Version 1.0



COLLECT AND DELIVER ITEMS FOR CUSTOMERS AND STAFF

This unit is about collecting and delivering items such as letters and other papers, customer property and messages.

This unit has **two** outcomes:

Outcome 1

Be able to collect and deliver items for customers and staff

Outcome 2

Know how to collect items for customers and staff

COLLECT AND DELIVER ITEMS FOR CUSTOMERS AND STAFF

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO COLLECT AND DELIVER ITEMS FOR CUSTOMERS AND STAFF (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Follow instructions correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Collect and deliver the right items from the right place at the right time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Make sure items are not lost or damaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Keep a record of the transaction, if necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Instructions

All must be covered. **Both** of these must be observed by your assessor.

1	Written	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Spoken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items

All must be covered. At least **2** of these must be observed by your assessor.

1	Customer belongings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Letters and parcels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Places

All must be covered. At least **1** of these must be observed by your assessor.

1	Inside your organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Outside your organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to collect items for customers and staff (OUTCOME 2)	Ref.
--	-------------

- | | |
|----|---|
| K1 | Describe how to follow spoken and written instructions |
| K2 | State the type of items that may be asked to be collected and delivered |
| K3 | State where items may be collected and delivery from and to |
| K4 | Describe how to handle items without injury or damaging the items |
| K5 | State why it is important to collect and deliver on time |
| K6 | State records of collection and delivery that may have to be kept up-to-date |
| K7 | Describe how to deal with customers and other staff when making collections and deliveries |
| K8 | Outline the types of problems that happen when collecting and delivering items and how to deal with these |
-

UNIT 135 (1FOH8)

**PREPARE, SERVICE AND
CLEAR MEETING AND
CONFERENCE ROOMS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare, service
and clear meeting and conference rooms**

August 2010 Version 1.0



PREPARE, SERVICE AND CLEAR MEETING AND CONFERENCE ROOMS

This unit is about setting up a room for a meeting or conference. It covers checking heating and lighting equipment, setting out furniture and equipment, and arranging and re-stocking items such as stationery, drinks and glassware in function rooms. It also covers clearing and locking the room after use.

This unit has **four** outcomes:

Outcome 1

Be able to prepare and service meeting and conference rooms

Outcome 2

Understand how to prepare and service meeting and conference rooms

Outcome 3

Be able to clear meeting and conference rooms

Outcome 4

Know how to clear meeting and conference rooms

PREPARE, SERVICE AND CLEAR MEETING AND CONFERENCE ROOMS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE AND SERVICE MEETING AND CONFERENCE ROOMS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Check that heating and lighting systems are working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Follow instructions for arranging furniture and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Make sure table items are clean, undamaged and laid out as the customer asked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Check that equipment is ready for the customer to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Keep the room clean, tidy and well stocked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Make sure the room is secure during breaks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Instructions

All must be covered. **Both** of these must be observed by your assessor.

1	Spoken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Written	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Equipment

All must be covered. At least **3** of these must be observed by your assessor.

1	Screens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Projectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Flip charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Other types of audio-visual equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Table items

All must be covered. At least **3** of these must be observed by your assessor.

1	Table covering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Glassware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Pens and paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Refreshments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Decorations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO CLEAR MEETING AND CONFERENCE ROOMS (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
7 Neatly arrange the furniture, equipment and table items that should stay in the room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Store other furniture, equipment and table items in the right place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Leave the room ready for cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Reset heating and lighting systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Lock the room as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Equipment

All must be covered. At least **2** of these must be observed by your assessor.

1	Screens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Projectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Flip charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Other types of audio-visual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Table items

All must be covered. At least **3** of these must be observed by your assessor.

1	Table covering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Glassware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Pens and paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Refreshments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Decorations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare and service meeting and conference rooms (OUTCOME 2)	Ref.	Know how to clear meeting and conference rooms (OUTCOME 4)	Ref.
K1 State organisational standards for customer care and how to liaise with customers during conferences and meetings		K11 Describe how to arrange the room when a meeting or conference is over	
K2 State organisational security procedures		K12 State where to store furniture, equipment and other items that do not stay in the room	
K3 State where to get information about how to arrange the room		K13 State how to make sure the room is ready for cleaning	
K4 State why all furniture and furniture items must be checked for cleanliness and damage		K14 Outline the types of problems that may happen when cleaning rooms and how to deal with these	
K5 State why correct lifting and handling techniques must be used when moving furniture and other heavy items			
K6 Describe how to control heating and lighting systems			
K7 Describe how to check equipment such as screens, projectors, flipcharts and other audio-visual equipment			
K8 State where to find items that might need replacing such as flip charts, pens, paper and refreshments			
K9 State why conference and meeting rooms must be secure when not in use			
K10 Outline the types of problems that may happen when preparing and servicing meeting and conference room and how to deal with these			

UNIT 136 (1FOH9)

USE A FILING SYSTEM

Successful assessment of the unit proves that the learner has achieved the national occupational standard to use a filing system

August 2010 Version 1.0



USE A FILING SYSTEM

This unit is about using different information systems to store and retrieve information. You will use the following specific skills:

- communicating
- organising
- planning decision making
- problem solving
- using technology

This unit has **three** outcomes:

Outcome 1

Know methods and procedures for storing and retrieving information

Outcome 2

Be able to store information

Outcome 3

Be able to retrieve information

USE A FILING SYSTEM

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO STORE INFORMATION

(OUTCOME 2)

Shaded numbers must be observed	1	2	3	4
1 Identify and collect information to be stored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Follow procedures for security and confidentiality of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Store information in approved locations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Refer problems, if required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO RETRIEVE INFORMATION

(OUTCOME 3)

Shaded numbers must be observed	1	2	3	4
5 Identify information to be retrieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Follow procedures for security and confidentiality of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Locate and retrieve the required information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Provide information in the agreed format and timescale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Refer problems, if required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know methods and procedures for Ref. storing and retrieving information (Outcome 1)

- K1 Describe methods of storing and collecting information

- K2 Describe procedures to be followed for storing and retrieving information

- K3 Describe legal and organisational procedures for security and confidentiality of information

UNIT 137 (1HK1)

**COLLECT LINEN AND
MAKE BEDS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to collect linen and
make beds**

August 2010 Version 1.0



COLLECT LINEN AND MAKE BEDS

This unit is about stripping and making beds, handling linen and bed coverings, as well as collecting bed coverings and moving them to the rooms.

This unit has **four** outcomes:

Outcome 1

Be able to collect clean linen and bed coverings

Outcome 2

Understand how to collect clean linen and bed coverings

Outcome 3

Be able to strip and make beds

Outcome 4

Know how to strip and make beds

The typical day-to-day activities you might carry out for this unit include:

- collecting clean linen and bed coverings from the linen store
- checking that linen and bed coverings meet your organisation's standards
- stripping beds
- making beds
- dealing with soiled linen

COLLECT LINEN AND MAKE BEDS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO COLLECT CLEAN LINEN AND BED COVERINGS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Choose and collect the linen and bed coverings needed for work schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Make sure the linen and bed coverings meet organisational standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Handle and move the linen and bed coverings safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Keep linen store safe and secure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Linen and bed coverings

All must be covered. At least **5** of these must be observed by your assessor.

1	Sheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Blankets/duvets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Bedspreads/throws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Pillow cases/sheet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Waterproof sheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Valances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Mattress protectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Duvets/pillows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Bathroom linen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO STRIP AND MAKE BEDS (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
5	Strip all linen and bed coverings from beds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Handle and store soiled linen and bed coverings correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Get bed ready for making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Make sure the bed base, bed head, linen and bed coverings are clean and not damaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Make the bed to premises standards with the correct linen and bed coverings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Leave bed neat, smooth and ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Deal with customers' personal property according to organisational procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Linen and bed coverings

All must be covered. At least **5** of these must be observed by your assessor.

1	Sheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Blankets/duvets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Bedspreads/throws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Waterproof sheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Valances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Mattress protectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Duvets/pillows pillowcases/sheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Beds

All must be covered. At least **1** of these must be observed by your assessor.

1	Double/single beds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cots/folding beds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Zip and link	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Sofa beds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Customers

All must be covered. At least **1** of these must be observed by your assessor.

1	new	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	stay over	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to collect clean linen and bed coverings (OUTCOME 2)

Ref.

-
- | | |
|----|---|
| K1 | Describe safe lifting and handling techniques and why they should always be used |
| K2 | State organisational standards for collection of linen and bed coverings |
| K3 | State why soiled linen should be kept separate from clean linen |
| K4 | State why linen and linen store must be secure |
| K5 | State why it is important to check linen to make sure it is clean and up to standard |
| K6 | Outline the types of problems that may happen when choosing and collecting linen from the linen store and how to deal with them |
-

Know how to strip and make beds (OUTCOME 4)

Ref.

-
- | | |
|-----|--|
| K7 | State the correct way to deal with soiled linen |
| K8 | State the right way to sort different fabrics |
| K9 | State organisation's procedures for making and re-sheeting beds |
| K10 | State why it is important to use the right sized linen |
| K11 | Outline the types of unexpected situations – including customer incidents – that may happen when stripping and making beds and how to deal with them |
| K12 | Describe how to spot and what procedures to use if encountering bedbugs or other infestations |
-

UNIT 138 (1HK2)

CLEAN WINDOWS FROM THE INSIDE

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to clean windows
from the inside**

August 2010 Version 1.0



CLEAN WINDOWS FROM THE INSIDE

This unit is about cleaning the inside surfaces of windows, using appropriate cleaning equipment and materials. The unit does not require you to work above hand reach height.

This unit has **four** outcomes:

Outcome 1

Be able to prepare to clean windows from inside

Outcome 2

Know how to prepare to clean windows from inside

Outcome 3

Be able to clean the inside surface of windows

Outcome 4

Know how to clean the inside surface of windows

The typical day-to-day activities you might carry out for this unit include:

- preparing windows and surrounding areas for cleaning
- wearing protective clothing
- choosing appropriate chemicals and equipment for the type of dirt on the window
- cleaning the windows and frames
- drying windows and frames
- putting the area back as you found it

CLEAN WINDOWS FROM THE INSIDE

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE TO CLEAN WINDOWS FROM INSIDE

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
1 Prepare working area and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Inspect the surface to be cleaned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Identify any damaged or loose surfaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Report damaged or loose surfaces to the relevant person and ask for advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Choose cleaning materials and methods that are appropriate to the work schedule, the type of dirt and the surface to be cleaned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Preparation of work area

All must be covered. At least **2** of these must be observed by your assessor.

1	Use of protective clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Put up hazard warning signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Protect surrounding areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Surfaces

All must be covered. At least **2** of these must be observed by your assessor.

1	Windows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Window frames	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Equipment and materials

All must be covered. At least **2** of these must be observed by your assessor.

1	Cloths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cleaning chemicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Squeegees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dirt

All must be covered. At least **1** of these must be observed by your assessor.

1	Loose dirt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Dirt that is hard to remove	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO CLEAN THE INSIDE SURFACE OF WINDOWS (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
6 Apply the cleaning agent to the surface in a controlled way, following the manufacture's instructions and recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Loosen dirt that is stuck on to the surface without causing damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Clean thoroughly and remove any dirt without damaging the surface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Report any dirt that you cannot remove to the relevant person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Leave windows and glass dry and smear free	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Make sure that frames and sills are dry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 Put the work area back as found	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Surfaces

All must be covered. At least **2** of these must be observed by your assessor.

1	Windows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Frames	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dirt

All must be covered. At least **1** of these must be observed by your assessor.

1	Loose dirt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Dirt that is hard to remove	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to prepare to clean windows from inside (OUTCOME 2)	Ref.	Know how to clean the inside surface of windows (OUTCOME 4)	Ref.
K1 State organisation's standards for cleaning windows		K11 State why dirt that cannot be removed should be reported	
K2 State how frequently windows should be cleaned		K12 State why frames and sills should be left dry	
K3 State why protective clothing should be worn when cleaning			
K4 State why cleaning materials should not be mixed			
K5 State why manufacturers' instructions should be followed when using cleaning equipment and materials			
K6 Outline the types of problems that occur when cleaning windows and how to deal with them			
K7 State what to do if window areas are above hand reach height			
K8 State why it is important to prepare windows and surrounding areas for cleaning			
K9 State why loose or damaged surfaces should be identified and reported			
K10 State the types of equipment and materials that should be used for loose dirt and dirt that is hard remove			

UNIT 139 (1HK3)

SERVICE BATHROOMS AND TOILETS

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to service
bathrooms and toilets**

August 2010 Version 1.0



SERVICE BATHROOMS AND TOILETS

This unit is about cleaning toilets, washrooms, bathrooms and surrounding areas. It also covers restocking supplies such as toilet paper, soap, towels etc, and disposing of waste.

This unit has **six** outcomes:

Outcome 1

Be able to clean toilets and washrooms

Outcome 2

Understand how to clean toilets and washrooms

Outcome 3

Be able to clean bathrooms

Outcome 4

Understand how to clean bathrooms

Outcome 5

Be able to restock customer supplies and accessories

Outcome 6

Understand how to restock customer supplies and accessories

The typical day-to-day activities you might carry out for this unit include:

- preparing toilet and bathroom areas for cleaning
- cleaning toilets and surrounding areas
- cleaning bathrooms and surrounding areas
- cleaning and putting away cleaning equipment and materials
- re-stocking the bathroom/toilet with items such as paper, soap, shampoo, etc
- disposing of waste

SERVICE BATHROOMS AND TOILETS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO CLEAN TOILETS AND WASHROOMS

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
1 Prepare the work area for cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Clean drains and taps so that they are free of dirt and removable marks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Clean the inside of the toilet so that it is free of dirt and removable marks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Check that toilets are free flushing and draining	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Clean the outside of the toilet so that it is free from dirt and removable marks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Clean the surrounding floors, walls and mirrors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Use cleaning equipment and materials in line with manufactures' instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Clean cleaning equipment and materials and store them correctly after use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Preparation of work area

All must be covered. At least **2** of these must be observed by your assessor.

1	Use of protective clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Put up hazard warning signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Protect surrounding areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Ensure the room is properly ventilated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Surfaces

All must be covered. At least **1** of these must be observed by your assessor.

1	Plastic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Ceramic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Stainless steel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Floor coverings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Toilets

All must be covered. At least **1** of these must be observed by your assessor.

1	WCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Urinals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cleaning equipment and materials

All must be covered. At least **3** of these must be observed by your assessor.

1	Toilet brush and holder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cloths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Cleaning chemicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Abrasive pads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Mops and buckets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO CLEAN BATHROOMS (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
9 Prepare the work area for cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Clean bathroom appliances, surfaces , fixtures and fittings so that they are dry and free from dirt and removable marks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Clean the surrounding floors, walls mirrors and other surfaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 Make sure that plug holes and over flows are free from blockages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 Use cleaning equipment and chemicals in line with the manufactures instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 Follow organisations for dealing with the customers' personal property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 Clean cleaning equipment and store it correctly after use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Preparation of work area

All must be covered. At least **2** of these must be observed by your assessor.

1	Use of protective clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Put up hazard warning signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Protect surrounding areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Ensure the room is properly ventilated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bathroom appliances

All must be covered. At least **2** of these must be observed by your assessor.

1	Basins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Bathtubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Spa baths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Showers/shower heads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Surfaces

All must be covered. At least **2** of these must be observed by your assessor.

1	Plastic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Ceramic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Stainless steel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Wood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Glass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cleaning equipment and chemicals

All must be covered. At least **2** of these must be observed by your assessor.

1	Cloths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cleaning chemicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Abrasive pads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO RESTOCK CUSTOMER SUPPLIES AND ACCESSORIES (OUTCOME 5)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
16 Check and restock customer supplies and accessories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17 Arrange customer supplies and accessories as instructed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18 Make sure that customer supplies and accessories are clean and free from damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19 Report and stock shortages to the appropriate member of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20 Make sure waste bins are empty, clean and ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21 Identify waste and get it ready for dispatch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Customer supplies and accessories

All must be covered. At least **1** of these must be observed by your assessor..

1	Disposable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Re-usable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Waste

All must be covered. At least **1** of these must be observed by your assessor.

1	Hazardous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Non-hazardous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dispatch methods

All must be covered. At least **2** of these must be observed by your assessor.

1	External collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Incineration/ compression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Recycling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to clean toilets and washrooms (OUTCOME 2) Ref.

K1 State organisation's standards for toilets and bathrooms

K2 State why protective clothing should be worn when cleaning

K3 State why toilet and bathroom cleaning equipment should not be used in other areas

K4 Explain why different cleaning materials should not be mixed and the health and safety implications of this

K5 State why manufactures' instructions should be followed when using cleaning equipment and materials

K6 Outline the types of problems that may be encountered when cleaning toilets and bathrooms and how to deal with these

K7 State what to do if a customer enters while cleaning a toilet or bathroom

K8 Describe how to prepare toilet and washroom areas for cleaning

K9 State why all traces of cleaning materials from toilet appliances should be removed

K10 State which cleaning processes should be used for different types of surfaces, toilet appliances, toilet basins and level of spoilage

K11 Explain how effective cleaning helps with infection control

Understand how to clean bathrooms (OUTCOME 4) Ref.

K12 Describe how to prepare bathroom areas for cleaning

K13 State which cleaning processes should be used for different types of surfaces, toilet appliances and level of soilage

Understand how to restock customer supplies and accessories (OUTCOME 6) Ref.

K14 State the organisational standards for restocking customer supplies and accessories

K15 State why waste should be handled and disposed of correctly

K16 State why it is important to correctly identify waste

K17 Outline the types of hazardous waste that may be encountered and how to deal with these

K18 State why a constant stock of supplies and accessories should be maintained

UNIT 140 (1HK4)

**HELP TO CLEAN AND
MAINTAIN FURNISHED
AREAS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to help to clean and
maintain furnished areas**

August 2010 Version 1.0



HELP TO CLEAN AND MAINTAIN FURNISHED AREAS

This unit is about preparing and cleaning surfaces such as wood, plastic and fabric. It also covers cleaning floors and floor coverings such as carpets, vinyl and cork. Finally the unit deals with servicing furnished areas, for example checking heating/lighting and emptying bins.

This unit has **six** outcomes:

Outcome 1

Be able to clean surfaces, furnishings, fixtures and fittings

Outcome 2

Understand how to clean surfaces, furnishings, fixtures and fittings

Outcome 3

Be able to clean floors and floor coverings

Outcome 4

Understand how to clean floors and floor coverings

Outcome 5

Be able to service furnished areas

Outcome 6

Understand how to service furnished areas

The typical day-to-day activities you might carry out for this unit include:

- preparing the work area and equipment
- using cleaning equipment and materials
- emptying waste bins
- disposing of waste

HELP TO CLEAN AND MAINTAIN FURNISHED AREAS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO CLEAN SURFACES, FURNISHINGS, FIXTURES AND FITTINGS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Prepare the work area for cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Check and prepare cleaning equipment in line with the manufacturers' instructions before using it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Clean surfaces, furnishings and fittings so that they are free from dust, debris and removable marks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Follow the manufacturers' instructions when using equipment and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Deal with cleaning equipment correctly after use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Preparation of work area

All must be covered. At least **2** of these must be observed by your assessor.

1	Use of protective clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Put up hazard warning signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Protect surrounding areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Surfaces, furnishings, fixtures and fittings

All must be covered. At least **4** of these must be observed by your assessor.

1	Wood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Glass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Plastic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Metal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Painted surfaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Fabric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Equipment and materials

All must be covered. At least **1** of these must be observed by your assessor.

1	Manual equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Powered equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Cleaning chemicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO CLEAN FLOORS AND FLOOR COVERINGS (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
6 Prepare the work area for cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Check and prepare cleaning equipment and materials in line with the manufactures' instructions before using it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Clean floor and floor coverings safely and systemically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Make sure that finished floors and floor coverings are dry and free from dust, dirt, debris and removable marks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Get rid of waste and dirty water correctly and safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Clean and store cleaning equipment and materials correctly after use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Preparation of work areas

All must be covered. At least **2** of these must be observed by your assessor.

1	Use of protective clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Put up hazard warning signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Protect surrounding areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Equipment and materials

All must be covered. At least **2** of these must be observed by your assessor.

1	Manual equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Powered equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Cleaning chemicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO SERVICE FURNISHED AREAS (OUTCOME

5)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Shaded numbers must be observed	1	2	3	4
12 Check that heating, lighting and ventilation systems are set correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 Make sure that furnished areas are free from unpleasant smells	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 Empty waste bins and leave them clean and ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 Get waste ready for collection , sorting if necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Waste

All must be covered. At least **1** of these must be observed by your assessor..

1	Hazardous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Non-hazardous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collection

All must be covered. At least **2** of these must be observed by your assessor.

1	External collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Incineration/ compression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Recycling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to clean surfaces, furnishings, fixtures and fittings (OUTCOME 2)

Ref.

-
- | | |
|-----|--|
| K1 | State why protective clothing should be worn when cleaning |
| K2 | Explain why cleaning materials should not be mixed |
| K3 | State why hazard signs should be put up and surrounding areas protected |
| K4 | State why all traces of cleaning materials from interior surfaces, furnishing, fixtures and fittings should be removed |
| K5 | Describe what precautions should be taken when using ladders or moving furniture during cleaning |
| K6 | State why surrounding areas should be protected when cleaning interiors, surfaces, furnishings, fixtures and fittings |
| K7 | Explain why the manufacturers' instructions should be followed when using cleaning equipment and materials |
| K8 | State how to deal with equipment once finished with |
| K9 | Describe how to identify and report equipment that needs repair or servicing |
| K10 | State the basic legal requirements about the use of cleaning equipment and materials |
-

Understand how to clean floors and floor coverings (OUTCOME 4)

Ref.

-
- | | |
|-----|---|
| K11 | State what dangers are caused by water coming into contact with electrical supplies or batteries when cleaning floors and floor coverings |
| K12 | Describe what precautions should be taken to avoid electrocution when cleaning floors and floor coverings |
| K13 | State why manufacturers' instructions need to be followed when using cleaning equipment and materials to clean floors and floor coverings |
| K14 | Describe how to avoid causing slips when cleaning floors and floor coverings |
| K15 | Describe how to get rid of used cleaning materials safely and correctly |
-

Understand how to service furnished areas (OUTCOME 6)

Ref.

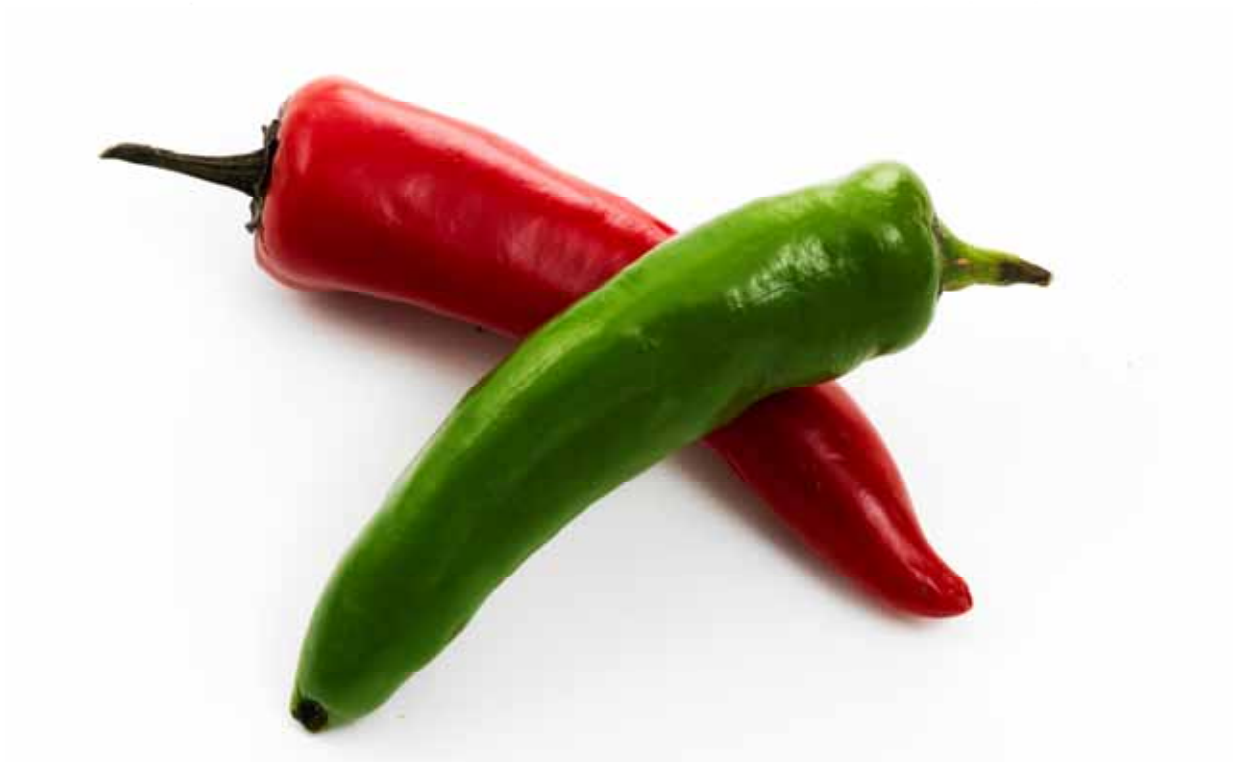
-
- | | |
|-----|--|
| K16 | State why it is important to maintain the internal environment |
| K17 | State why waste should be handled and disposed of correctly |
| K18 | Describe the different ways of dealing with waste and why it is important to use the correct one |
| K19 | State why it is important to correctly identify waste and how to identify hazardous waste |
-

UNIT 141 (1P&C1)

**PACKAGE FOOD FOR
DELIVERY**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to package food for
delivery**

August 2010 Version 1.0



PACKAGE FOOD FOR DELIVERY

This unit is about packaging food for delivery, including hot and all other food kept at room temperature. It also covers clearly and accurately labelling the packs, as well as what quality aspects to look for in both food and the packs.

This unit has **two** outcomes:

Outcome 1

Be able to package food for delivery

Outcome 2

Understand how to package food for delivery

PACKAGE FOOD FOR DELIVERY

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PACKAGE FOOD FOR DELIVERY

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Make sure all food has been prepared correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Pack and seal food to organisational and legal requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Accurately and clearly label all packed food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Load packed food into the correct containers ready for collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Clean packaging areas and equipment to organisational and legal standards after use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Food

All must be covered. At least **1** of these must be observed by your assessor.

1	Hot food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cold food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to package food for delivery (OUTCOME 2) Ref.

K1 State the importance of ensuring food is prepared to the organisational standards for appearance and temperature before packing

K2 State what quality points to look for in prepared meals

K3 Describe how dishes should be labelled correctly and clearly

K4 State why dishes should be correctly and clearly labelled

K5 State the importance of keeping packing areas and equipment hygienic when packing food for delivery

K6 State the importance of time and temperature when packing food for delivery

K7 List the main contamination threats when packing for delivery

K8 State the importance of ensuring that packaging materials are not damaged before packing food

K9 State what problems can commonly occur with packing of food

K10 State how to identify common problems with the packing of food

K11 State what problems can commonly occur with the quality of packed food

K12 State how to identify food quality problems with packed food

UNIT 142 (1FOH10)

SOLVE BUSINESS PROBLEMS

Successful assessment of the unit proves that the learner has achieved the national occupational standard to solve business problems

August 2010 Version 1.0



SOLVE BUSINESS PROBLEMS

This unit is about contributing towards identifying and solving business problems. You will use the following specific skills:

- communicating
- organising
- planning
- problem solving
- working with others

This unit has **four** outcomes:

Outcome 1

Know how to identify business problems

Outcome 2

Understand techniques for solving straightforward business problems

Outcome 3

Be able to recognise business problems

Outcome 4

Be able to carry out a solution to the business problem

SOLVE BUSINESS PROBLEMS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO RECOGNISE BUSINESS PROBLEMS

(OUTCOME 3)

Shaded numbers must be observed	1	2	3	4
--	----------	----------	----------	----------

1 Check own understanding of the business problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------

2 Work with others to discuss and resolve the business problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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BE ABLE TO CARRY OUT A SOLUTION TO THE BUSINESS PROBLEM

(OUTCOME 4)

3 Seek advice on how to deal with the business problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------

4 Solve the business problem, involving others as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------

5 Confirm that the business problem has been solved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to identify business problems (OUTCOME 1)	Ref.
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K1	Outline ways of identifying a problem in the business environment
----	---

Understand techniques for solving straightforward business problems (OUTCOME 2)	Ref.
--	-------------

K2	Outline different ways of solving the business problem
----	--

K3	Outline reasons for having support and feedback from others when solving business problems
----	--

UNIT 203 (2GEN3)

**MAINTAIN FOOD SAFETY
WHEN STORING,
PREPARING AND
COOKING FOOD**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to maintain food safety when storing, preparing and cooking food.

August 2010 Version 1.0



MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

This unit describes the craft competencies needed for preparing and cooking food safely, and focuses on the four main areas of control – cooking, cleaning, chilling and preventing cross-contamination, in addition to supplies being satisfactory. It provides staff with a broad understanding of reviewing hazards and hazard-based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff that directly prepare and cook food. Separate units are available for those who serve and handle food in other ways, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

This unit has **nine** outcomes:

Outcome 1

Be able to keep self clean and hygienic

Outcome 2

Know how to keep self clean and hygienic

Outcome 3

Be able to keep working area clean and hygienic

Outcome 4

Know how to keep working area clean and hygienic

Outcome 5

Be able to store food safely

Outcome 6

Know how to store food safely

Outcome 7

Be able to prepare, cook and hold food safely

Outcome 8

Know how to prepare, cook and hold food safely

Outcome 9

Know how to maintain food safety

The typical day-to-day activities you might carry out for this unit include:

- Wearing the correct clean and suitable clothing appropriate for the job you do
- washing your hands thoroughly at appropriate times during handling, preparing and cooking food
- tying hair back and/or wearing appropriate hair covering
- avoiding unsafe behaviour such as touching your nose or mouth, chewing gum or smoking when working
- dealing correctly with cuts and grazes and reporting any illnesses you may be suffering from
- wiping and cleaning using clean and suitable cloths and equipment between tasks
- dealing correctly with any damaged or faulty surfaces and equipment
- disposing of waste quickly, safely and appropriately
- reporting any damage to walls, ceilings, food equipment, furniture and fittings
- reporting signs of any pests if they are present
- checking and storing deliveries at the correct temperatures
- keeping raw and ready-to-eat foods separate from each other
- rotating stock correctly
- completing accurate and timely records
- when necessary, defrosting foods safely
- checking foods for condition of food safety hazards before and during preparation, cooking/reheating
- using methods that prevent cross contamination that can happen between, for example, raw food, food in storage and preparation, and food that is ready to eat
- following correct procedures for foods that may cause allergenic reactions
- cooking/re-heating food thoroughly and safely
- holding cooked food at the correct temperature and for the correct time
- when necessary, chilling or freezing cooked food safely

MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO KEEP SELF CLEAN AND HYGIENIC (OUTCOME 1)

What you must do

You must show that you can perform **consistently** to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Wear clean and hygienic clothes appropriate to the jobs being undertaken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Tie hair back and/or wear appropriate hair covering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Only wear jewellery and other accessories that do not cause food safety hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Change clothes when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Wash hands thoroughly at appropriate times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Avoid unsafe behaviour that could contaminate the food working with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Report any cuts, boils, grazes, illness and infections promptly to the appropriate person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Clothes

All must be covered. At least **4** of these must be observed once by your assessor.

1	Trousers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Tops/jackets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Coats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Disposable gloves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Shoes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Headgear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Aprons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appropriate times to wash your hands

All must be covered. At least **5** of these must be observed once by your assessor.

1	After going to the toilet or in contact with faeces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	When going into food preparation and cooking areas including after any work breaks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	After touching raw food and waste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Before handling raw food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	After disposing of waste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	After cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	After changing dressings or touching open wounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Unsafe behaviour

All must be covered. **None** of these must be observed once by your assessor.

1	Failure to wash hands thoroughly, when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Touching your face, nose or mouth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Blowing your nose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Chewing gum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Smoking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Scratching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO KEEP WORKING AREA CLEAN AND HYGIENIC (OUTCOME 3)

What you must do

You must show that you can perform **consistently** to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed 1 2 3 4

9	Make sure surfaces and equipment are clean and in good condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Use clean and suitable cloths and equipment for wiping and cleaning between tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Remove from use any surfaces and equipment that are damaged or have loose parts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Report damaged surfaces, equipment to the person responsible for food safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Dispose of waste promptly, hygienically and appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Identify, take appropriate action on any signs of pests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Report any signs of pest to the appropriate person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Surfaces and equipment

All must be covered. At least **2** of these must be observed once by your assessor.

1	Surfaces and utensils for preparing, cooking and holding food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Surfaces and utensils used for displaying and serving food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Appropriate cleaning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO STORE FOOD SAFELY (OUTCOME 5)**What you must do**

You must show that you can perform **consistently** to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
18 Check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19 Look at and retain any important labelling information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20 Prepare food for storage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21 Place food in storage as quickly as necessary to maintain its safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22 Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23 Store food so that cross contamination is prevented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24 Follow stock rotation procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25 Safely dispose of food that is beyond 'use-by-date'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26 Keep necessary records up-to-date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Storage areas

All must be covered. At least **2** of these must be observed once by your assessor.

1	Ambient temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Refrigerator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Freezer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO PREPARE, COOK AND HOLD FOOD SAFELY (OUTCOME 7)

What you must do

You must show that you can perform **consistently** to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
27	Check food before and during operations for any hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	Follow correct procedures for dealing with food hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	Follow organisational procedures for items that may cause allergic reactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	Prevent cross-contamination between different types of food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31	Use methods, times, temperatures and checks to make sure food is safe following operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	Keep necessary records up-to-date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Operations

All must be covered. At least **4** of these must be observed once by your assessor.

1	Defrosting food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Preparing food, including washing and peeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Cooking food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Reheating food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Holding food before serving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Cooling cooked food not for immediate consumption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Freezing cooked food not for immediate consumption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hazards

All must be covered. **None** of these must be observed once by your assessor.

1	Bacteria and other organisms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Chemical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Physical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Allergenic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to keep self clean and hygienic (Outcome 2) Ref.

- | | |
|-----|--|
| K1 | State why clean and hygienic clothes must be worn |
| K2 | State why hair must be tied back or an appropriate hair covering be worn |
| K3 | State the different types of protective clothes are appropriate for different jobs in storage, preparation and cooking food |
| K4 | Describe the food safety hazards that jewellery and accessories can cause |
| K5 | State when clothing should be changed |
| K6 | State the importance of changing clothes |
| K7 | State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food |
| K8 | Describe how to wash hands safely |
| K9 | State the importance of not handling food when open cuts are present |
| K10 | Describe what to do if anyone has an open cut |
| K11 | State the importance of reporting illnesses and infections promptly |
| K12 | State why stomach illnesses are particularly important to report |

- | | |
|-----|--|
| K13 | State the importance of avoiding touching , face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food |
|-----|--|

Know how to keep working area clean and hygienic (Outcome 4) Ref.

- | | |
|-----|--|
| K14 | State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task |
| K15 | Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task |
| K16 | State the importance of only using clean and suitable cloths when cleaning before tasks |
| K17 | State how to ensure that clean and suitable cloths are used before tasks |
| K18 | Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety |
| K19 | List the types of damaged surfaces or equipment that can cause food safety hazards |
| K20 | Describe how to deal with damaged surfaces and equipment |
| K21 | State the importance of clearing and disposing of waste promptly and safely |
| K22 | Describe how to safely dispose of waste |

K23 Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards

K24 State the types of damage that should be looked out for

K25 State the types of pests that could be found in catering operations

K26 State how to recognise the signs that pest may be present

Know how to store food safely Ref.
(Outcome 6)

K27 State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date

K28 State the importance of preparing food for storage

K29 State why food must be put in the correct storage area

K30 State the temperature food should be stored at

K31 State the importance of keeping storage areas clean and tidy

K32 Describe what to do if storage areas are not clean and tidy

K33 State the importance of storing food at the correct temperature

K34 Describe how to store food at the correct temperature

K35 State what types of food are raw

K36 State why types of food are ready-to-eat

K37 State why stock rotation n procedures are important

K38 State why food beyond its 'use-by-date' must be disposed of

Know how to prepare, cook and hold food safely (Outcome 8) Ref.

K39 State why it is necessary to defrost foods before cooking

K40 State when it is necessary to defrost foods before cooking

K41 Describe how to safely and thoroughly defrost food before cooking

K42 Describe how to recognise conditions leading to safety hazards

K43 State what to do if any food safety hazards are discovered

K44 State the importance of knowing that certain foods cause allergic reactions

K45 Describe organisational procedures to deal with foods possible of causing allergic reactions

K46 State what to if a customer asks if a particular dish is free from certain food allergen

K47 Describe how cross-contamination can happen between different food types

K48 Describe how to avoid cross-contamination between different food types

K49 Explain why thorough cooking and reheating methods should be used

K50 State cooking , reheating, temperatures and times to use for food being worked with

K51 Describe how to check that food is thoroughly cooked or safely reheated

K52 State the importance of making sure that food is at the correct temperature before and during holding , prior to serving it to the customer

K53 State the types of foods that may need to be chilled or frozen because they are not for immediate consumption

K54 Describe how to safely store food not for immediate consumption

Know how to maintain food safety Ref. (Outcome 9)

K55 Describe how to operate a food safety management system

K56 Explain the concept of hazards to food safety in a catering operation

K57 State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level

K58 Describe what may happen if hazards are not controlled

K59 State the types of hazards that may occur in a catering operation

K60 Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination

K61 State why monitoring is important

K62 State the key stages in the monitoring process

K63 State the importance of knowing what to do when things go wrong

K64 State why some hazards are more important than others in terms of food safety

K65 State who to report to if there are food safety hazards

UNIT 204 (2GEN4)

**MAINTAIN FOOD SAFETY
WHEN STORING,
HOLDING AND SERVING
FOOD**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to maintain food
safety when storing, holding and serving
food**

August 2010 Version 1.0



MAINTAIN FOOD SAFETY WHEN STORING, HOLDING AND SERVING FOOD

This unit reflects current food safety guidance in the UK and integrates the key themes of cleaning and preventing cross-contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff who store, hold and serve food. Separate units are available for those who cook and prepare food, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

This unit has **nine** outcomes:

Outcome 1

Know how to maintain food safety

Outcome 2

Be able to keep self clean and hygienic

Outcome 3

Know how keep self clean and hygienic

Outcome 4

Be able to keep working area clean and hygienic

Outcome 5

Know how to keep working area clean and hygienic

Outcome 6

Be able to store food safely

Outcome 7

Know how to store food safely

Outcome 8

Be able to hold and serve food safely

Outcome 9

Know how to hold and serve food safely

The typical day-to-day activities you might carry out for this unit include:

- wearing the correct clean and suitable clothing for the job you do
- washing your hands thoroughly at different times during handling and serving food
- avoiding unsafe behaviour such as touching your nose or mouth, chewing gum or smoking when working
- dealing correctly with cuts, boils and grazes and reporting any illnesses you may be suffering from
- wiping and cleaning using clean and suitable cloths and equipment between tasks
- dealing correctly with any damaged or faulty surfaces and equipment and take appropriate action
- disposing of waste quickly, safely and appropriately
- reporting any damage to walls, ceilings, furniture and fittings
- reporting signs of any pests if they are present and take appropriate action
- checking and storing deliveries at the correct temperatures
- keeping raw and ready-to-eat foods separate from each other
- rotating stock correctly
- completing accurate and timely records
- checking foods for hazards prior to serving
- following the correct procedures for foods that may cause allergic reactions
- using methods that prevent cross-contamination between raw food and food that is ready-to-eat
- holding cooked and ready to eat food at the correct temperature and for the correct time

MAINTAIN FOOD SAFETY WHEN STORING, HOLDING AND SERVING FOOD

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO KEEP SELF CLEAN AND HYGIENIC (OUTCOME 2)

What you must do

You must show that you can perform **consistently** to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
1 Wear clean and suitable clothes appropriate to the jobs to be done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Only wear jewellery and other accessories that do not cause food safety hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Change clothes when necessary to prevent bacteria spreading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Wash hands thoroughly at appropriate times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Avoid unsafe behaviour that could contaminate the food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Report any cuts, grazes, illness and infections promptly to the proper person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Make sure any cuts and grazes are treated and covered with an appropriate dressing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO KEEP WORKING AREA CLEAN AND HYGIENIC (OUTCOME 4)

What you must do

You must show that you can perform **consistently** to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
8 Make sure surfaces and equipment for displaying and serving food are clean and in good condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Use clean and suitable cloths and equipment for wiping and cleaning between tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Remove from use any surfaces and equipment that are damaged or have loose parts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 Dispose of waste promptly, hygienically and appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings furniture and fittings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 Identify, take appropriate action on and report to appropriate person any signs of pests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Surfaces and equipment

All must be covered. **Both** of these must be observed once by your assessor.

1	Surfaces and utensils used for displaying and serving food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Appropriate cleaning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO STORE FOOD SAFELY (OUTCOME 6)

What you must do

You must show that you can perform **consistently** to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
15 Check that food is undamaged and within its 'use-by date' once it has been received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16 Prepare food for storage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17 Put food in the correct storage area as quickly as necessary to maintain its safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18 Make sure storage areas are clean and maintained at the correct temperature for the type of food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19 Store food so that cross-contamination is prevented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20 Follow stock rotation procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21 Safely dispose of food that is beyond 'use-by date'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22 Keep necessary records up-to-date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Storage areas

All must be covered. At least **1** of these must be observed once by your assessor.

1	Ambient temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Refrigerator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Freezer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO HOLD AND SERVE FOOD SAFELY

(OUTCOME 8)

What you must do

You must show that you can perform **consistently** to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
23	Handle food in a way that protects it from hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	Follow organisational procedures for items that may cause allergic reactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	Use methods, times and temperatures that maintain food safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	Keep necessary records up-to-date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Hazards

All must be covered. At least **3** of these must be observed once by your assessor.

1	Sources of bacteria and other organisms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Chemical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Physical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Allergenic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to maintain food safety Ref. (OUTCOME 1)

- K1 Describe what might happen if significant food safety hazards are not controlled
- K2 Describe the types of significant food safety hazards likely to come across when handling and storing food
- K3 Describe how these hazards should be controlled by personal hygiene, cleaning, safe storage and the avoidance of cross-contamination
- K4 State why some hazards are more important than others in terms of food safety
- K5 State who to report significant food safety hazards to

Know how keep self clean and hygienic (OUTCOME 3) Ref.

- K6 State why clean and suitable clothes appropriate to job must be worn
- K7 State what types of clothes are appropriate to different jobs in the handling and serving of food
- K8 Describe how jewellery and accessories can cause food safety hazards
- K9 State when to change clothes to prevent bacteria spreading and why this is important
- K10 State why hands should be washed after going to the toilet, when going to food preparation and cooking areas, after touching raw food and waste before serving food

- K11 State the importance of not handling food with an open wound
- K12 State how to deal with open wounds when handling food
- K13 State the importance of reporting illnesses and infections promptly
- K14 State why it is important to report stomach illnesses in particular
- K15 State the importance of avoiding touching face, nose, or mouth, or chewing gum, eating, or smoking when working with food

Know how to keep working area clean and hygienic (OUTCOME 5) Ref.

- K16 State why surfaces and equipment must be clean before beginning a new task and how to do so
- K17 State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so
- K18 State why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety
- K19 List the types of damaged surfaces and equipment that can cause food safety hazards
- K20 Describe how to deal with damaged surfaces and equipment that are dangerous to food safety
- K21 State the importance of clearing and disposing of waste promptly and safely
- K22 Describe how to clear and

	dispose of waste safely		
K23	State how damage to walls, floors, ceiling, furniture and fittings can cause food safety hazards		K35 Describe how to check food is stored at the correct temperature
K24	State what types of damage to look for in walls, floors, ceiling, furniture and fitting that could cause food safety hazards		K36 State the importance of separating raw and ready-to-eat food
K25	List the types of pests that could be found in catering operations		K37 List what types of food are raw and which are ready-to-eat
K26	Describe how to identify the signs that pests are present		K38 Explain why stock rotation procedures are important
			K39 State why food beyond its use-by-date must be disposed of
	Know how to store food safely (OUTCOME 7)	Ref.	Know how to hold and serve food safely (OUTCOME 9) Ref.
K27	State the importance of making sure food deliveries are undamaged and within their 'use-by date'		K40 Describe how to check food during holding and serving
K28	State why it is important that food is stored at the correct temperature		K41 State the importance of knowing that certain foods can cause allergic reactions
K29	Describe how to ensure food is stored at the correct temperature		K42 State what procedure to follow to deal with food that can cause allergic reactions
K30	State the importance of preparing food for storage whilst retaining important labelling information		K43 State what to do if a customer asks if a particular dish is free from a certain food allergen
K31	State why food must be put in the correct storage area		K44 Describe how cross-contamination can happen between raw food and food that is ready to eat
K32	State what temperature different foods should be stored at		K45 Describe how to avoid cross-contamination between raw and ready to eat food
K33	State the importance of clean storage areas		K46 State the holding temperature and times that must be used for the food
K34	Describe what do to if storage areas are not kept clean		

UNIT 205 (2GEN9)

MAINTAIN AND DEAL WITH PAYMENTS

Successful assessment of the unit proves that the learner has achieved the national occupational standard to maintain and deal with payments

August 2010 Version 1.0



MAINTAIN AND DEAL WITH PAYMENTS

This unit is about maintaining a payment point such as a till. It also covers taking payments from the customer, operating the till correctly and keeping payments safe and secure.

This unit has **two** outcomes:

Outcome 1

Be able to maintain and deal with payments

Outcome 2

Know how to maintain and deal with payments

MAINTAIN AND DEAL WITH PAYMENTS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO MAINTAIN AND DEAL WITH PAYMENTS

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Make sure payment point is working and that all materials needed are available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Maintain the payment point and restock it when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Enter/scan information into the payment point correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Tell the customer how much they have to pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Acknowledge the customer's payment and validate it where necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Follow correct procedure for chip and pin transactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Put the payment in the right place according to organisational procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Give correct change for cash transactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Carry out transactions without delay and give relevant confirmation to the customer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Materials

All must be covered. At least **2** of these must be observed by your assessor.

1	Cash	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cash equivalents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Relevant stationary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Till/credit/debit rolls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Payments

All must be covered. At least **2** of these must be observed by your assessor.

1	Cash	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cheques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Credit cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Debit cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Cash equivalents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10 Make the payment point content available for authorised collection when ask to

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to maintain and deal with payments (OUTCOME 2)

Ref.

K1 State the legal requirements for operating a payment point and taking payments from customers

K2 Describe organisational security procedures for cash and other types of payments

K3 Describe how to set up a payment point

K4 Describe how to get stocks of materials needed to set up and maintain the payment point

K5 State the importance of telling the customer of any delays and how to do so

K6 Describe the types of problems that might happen with a payment point and how to deal with these

K7 Describe how to change till/debit/credit machine rolls

K8 Describe the correct procedures for handling payments

K9 Describe what to do if there are errors in handling payments

K10 Describe the procedures for dealing with hand held payment devices at tables

K11 State what procedure must be followed with regards to a payment that has been declined

K12 State what might happen if errors are not reported

K13 Describe the types of problems that may happen when taking payments and how to deal with these

K14 Describe the procedure for collecting the content of payment point and who should hand payments over to

UNIT 217 (2BS7)

**PREPARE AND SERVE
DISPENSED AND
INSTANT HOT DRINKS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
serve dispensed and instant hot drinks**

August 2010 Version 1.0



PREPARE AND SERVE DISPENSED AND INSTANT HOT DRINKS

This unit is about preparing basic equipment such as small dispensing machines, kettles, urns, coffee and tea pots. The unit also covers the preparation and service of hot drinks such as coffee, tea, and hot chocolate.

This unit has **four** outcomes:

Outcome 1

Be able to prepare equipment and work area for service

Outcome 2

Understand how to prepare equipment and work area for service

Outcome 3

Be able to prepare and serve hot drinks

Outcome 4

Understand how to prepare and serve hot drinks

The typical day-to-day activities you might carry out for this unit include:

- preparing equipment and work areas for service
- making sure you have sufficient supplies or drink ingredients and accompaniments
- giving customers information about drinks
- making and serving drinks
- cleaning and tidying.

PREPARE AND SERVE DISPENSED AND INSTANT HOT DRINKS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE EQUIPMENT AND WORK AREA FOR SERVICE (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
1 Prepare the preparation, service and other equipment ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Clean the work areas, leaving them tidy and ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Make sure that preparation, service and other equipment is clean and free from damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Store sufficient drink ingredients and accompaniments ready for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Preparation equipment

All must be covered. At least **1** of these must be observed by your assessor.

1	Small vending machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Urns/kettles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Coffee pots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Tea pots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service equipment

All must be covered. At least **2** of these must be observed by your assessor.

1	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Glassware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Trays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other equipment

All must be covered. At least **1** of these must be observed by your assessor.

1	Dish washers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Fridges/freezers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Thermometers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Drink ingredients

All must be covered. At least **3** of these must be observed by your assessor.

1	Coffee bags/pods/capsules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Pre-ground coffee beans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Instant coffee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Syrups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Chocolate powder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Loose tea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Tea bags	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Fruit/herbal tea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Drink accompaniments

All must be covered. At least **2** of these must be observed by your assessor.

1	Sugar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Dusting/topping powder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Cream	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BE ABLE TO PREPARE AND SERVE HOT DRINKS (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
5 Identify customer requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Provide customers with accurate information on drinks as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Promote company drinks to customers at all appropriate times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Make the drinks using the correct equipment and ingredients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Serve the drink in company style, offering the correct accompaniments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Clean preparation and service equipment after use and tidy the preparation and serving area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must cover

You must show that you have covered **ALL** of the following:

Drinks

All must be covered. At least **2** of these must be observed by your assessor.

1	Coffee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Hot chocolate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Tea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preparation equipment

All must be covered. At least **1** of these must be observed by your assessor.

1	Small vending machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Kettles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Urns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Coffee pots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Tea pots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service equipment

All must be covered. At least **1** of these must be observed by your assessor.

1	Cutlery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Glassware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Crockery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Trays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Drink ingredients

All must be covered. At least **3** of these must be observed by your assessor.

1	Coffee bags/pods/capsules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Pre-ground coffee beans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Instant coffee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Syrups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Chocolate powder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Loose tea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Tea bags	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Fruit/herbal tea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Drink accompaniments

All must be covered. At least **2** of these must be observed by your assessor.

1	Sugar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Dusting/topping powder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Cream	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare equipment and work area for service (OUTCOME 2) **Ref.**

K1 Describe safe and hygienic working practices when preparing and serving hot drinks

K2 State why drink, ingredients and accompaniments must be available and ready for immediate use

K3 State why it is important to check for damage in all work areas and service equipment before taking orders

K4 Outline the types of unexpected situation that may occur when preparing areas and equipment for the preparation of hot drinks and how to deal with them

Understand how to prepare and serve hot drinks (OUTCOME 4) **Ref.**

K5 Describe safe and hygienic working practices when preparing and serving hot drinks

K6 State why information about products given to customers should be accurate

K7 Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements

K8 State why and to whom all customer incidents should be reported

K9 Explain why and to whom all breakages and spillages should be reported

K10 State why customers and service areas should be kept clean, tidy and free from rubbish and used equipment

Appendix 1 Summary of City & Guilds assessment policies

Health and Safety

All N/SVQ centres have to make sure that they provide a safe and healthy environment for training, including induction and assessment. City & Guilds external verifiers check this when they visit assessment sites.

You are responsible for making sure that you understand, and comply with, the Health and Safety practice and policies in the workplace where you will be assessed. Your assessment may be stopped if you do not comply, and your assessor will explain the reason why to you. You may need to retake your assessment at a later date.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website www.cityandguilds.com, City & Guilds Customer Relations Team or from your centre.

Access to assessment

City & Guilds qualifications are open to all learners, whatever their gender, race, creed, age or special needs. Some learners may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special assessment requirements, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website www.cityandguilds.com, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. For example, you may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information from the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can contact City & Guilds.

Our complaints policy is on our website www.cityandguilds.com or is available from the City & Guilds Customer Relations Team or your centre.

Appendix 2 Observation sheets

Observation sheet - Food and Beverage Service



Learner:	Assessor:	Ref:
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Activity observed

101/1GEN1

- 1 Personal Hygiene(204.1)
- 1,2 Clean smart footwear
- 3.Clean smart headgear
- 8.Follow health, hygiene and safety practices

104/1GEN4

- 4.Plan work/tasks
- 5.Organise work effectively
- 6.Clean tidy work areas
- 7.Keep waste to a minimum
- 9.Work to deadlines

201/2GEN1

- 2.Greet customers
- 3.Respect/friendly
- 3.Customer valued
- 4. Customer expectation identified
- 5.Courteous
- 6.Keep informed
- 7.Adapt to different behaviour
- 8.Respond promptly and positively
- 14.Provide information
- 15. Check customer understanding

204/2GEN4

- 4.Wash hands
- 3.Change clothes
- 8.Surfaces and equipment are clean
- 15 Food within use by date & undamaged
- 16.Store food correctly
- 20.Follow stock rotation
- 23.Protect food from hazards
- 25.Maintained time temperature for food safety

Duration of assessment	Service period	Breakfast	Lunch	Dinner	Function
Number of covers	Type of service	a la carte	Table d hote	Function	
Counter.....					

Observation sheet - Food and Beverage Service

Questions asked during observation with answers

Feedback

Learner signature.....

Assessor signature..... Date:

Observation sheet - Candidate:	Assessor:	Ref:
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Activity observed

101/1GEN1

- 1 Personal Hygiene(204.1)
- 1,2 Clean smart footwear
- 3.Clean smart headgear
- 8.Follow health, hygiene and safety practices

102/1GEN2

- 2. Clean knives
- 3.Sharpen knives
- 4. Knife appropriate to task
- 6.Knives used safely
- 7.Knives cleaned and stored correctly

OPTIONAL UNITS

- 1. Check ingredients are fit for preparation/cooking
- 2. Check & use correct techniques ,tools and equipment
- 3. Combine the food to meet requirements
- 4 Cook food to meet requirements of the dish
- 5/7Finish food as required for the dish
- 6. Ensure dish is at correct temperature for holding& storing
- 8. Safely store food not for immediate use

104/1GEN4

- 4.Plan work/tasks
- 5.Organise work effectively
- 6.Clean tidy work areas
- 7.Keep waste to a minimum
- 9.Work to deadlines

203/2GEN3

- 5.Wash hands
- 4..Change clothes
- 9.Surfaces and equipment are clean
- 10.Clean clothes used
- 18. Food within use by date & undamaged
- 20.Prepare food for storage
- 21. Store food quickly
- 23 Avoid cross contamination
- 27 Check food for hazards
- 29. Avoid allergic contamination
- 30. Prevent contamination across different types of food
- 31. Time and temperature

Duration of assessment	Service period	Breakfast	Lunch	Dinner	Function
Number of covers	Type of service	a la carte	Table d hote	Function	
Counter.....					

Observation sheets - Cookery

Questions asked during observation with answers

Feedback

Learner signature.....

Assessor signature..... Date:

Observation sheet – Front of House - Reception

Candidate:	Assessor:	Ref:
-------------------	------------------	-------------

Activity observed

101/1GEN1

- 1 Personal Hygiene(204.1)
- 1,2 Clean smart footwear
- 3.Clean smart headgear
- 8.Follow health, hygiene and safety practices

104/1GEN4

- 4.Plan work/tasks
- 5.Organise work effectively
- 6.Clean tidy work areas
- 7.Keep waste to a minimum
- 9.Work to deadlines

201/2GEN1

- 2.Greet customers
- 3.Respect/friendly
- 3.Customer valued
- 4. Customer expectation identified
- 5.Courteous
- 6.Keep informed
- 7.Adapt to different behaviour
- 8.Respond promptly and positively
- 14.Provide information
- 15. Check customer understanding

Duration of assessment	Activity	Check in	Check out
Number of customers			

Observation sheet – Front of House - Reception

Questions asked during observation with answers

Feedback

Learner signature.....

Assessor signature..... Date:

Observation sheet – Diploma in Housekeeping

Candidate:	Assessor:	Ref:
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Activity observed

101/1GEN1

- 1 Personal Hygiene(204.1)
- 1,2 Clean smart footwear
- 3.Clean smart headgear
- 8.Follow health, hygiene and safety practices

104/1GEN4

- 4.Plan work/tasks
- 5.Organise work effectively
- 6.Clean tidy work areas
- 7.Keep waste to a minimum
- 9.Work to deadlines

264/2HK1

- 1. Prepare bathroom/toilet area
- 2. Select equipment & materials
- 3. Clean toilet correct sequence
- 4 Clean bathroom correct sequence
- 5. Clean floors, walls &other areas correct sequence
- 8 Prepare furnished area
- 11. Clean floor/furnishing
- 17. PPE worn
- 18. Dispose of waste
- 19 Sanitise waste containers

Duration of assessment

Number of rooms serviced

Type of service

new arrival

Stay over

Feedback

Learner signature..... Date:.....
Assessor signature..... Date:

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

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

T: +44 (0)844 543 0000

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

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