

City & Guilds Level 1 Certificate in Hospitality (7131)

Qualification handbook for centres



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City & Guilds Level 1 Certificate in Hospitality (7131)



Qualification handbook for centres

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| Qualification level and title | City & Guilds Qualification Number | Qualification accreditation number | GLH | TQT |
|---|------------------------------------|------------------------------------|-----|-----|
| City & Guilds Level 1 NVQ Certificate in Accommodation Services* | 7131-01 | 500/9868/8 | | n/a |
| City & Guilds Level 1 NVQ Certificate in Food and Beverage Service | 7131-02 | 500/9867/6 | 159 | 190 |
| City & Guilds Level 1 NVQ Certificate in Food Preparation and Cooking | 7131-03 | 500/9797/0 | 142 | 180 |
| City & Guilds Level 1 NVQ Certificate in Hospitality Services | 7131-04 | 501/0003/8 | 105 | 180 |

*City & Guilds Level 1 NVQ Certificate in Accommodation Services is no longer available.

| Version number | Changes made | Section |
|--------------------|---|---|
| 1.3 September 2015 | Removed last registration and certification dates – please refer to Walled Garden for up-to-date information on these | Introduction |
| 1.4 April 2019 | Replaced wording in the first three boxes for Assessors and Verifiers on page 209 | Appendix 2 Annex C |
| 1.5 February 2022 | GLH and TQT clarified | Qualification at a glance, Structure Throughout |
| 1.6 Nov. 2022 | City & Guilds added to qualification title 7131-03/04 GLH updated. | Qualification at a glance |

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| Unit 120 | Prepare and cook meat and poultry (1FPC2) | 98 |
| Unit 121 | Prepare and cook pasta (1FPC3) | 101 |
| Unit 122 | Prepare and cook rice (1FPC4) | 105 |
| Unit 123 | Prepare and cook eggs (1FPC5) | 108 |
| Unit 124 | Prepare and cook pulses (1FPC6) | 112 |
| Unit 125 | Prepare and cook vegetable protein (1FPC7) | 116 |
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1 Introduction to the qualifications

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

| Qualification title and level | City & Guilds qualification number | Qualification accreditation number |
|---|---|---|
| City & Guilds Level 1 NVQ Certificate in Accommodation Services* | 7131-01 | 500/9868/8 |
| City & Guilds Level 1 NVQ Certificate in Food and Beverage Service | 7131-02 | 500/9867/6 |
| City & Guilds Level 1 NVQ Certificate in Food Preparation and Cooking | 7131-03 | 500/9797/0 |
| City & Guilds Level 1 NVQ Certificate in Hospitality Services | 7131-04 | 501/0003/8 |

* City & Guilds Level 1 NVQ Certificate in Accommodation Services is no longer available.

Last registration and certification dates can be accessed on the Walled Garden.

The City & Guilds Level 1 NVQ Certificate in Hospitality (7131) aims to:

- meet the needs of candidates who work or want to work in
 - Accommodation
 - Food and beverage service
 - Food preparation and cooking
- meet the needs of candidates who may work across a number of areas
 - Hospitality services
- replace the City & Guilds Level 1 NVQs in Hospitality (7081), which expired on 31/07/2010
- provide broad coverage of the requirements of staff working in job roles within these areas of the hospitality industry.

1.1 Qualification structure

The tables below give the unit titles, the credit value and guided learning hours (GLH) of each unit and the title of the qualifications that will be awarded to candidates successfully completing the required combinations of units and/or credits.

City & Guilds 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 |

*City & Guilds Level 1 NVQ Certificate in Accommodation Services is no longer available

City & Guilds 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 |

City & Guilds 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:

- 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 |

City & Guilds 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:

- 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 |

1.2 Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the Immediate Guidance or Supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training.

| Qualification level and title | GLH | TQT |
|---|------------|------------|
| City & Guilds Level 1 NVQ Certificate in Accommodation Services* | | n/a |
| City & Guilds Level 1 NVQ Certificate in Food and Beverage Service | 159 | 190 |
| City & Guilds Level 1 NVQ Certificate in Food Preparation and Cooking | 147 | 180 |
| City & Guilds Level 1 NVQ Certificate in Hospitality Services | 142 | 180 |

*City & Guilds Level 1 NVQ Certificate in Accommodation Services is no longer available

1.3 Mapping old standards to new

This NVQ Diploma is a redevelopment of the Level 1 NVQ in Hospitality (7081). The mapping table below identifies the changes that have been made to the standards

| NVQ 1 HOSPITALITY AND CATERING (7081) Standards unit title | | | L1 NVQ DIPLOMA IN HOSPITALITY AND CATERING (7131) Standards unit title | | |
|---|-------|--|---|-------|--|
| 501 | 1GEN1 | Maintain a safe, hygienic and secure working environment | 101 | 1GEN1 | Maintain a safe, hygienic and secure working environment |
| 502 | 1GEN2 | Maintain and deal with payments | 205 | 2GEN9 | Maintain and deal with payments |
| 503 | 1GEN3 | Maintain customer care | 103 | 1GEN3 | Maintain customer care |
| 504 | 1GEN4 | Contribute to effective teamwork | 104 | 1GEN4 | Work effectively as part of a hospitality team |
| 505 | 1GEN5 | Clean and store crockery and cutlery | 105 | 1GEN5 | Clean and store crockery and cutlery |
| 506 | 1GEN6 | Maintain a vending machine | 106 | 1GEN6 | Maintain a vending machine |
| 507 | 1FS1 | Prepare and clear areas for table/tray service | 107 | 1FS1 | Prepare and clear areas for table and tray service |
| 508 | 1FS2 | Provide a table/tray service | 108 | 1FS2 | Provide a table/tray service |
| 509 | 1FS3 | Prepare and clear areas for counter/takeaway service | 109 | 1FS3 | Prepare and clear areas for counter and takeaway service |
| 510 | 1FS4 | Provide a counter/takeaway service | 110 | 1FS4 | Provide a counter and takeaway service |
| 511 | 1FS5 | Provide a trolley service | 111 | 1FS5 | Provide a trolley service |
| 512 | 1FS6 | Assemble meals for distribution via conveyor belt | 112 | 1FS6 | Assemble meals for distribution via conveyor belt |
| 513 | 1DS1 | Prepare and clear areas for drinks service | 113 | 1BS1 | Prepare and clear areas for drinks service |
| 514 | 1DS2 | Serve drinks | 114 | 1BS2 | Serve Drinks |
| 515 | 1FP1 | Prepare vegetables | 115 | 1FP1 | Prepare vegetables |
| 516 | 1FP2 | Prepare and finish simple salad and fruit dishes | 116 | 1FP2 | Prepare and finish simple salad and fruit dishes |
| 517 | 1FP3 | Prepare hot and cold sandwiches | 117 | 1PR1 | Prepare hot and cold sandwiches |
| 518 | 1FC1 | Cook vegetables | 118 | 1FC1 | Cook vegetables |
| 519 | 1FPC1 | Prepare and cook fish | 119 | 1FPC1 | Prepare and cook fish |

| NVQ 1 HOSPITALITY AND CATERING (7081) | | | L1 NVQ DIPLOMA IN HOSPITALITY AND CATERING (7131) | | |
|--|-------|--|--|-------|--|
| Standards unit title | | | Standards unit title | | |
| 520 | 1FPC2 | Prepare and cook meat and poultry | 120 | 1FPC2 | Prepare and cook meat and poultry |
| 521 | 1FPC3 | Prepare and cook pasta | 121 | 1FPC3 | Prepare and cook pasta |
| 522 | 1FPC4 | Prepare and cook rice | 122 | 1FPC4 | Prepare and cook rice |
| 523 | 1FPC5 | Prepare and cook eggs | 123 | 1FPC5 | Prepare and cook eggs |
| 524 | 1FPC6 | Prepare and cook pulses | 124 | 1FPC6 | Prepare and cook pulses |
| 525 | 1FPC7 | Prepare and cook vegetable protein | 125 | 1FPC7 | Prepare and cook vegetable protein |
| 526 | 1FPC8 | Prepare and cook simple bread and dough products | 126 | 1FPC8 | Cook and finish simple bread and dough products |
| 527 | 1FPC9 | Prepare and cook grain (new unit) | 127 | 1FPC9 | Prepare and cook grain |
| 528 | 1R1 | Process information for reception function | 128 | 1FOH1 | Process information for reception function |
| 529 | 1R2 | Enter and find data using a computer | 129 | 1FOH2 | Assist in handling mail (CfA) |
| 530 | 1R3 | Distribute and dispatch mail | N/A | N/A | No map |
| 531 | 1R4 | Prepare and copy routine documents | N/A | N/A | No map |
| 532 | 1R6 | Receive, move and store customer and property organisation | 132 | 1FOH5 | Receive, move and store customer and organisation property |
| 533 | 1R7 | Service public areas at front of house | 133 | 1FOH6 | Service public areas at front of house |
| 534 | 1R8 | Collect and deliver items for customers and staff | 134 | 1FOH7 | Collect and deliver items for customers and staff |
| 535 | 1R9 | Prepare, service and clear meeting and conference rooms | 135 | 1FOH8 | Prepare, service and clear meeting and conference rooms |
| 536 | 1R9 | Find and store files in a paper-based system (new unit) | 136 | 1FOH9 | Use a filing system (CfA) |
| 537 | 1HK1 | Collect linen and make beds | 137 | 1HK1 | Collect linen and make beds |
| 538 | 1HK2 | Clean windows from the inside | 138 | 1HK2 | Clean windows from the inside |
| 539 | 1HK3 | Help to service toilets and bathrooms | 139 | 1HK3 | Help to service bathrooms and toilets |
| 540 | 1HK4 | Help to clean and maintain furnished areas | 140 | 1HK4 | Help to clean and maintain furnished areas |
| 541 | 1P&C1 | Package food for delivery | 141 | 1P&C1 | Package food for delivery |

| NVQ 1 HOSPITALITY AND CATERING (7081) | | | L1 NVQ DIPLOMA IN HOSPITALITY AND CATERING (7131) NEW | | |
|--|-------|--|--|--------|---|
| Standards unit title | | | Standards unit title | | |
| 601 | 2GEN1 | Give customers a positive impression of yourself & your organisation | N/A | N/A | No map |
| 603 | 2GEN3 | Maintain food safety when storing and cooking food | 203 | 2GEN3 | Maintain food safety when preparing, storing and cooking food |
| 604 | 2GEN4 | Maintain food safety when storing, holding serving food | 204 | 2GEN4 | Maintain food safety when storing, holding and serving food |
| 617 | 2DS7 | Prepare and serve dispensed and instant hot drinks | 217 | 2BS7 | Prepare and serve dispensed and instant hot drinks |
| 672 | 2P&C2 | Set up and close a kitchen | N/A | N/A | N/A |
| N/A | N/A | No map | 130 | 1FOH3 | Communicate in a business environment (CfA) |
| N/A | N/A | No map | 131 | 1FOH4 | Make and receive telephone calls (CfA) |
| N/A | N/A | No map | 142 | 1FOH10 | Solve business problems (CfA) |

1.4 Opportunities for progression

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

- City & Guilds Level 2 NVQ Diploma in Front of House Reception (7132-01)
- City & Guilds Level 2 NVQ Diploma in Housekeeping (7132-02)
- City & Guilds Level 2 NVQ Diploma in Food Service (7132-03)
- City & Guilds Level 2 NVQ Diploma in Beverage Service (7132-04)
- City & Guilds Level 2 NVQ Diploma in Food and Beverage Service (7132-05)
- City & Guilds Level 2 NVQ Diploma in Food Production & Cooking (7132-06)
- City & Guilds Level 2 NVQ Diploma in Professional Cookery (Preparation & Cooking) (7132-07)
- City & Guilds Level 2 NVQ Diploma in Professional Cookery (7132-08)
- City & Guilds Level 2 NVQ Diploma in Hospitality Services (7132-09)
- City & Guilds Level 2 NVQ Diploma in Kitchen Services (7132-14)

1.5 Underpinning Knowledge Tests

UPK tests and answers are available to download from www.cityandguilds.com

1.6 Qualification support materials

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

| Description | How to access |
|--|--|
| Fast track approval forms/generic fast track approval form | www.cityandguilds.com |
| Candidate logbooks | www.cityandguilds.com |
| UPK questions and answers | www.cityandguilds.com |

2 Centre requirements

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

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the Level 1 NVQ in Hospitality (7081) will be **automatically approved** to deliver the City & Guilds Level 1 NVQ Certificates in Hospitality (7131). These centres do not need to submit a fast-track approval form.

2.1 Resource requirements

Physical resources and site agreements

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

Human resources

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

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

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

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications, or meet the relevant experience requirements outlined above. For more information on A/V units requirements please refer to the People1st Assessment Strategy (Appendix 2).

Continuing professional development (CPD)

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

Candidate entry requirements

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

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

Age restrictions

| Qualification title | Number | Age |
|---|---------------|-------------|
| City & Guilds Level 1 NVQ Certificate in Accommodation Services* | 7131-01 | Pre 16, 16+ |
| City & Guilds Level 1 NVQ Certificate in Food and Beverage Service | 7131-02 | Pre 16, 16+ |
| City & Guilds Level 1 NVQ Certificate in Food Preparation and Cooking | 7131-03 | Pre 16, 16+ |
| City & Guilds Level 1 NVQ Certificate in Hospitality Services | 7131-04 | Pre 16, 16+ |

*City & Guilds Level 1 NVQ Certificate in Accommodation Services is no longer available

3 Units

Availability of units

The units for these qualifications follow. They may also be obtained from the centre resources section of the City & Guilds website.

Structure of units

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

- City & Guilds unit number
- title
- level
- NDAQ number
- credit value
- guided Learning Hours
- unit aim
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria
- information on assessment

Summary of units

| City & Guilds unit number | Title | SSC unit reference | Credits | GLH |
|---------------------------|--|--------------------|---------|-----|
| 101 | Maintain a safe, hygienic and secure working environment | 1GEN1 | 3 | 25 |
| 103 | Maintain customer care | 1GEN3 | 3 | 25 |
| 104 | Work effectively as part of a hospitality team | 1GEN4 | 3 | 25 |
| 105 | Clean and store crockery and cutlery | 1GEN5 | 3 | 27 |
| 106 | Maintain a vending machine | 1GEN6 | 3 | 28 |
| 107 | Prepare and clear areas for table and tray service | 1FS1 | 3 | 30 |
| 108 | Provide a table and tray service | 1FS2 | 3 | 34 |
| 109 | Prepare and clear areas for counter and takeaway service | 1FS3 | 3 | 25 |
| 110 | Provide a counter and takeaway service | 1FS4 | 3 | 34 |
| 111 | Provide a trolley service | 1FS5 | 3 | 34 |
| 112 | Assemble meals for distribution via conveyor belt | 1FS6 | 3 | 34 |
| 113 | Prepare and clear areas for drinks service | 1BS1 | 3 | 28 |

| City & Guilds unit number | Title | SSC unit reference | Credits | GLH |
|--------------------------------------|---|---------------------------|----------------|------------|
| 114 | Serve drinks | 1BS2 | 4 | 37 |
| 115 | Prepare vegetables | 1FP1 | 3 | 25 |
| 116 | Prepare and finish simple salad and fruit dishes | 1FP2 | 2 | 16 |
| 117 | Prepare hot and cold sandwiches | 1PR1 | 2 | 20 |
| 118 | Cook vegetables | 1FC1 | 3 | 22 |
| 119 | Prepare and cook fish | 1FPC1 | 3 | 23 |
| 120 | Prepare and cook meat and poultry | 1FPC2 | 4 | 33 |
| 121 | Prepare and cook pasta | 1FPC3 | 2 | 17 |
| 122 | Prepare and cook rice | 1FPC4 | 2 | 17 |
| 123 | Prepare and cook eggs | 1FPC5 | 2 | 18 |
| 124 | Prepare and cook pulses | 1FPC6 | 2 | 19 |
| 125 | Prepare and cook vegetable protein | 1FPC7 | 2 | 19 |
| 126 | Cook and finish simple bread and dough products | 1FPC8 | 3 | 25 |
| 127 | Prepare and cook grain | 1FPC9 | 3 | 22 |
| 128 | Process information for reception function | 1FOH1 | 3 | 26 |
| 129 | Assist in handling mail (CfA) | 1FOH2 | 2 | 10 |
| 130 | Communicate in a business environment (CfA) | 1FOH3 | 4 | 21 |
| 131 | Make and receive telephone calls (CfA) | 1FOH4 | 3 | 10 |
| 132 | Receive, move and store customer and organisation property | 1FOH5 | 3 | 23 |
| 133 | Service public areas at front of house | 1FOH6 | 3 | 26 |
| 134 | Collect and deliver items for customers and staff | 1FOH7 | 2 | 20 |
| 135 | Prepare, service and clear meeting and conference rooms | 1FOH8 | 3 | 30 |
| 136 | Use a filing system (CfA) | 1FOH9 | 2 | 13 |
| 137 | Collect linen and make beds | 1HK1 | 3 | 21 |
| 138 | Clean windows from the inside | 1HK2 | 2 | 16 |
| 139 | Help to service bathrooms and toilets | 1HK3 | 3 | 24 |
| 140 | Help to clean and maintain furnished areas | 1HK4 | 3 | 22 |
| 141 | Package food for delivery | 1P&C1 | 3 | 24 |
| 142 | Solve business problems (CfA) | 1FOH10 | 3 | 14 |
| 203 | Maintain food safety when storing, preparing and cooking food | 2GEN3 | 4 | 32 |
| 204 | Maintain food safety when storing, holding and serving food | 2GEN4 | 4 | 31 |
| 205 | Maintain and deal with payments | 2GEN9 | 4 | 30 |
| 217 | Prepare and serve dispensed and instant hot drinks | 2BS7 | 3 | 30 |

Unit 101

Maintain a safe, hygienic and secure working environment (1GEN1)

Level: 1

NDAQ number: F/601/4218

Credit value: 3

GLH: 25

Unit aim

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.

Learning outcomes

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

1. Be able to maintain personal health and hygiene
2. Know how to maintain personal health and hygiene
3. Be able to help maintain a hygienic, safe and secure workplace
4. Know how to maintain a hygienic, safe and secure workplace

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 101 **Maintain a safe, hygienic and secure working environment (1GEN1)**

Learning outcomes and assessment criteria

Outcome 1 Be able to maintain personal health and hygiene

The learner can:

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

Outcome 2 Know how to maintain personal health and hygiene

The learner can:

- 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

Outcome 3 Be able to help maintain a hygienic, safe and secure workplace

The learner can:

6. Identify any **hazards** or potential hazards and **deal** with these correctly
7. Report any accidents or near accidents quickly and accurately to the proper person
8. Follow health, hygiene and safety procedures during work
9. Practise **emergency procedures** correctly
10. Follow organisational security procedures

What you must cover:

1. Hazards

- a) Relating to equipment
- b) Relating to areas where you work
- c) Relating to personal clothing

2. Ways of dealing with hazards

- a) Putting them right yourself
- b) Reporting them to appropriate colleagues
- c) Warning other people

3. Emergency procedures

- a) Fire
- b) Threat
- c) Security

Unit 101 Maintain a safe, hygienic and secure working environment (1GEN1)

Learning outcomes and assessment criteria

Outcome 4 Know how to maintain a hygienic, safe and secure workplace

The learner can:

- 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
- 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
- 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 101 Maintain a safe, hygienic and secure working environment (1GEN1)

Evidence requirements

| | |
|--|--|
| Unit 1GEN1 | Maintain a safe, hygienic and secure working environment |
| Outcome 1 | Be able to maintain personal health and hygiene |
| What you must DO for Outcome 1 | <p>The assessor must assess assessment criteria 1 & 2 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 3, 4 & 5 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| Outcome 3 | Be able to help to maintain a hygienic, safe and secure workplace |
| What you must DO for Outcome 3 | <p>The assessor must assess assessment criteria 6, 8, 9 and 10 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 7 through questioning, witness testimony or simulation if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from hazards <ul style="list-style-type: none"> a) relating to equipment b) relating to areas where you work c) relating to personal clothing • one from ways of dealing with hazards <ul style="list-style-type: none"> a) putting them right yourself b) reporting them to appropriate colleagues c) warning other people • at least one from emergency procedures <ul style="list-style-type: none"> a) fire b) threat c) security <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning, witness testimony or simulation.</p> |

Unit 103

Maintain customer care (1GEN3)

Level: 1
NDAQ number: H/601/5040
Credit value: 3
GLH: 25

Unit aim

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

Learning outcomes

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

1. Be able to deal with customers
2. Understand how to deal with customers
3. Be able to deal with customers' problems
4. Understand how to deal with customers' problems

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 103 Maintain customer care (1GEN3)

Learning outcomes and assessment criteria

Outcome 1 Be able to deal with customers

The learner can:

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

What you must cover:

1. Customers

- a) Customers with routine needs
- b) Customers with non-routine needs

Outcome 2 Understand how to deal with customers

The learner can:

- 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
- 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

Unit 103 Maintain customer care (1GEN3)

Learning outcomes and assessment criteria

Outcome 3 Be able to deal with customers' problems

The learner can:

10. Recognise when something is a problem from the customer's point of view
11. Show concern for the customer's problem and apologise for any inconvenience
12. Reassure them that it will be dealt with quickly
13. Explain what has caused the problem, if appropriate
14. Deal with customer's problems quickly and calmly, following the correct procedures
15. Ask an appropriate member of staff to help if problem can not be solved by self
16. Let the customer know what is happening
17. Make sure the customer is satisfied with the way the problem has been dealt with
18. Report customer problems to the appropriate member of staff when this will help improve customer care

Outcome 4 Understand how to deal with customers' problems

The learner can:

- K14. State the importance of seeing the problem from the customers 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 103 Maintain customer care (1GEN3)

Evidence requirements

| | |
|--|---|
| Unit 1GEN3 | Maintain customer care |
| Outcome 1 | Be able to deal with customers |
| What you must DO for Outcome 1 | <p>The assessor must assess assessment criteria 1, 2, 3, 4, 6, 7, 8 and 9 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 5 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least one from customers <p style="margin-left: 40px;">a) customers with routine needs</p> <p style="margin-left: 40px;">b) customers with non-routine needs</p> <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to deal with customers' problems |
| What you must DO for Outcome 3 | The assessor may assess all assessment criteria through questioning or witness testimony if no naturally occurring evidence is available. |

Unit 104

Work effectively as part of a hospitality team (1GEN4)

Level: 1
NDAQ number: T/601/4216
Credit value: 3
GLH: 22

Unit aim

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.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to plan and organise own work
2. Be able to work effectively with team members
3. Be able to develop own skills
4. Know how to plan and organise own work
5. Know how to work effectively with team members
6. Know how to develop own skills

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 104 Work effectively as part of a hospitality team (1GEN4)

Learning outcomes and assessment criteria

Outcome 1 Be able to plan and organise own work

The learner can:

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

Outcome 2 Be able to work effectively with team members

The learner can:

10. Give team members help when they ask for it
11. Ensure the help given to team members is within the limits of own job role
12. Ensure the help given to team members does not prevent own work being completed on time
13. Pass on important information to team members as soon as possible
14. Maintain good working relationships with team members
15. Report any problems with working relationships to the relevant person
16. Communicate clearly and effectively with team members

Outcome 3 Be able to develop own skills

The learner can:

17. Seek feedback on own work and deal with this feedback positively
18. Identify with the relevant person aspects of own work which are up to standard and areas that could be improved
19. Agree what has to be done to improve their work
20. Agree a learning plan with the relevant person
21. Seek opportunities to review and develop learning plan

Unit 104 Work effectively as part of a hospitality team (1GEN4)

Learning outcomes and assessment criteria

Outcome 4 Know how to plan and organise own work

The learner can

- 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

Outcome 5 Know how to work effectively with team members

The learner can:

- K8. State the importance of effective teamwork
- K9. State the people in own team and explain how they fit into the organisation
- K10. List the responsibilities of the team and why it is important to the organisation as a whole
- K11. Describe how to maintain good working relationships with team members
- K12. State how to determine if helping a team member will prevent own work from being completed on time
- K13. State the limits of own job role and what can and cannot be done when helping team members
- K14. State why essential information needs to be passed on to a team member as soon as possible
- K15. List the types of behaviour that help teams to work effectively and behaviours that do not
- K16. State why problems with working relationships should be reported to the relevant person
- K17. Describe how to communicate clearly and why it is important to do so

Outcome 6 Know how to develop own skills

The learner can:

- K18. State the importance of improving own knowledge and skills
- K19. Describe how to get feedback from team members and how this is helpful
- K20. Describe how a learning plan can improve own work
- K21. State why it is important to regularly review own learning plan

Unit 104 Work effectively as part of a hospitality team (1GEN4)

Evidence requirements

| Unit 1GEN4 | Work effectively as part of a hospitality team | |
|--|---|---|
| Learning outcomes | Example assessment methods | Examples of Evidence |
| Outcome 1 Be able to plan and organize own work | Observation Witness testimony Questioning | Observation sheets Notes of meetings with line manager Witness assessment criteria |
| Outcome 2 Be able to work effectively with team members | Observation Witness testimony Questioning | Records of oral questioning Question/answer sheets Records of professional discussion. Cross reference to outcome 1 |
| Outcome 3 Be able to develop own skills | Observation Witness testimony Questioning | Observation sheets Notes of meetings with line manager Witness assessment criteria |

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

| Contingencies | Alternative assessment methods | Examples of evidence |
|--|--|--|
| Outcome 1 8. Ask for help from the relevant person if you need it | Simulation Oral questions Written questions Professional discussion | Question/answer sheets Records of professional discussion |

Unit 105

Clean and store crockery and cutlery (1GEN5)

Level: 1
NDAQ number: A/601/5027
Credit value: 3
GLH: 27

Unit aim

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.

Learning outcomes

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

1. Be able to clean crockery and cutlery
2. Know how to clean crockery and cutlery
3. Be able to store crockery and cutlery
4. Know how to store crockery and cutlery

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 105 Clean and store crockery and cutlery (1GEN5)

Learning outcomes and assessment criteria

Outcome 1 Be able to clean crockery and cutlery

The learner can:

1. Prepare crockery and cutlery items ready for cleaning
2. Ensure that cleaning equipment and machinery is clean, undamaged and ready for use
3. Use cleaning materials according to manufacturers' instructions
4. Clean items using the appropriate **cleaning methods** at the recommended temperature
5. Ensure that finished items are clean, dry and free from damage
6. Dispose of damaged or broken items correctly
7. Dispose of waste or dirty water correctly
8. Leave cleaning equipment or machinery clean, undamaged and ready for future use

What you must cover:

1. Cleaning methods

- a) By machine
- b) By hand

Outcome 2 Know how to clean crockery and cutlery

The learner can:

- K1. Describe the correct methods of preparing crockery and cutlery for cleaning
- K2. Explain how to check cleaning equipment and machinery
- K3. State dilution ratios for cleaning materials
- K4. Describe the correct methods of cleaning crockery and cutlery
- K5. Describe what the procedures are in the event of breakages of crockery
- 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

Outcome 3 Be able to store crockery and cutlery

The learner can:

9. Ensure that **items to be stored** are dry and clean
10. Keep storage areas clean, tidy and free from rubbish
11. Stack crockery carefully and store it in the correct location ready for use
12. Polish cutlery, where appropriate, and store it in the correct location ready for use
13. Dispose of damaged or broken crockery following recommended procedures

Unit 105 Clean and store crockery and cutlery (1GEN5)

Learning outcomes and assessment criteria

What you must cover:

1. Items to be stored

- a) Crockery
- b) Cutlery

Outcome 4 Know how to store crockery and cutlery

The learner can:

- K8. State why items should be clean and dry before storage
- K9. State why storage areas should be clean, dry and free from rubbish
- K10. State the correct storage locations for crockery and cutlery
- K11. Explain why crockery and cutlery should be stored in the correct place
- K12. Describe what types of unexpected situations may occur when storing crockery and cutlery and how to deal with these

Unit 105 Clean and store crockery and cutlery (1GEN5)

Evidence requirements

| | |
|--|---|
| Unit 1GEN5 | Clean and store crockery and cutlery |
| Outcome 1 | Clean crockery and cutlery |
| What you must DO for Outcome 1 | <p>The assessor must assess assessment criteria 1, 2, 3, 4, 5 and 8 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 6 and 7 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least one from cleaning methods <p style="margin-left: 40px;">a) by machine b) by hand</p> <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Store crockery and cutlery |
| What you must DO for Outcome 3 | <p>The assessor must assess assessment criteria 9, 10, 11, 12 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 13 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least one from items to be stored <p style="margin-left: 40px;">a) crockery b) cutlery</p> <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 106

Maintain a vending machine (1GEN6)

Level: 1
NDAQ number: L/601/5033
Credit value: 3
GLH: 28

Unit aim

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.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to clean a merchandising vending machine
2. Know how to clean a merchandising vending machine
3. Be able to clean drinks vending machine
4. Know how to clean drinks vending machine
5. Be able to fill a vending machine
6. Know how to fill a vending machine
7. Be able to display vending goods
8. Know how to display vending goods

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 106 Maintain a vending machine (1GEN6)

Learning outcomes and assessment criteria

Outcome 1 Be able to clean a merchandising vending machine

The learner can:

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

What you must cover:

1. Cleaning materials

- a) Sanitiser
- b) Sterilant

2. Machine

- a) Chilled food machine
- b) Can machine
- c) Ambient machine

Outcome 2 Know how to clean a merchandising vending machine

The learner can:

- 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

Unit 106 Maintain a vending machine (1GEN6)

Learning outcomes and assessment criteria

Outcome 3 Be able to clean drinks vending machine

The learner can:

9. Isolate the electricity supply in line with the manufacturers' instructions
10. Select **cleaning** equipment and **materials** that are appropriate to the task and prepare them for use
11. Wear protective clothing in line with the manufacturers' instructions
12. Dismantle key internal **working parts** for cleaning
13. Prepare the **machine** and its internal working parts for cleaning
14. Clean the machine and its internal working parts in line with the specific cleaning schedules and the appropriate health and safety requirements
15. Leave the interior and exterior of the machine clean, dry and smear free
16. Complete all necessary records
17. Test the vending machine for correct operation

What you must cover:

1. Cleaning materials

- a) Sanitiser
- b) Sterilant

2. Working parts

- a) Ingredient canister
- c) Carbon dioxide gas cylinder

- b) The brewer unit

3. Machine

- a) In-cup/sachet/cartridge/dispenser
- b) Instant machines
- c) Fresh brew

Outcome 4 Know how to clean drinks vending machine

The learner can:

- 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

Outcome 5 Be able to fill a vending machine

The learner can:

18. Isolate the electricity supply in accordance with the manufacturers' instruction and
19. Remove and dispose of any stock that is already in the machine and has passed its expiry date
20. Supply enough stock to meet demand, and position it correctly in the machine
21. Follow stock rotation procedures
22. Test vending **machine** for normal operation
23. Complete all necessary records

Unit 106 Maintain a vending machine (1GEN6)

Learning outcomes and assessment criteria

What you must cover:

1. Machine

- a) Chilled food machine
- b) Drinks machine
- c) Ambient machine

Outcome 6 Know how to fill a vending machine

The learner can:

- 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

Outcome 7 Be able to display vending goods

The learner can:

- 24. Place the correct quantity and type of items in the machine
- 25. Display the items using appropriate **presentation methods** that will maximise machine sales
- 26. Use suitable replacements for unavailable items
- 27. Make **information changes**

What you must cover:

1. Presentation methods

- a) Label visibility
- b) Product variety

2. Information changes

- a) Computerised/manual
- b) Menu information
- c) Pricing information

Outcome 8 Know how to display vending goods

The learner can:

- 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 106 Maintain a vending machine (1GEN6)

Evidence requirements

| | |
|--|---|
| Unit 1GEN6 | Maintain a vending machine |
| Outcome 1 | Be able to clean a merchandising vending machine |
| What you must DO for Outcome 1 | The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6, 7 & 8- by directly observing the candidate's work. |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from cleaning materials <ul style="list-style-type: none"> a) sanitiser b) sterilant • at least one from machine <ul style="list-style-type: none"> a) chilled food machine b) can machine c) ambient machine <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to clean a drinks vending machine |
| What you must DO for Outcome 3 | The assessor must assess assessment criteria 9 to 17 by directly observing the candidate's work. |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from cleaning material <ul style="list-style-type: none"> a) sanitizer b) sterilant • at least one from working parts <ul style="list-style-type: none"> a) ingredient canister b) the brewer unit c) carbon dioxide gas cylinder • at least one from machine <ul style="list-style-type: none"> a) in-cup/sachet/cartridge/dispenser b) instant machines c) fresh brew |

| | |
|--|---|
| | Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony. |
| Outcome 5 | Be able to fill a vending machine |
| What you must DO for Outcome 5 | <p>The assessor must assess assessment criteria 18, 19, 20, 21 & 22 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 23 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 5 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from machine <ul style="list-style-type: none"> a) chilled food machine b) drinks machine c) ambient machine <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 7 | Be able to display vending goods |
| What you must DO for Outcome 7 | <p>The assessor must assess assessment criteria 24 and 25 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 26 and 27 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 7 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from presentation methods <ul style="list-style-type: none"> a) label visibility b) product variety • at least one from information changes <ul style="list-style-type: none"> a) computerised/manual b) menu information c) pricing information <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 107

Prepare and clear areas for table and tray service (1FS1)

Level: 1
NDAQ number: M/601/5008
Credit value: 3
GLH: 30

Unit aim

This unit is about preparing service areas and equipment (for example, utensils, trolleys and 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.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare and clear areas for table/tray service
2. Understand how to prepare and clear areas for table/tray service
3. Be able to prepare customer dining areas for table/tray service
4. Know how to prepare customer dining areas for table/tray service
5. Be able to clear dining and service areas after service
6. Know how to clear dining and service areas after service

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 107 Prepare and clear areas for table and tray service (1FS1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and clear areas for table/tray service

The learner can:

1. Check the service areas are hygienic, clean, free from damage and ready for use in line with **service style**
2. Check that **service equipment** is clean, free from damage, located where it should be and switched on ready for use
3. Check that sufficient stock of **service items** are clean, free from damage and stored ready for service
4. Prepare and store **condiments and accompaniments** for service
5. Check that refuse and waste food containers are hygienic, empty and ready for use

What you must cover:

1. **Service style**
 - a) Table service
 - b) Tray service
 - c) Promotional items
 - d) Disposable table coverings
 - e) Decorative items
2. **Service equipment**
 - a) Hot/cold beverage service containers
 - b) Refrigeration units
 - c) Heated units
 - d) Service utensils
 - e) Trolleys
 - f) Disposable napkins
 - g) Linen
 - h) Cutlery
 - i) Menu
3. **Service items**
 - a) Trays
 - b) Crockery
4. **Condiments and accompaniments**
 - a) Seasonings
 - b) Sugars and sweeteners
 - c) Prepared sauces/dressings
 - d) Prepared bread items

Outcome 2 Understand how to prepare and clear areas for table/tray service

The learner can:

- 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

Unit 107 Prepare and clear areas for table and tray service (1FS1)

Learning outcomes and assessment criteria

Outcome 3 Be able to prepare customer dining areas for table/tray service

The learner can:

6. Check the service area ensuring that it is clean, free from damage and correctly laid out in line with the **service style**
7. Check that **service items** are clean, free from damage and located ready for customer use
8. Lay up tables and trays in line with service style
9. Check menus and promotional items and ensure that they are ready for customer use

What you must cover:

- | | |
|-------------------------|-------------------------------|
| 1. Service style | d) Disposable table coverings |
| a) Table service | e) Decorative items |
| b) Tray service | f) Disposable napkins |
| 2. Service items | g) Linen |
| a) Trays | h) Cutlery |
| b) Crockery | i) Menu |
| c) Promotional items | |

Outcome 4 Know how to prepare customer dining areas for table/tray service

The learner can:

- 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

Outcome 5 Be able to clear dining and service areas after service

The learner can:

10. Collect all the **service items** for clearing or storage
11. Prepare used or soiled linen for laundry or dispose of it following recommended procedures
12. Store food items, **condiments and accompaniments** which will be used in the future as required
13. Dispose of rubbish and waste food following recommended procedures
14. Ensure that **service equipment** is clean, correctly stored and turned off where appropriate
15. Ensure that dining furniture is clean and ready for future use
16. Leave dining and service areas tidy and ready for cleaning

Unit 107 Prepare and clear areas for table and tray service (1FS1)

Learning outcomes and assessment criteria

What you must cover:

1. Service items

- a) Trays
- b) Crockery
- c) Cutlery
- d) Glassware
- e) Linen (table/service)
- f) Disposable table coverings
- g) Disposable napkins
- h) Decorative items
- i) Condiments and accompaniments

2. Condiments and accompaniments

- a) Seasonings
- b) Sugars and sweeteners
- c) Prepared sauces/dressings
- d) Prepared bread items

3. Service equipment

- a) Hot/cold beverage serving containers
- b) Refrigeration units
- c) Heated units
- d) Service utensils
- e) Trolleys

Outcome 6 Know how to clear dining and service areas after service

The learner can:

- 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 107

Prepare and clear areas for table and tray service (1FS1)

Evidence requirements

| | |
|--|--|
| Unit 1FS1 | Prepare and clear areas for table and tray service |
| Outcome 1 | Be able to prepare and clear areas and equipment for table and tray service |
| What you must DO for Outcome 1 | The assessor <u>must</u> assess assessment criteria 1- 5 by directly observing the candidate's work. |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from service style <ul style="list-style-type: none"> a) table service b) tray service • at least two from service equipment <ul style="list-style-type: none"> a) hot/cold beverage serving containers b) refrigeration units c) heated units d) service utensils e) trolleys • at least five from service items <ul style="list-style-type: none"> a) trays b) crockery c) promotional items d) disposable table coverings e) decorative items f) disposable napkins g) linen h) cutlery i) menu • at least two from condiments and accompaniments <ul style="list-style-type: none"> a) seasonings b) sugars and sweeteners c) prepared sauces/dressings d) prepared bread items <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to prepare customer dining areas for table/tray service |
| What you must DO for Outcome 3 | The assessor <u>must</u> assess assessment criteria 6 - 9 by directly observing the candidate's work. |

| | |
|---|---|
| <p>What you must COVER for Outcome 3</p> | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from service style <ul style="list-style-type: none"> a) table service b) tray service • at least five from service items <ul style="list-style-type: none"> a) trays b) crockery c) promotional items d) disposable table coverings e) decorative items f) disposable napkins g) linen h) cutlery i) menu <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| <p>Outcome 5</p> | <p>Be able to clear dining and service areas after service</p> |
| <p>What you must DO for Outcome 5</p> | <p>The assessor <u>must</u> assess assessment criteria 10 - 16 by directly observing the candidate's work.</p> |
| <p>What you must COVER for Outcome 5</p> | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least five from service items <ul style="list-style-type: none"> a) trays b) crockery c) cutlery d) glassware e) linen (table/service) f) disposable table coverings g) disposable napkins h) decorative items i) condiments and accompaniments • at least two from condiments and accompaniments <ul style="list-style-type: none"> a) seasonings b) sugars and sweeteners c) prepared sauces/dressings d) prepared bread items • at least two from service equipment <ul style="list-style-type: none"> a) hot/cold beverage serving containers b) refrigeration units c) heated units d) service utensils e) trolleys <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 108

Provide a table/tray service (1FS2)

Level: 1
NDAQ number: D/601/5022
Credit value: 3
GLH: 34

Unit aim

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.

Learning outcomes

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

1. Be able to greet customer and take orders
2. Know how to greet customer and take orders
3. Be able to serve customer orders
4. Know how to serve customer orders

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 108 Provide a table/tray service (1FS2)

Learning outcomes and assessment criteria

Outcome 1 Be able to greet customer and take orders

The learner can:

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:

- | | |
|-------------------------------------|--|
| 1. Customers | b) Tray service |
| a) Customers with routine needs | 3. Information |
| b) Customers with non-routine needs | a) Items available |
| 2. Service styles | b) Dish composition |
| a) Table service | c) Prices, special offers and promotions |

Outcome 2 Know how to greet customer and take orders

The learner can:

- 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

Outcome 3 Be able to serve customer orders

The learner can:

5. Serve customers in line with **service style**
6. Provide customers with the **service items**, condiments and accompaniments appropriate to their food
7. Serve **food and drink items** with clean, hygienic and undamaged equipment of the appropriate type
8. Keep customer dining and service areas tidy, hygienic and free from rubbish and food debris
9. Clear customer dining areas of soiled and unused service items at the appropriate times
10. Maintain sufficient stocks of clean service items, **condiments and accompaniments** throughout the service

What you must cover:

1. Service styles

- a) Table service
- b) Tray service

2. Service items

- a) Crockery
- b) Cutlery
- c) Glassware

3. Condiments and accompaniments

- a) Seasonings

- b) Sugars, sweeteners

- c) Prepared sauces, dressings

- d) Prepared bread items

4. Food and drink items

- a) Hot plated items

- b) Cold plated items

- c) Cold drinks

- d) Hot drinks

Outcome 4 Know how to serve customer orders

The learner can:

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 108 Provide a table/tray service (1FS2)

Evidence requirements

| | |
|--|--|
| Unit 1FS2 | Provide a table/tray service |
| Outcome 1 | Be able to greet customer and take orders |
| What you must DO for Outcome 1 | <p>The assessor <u>must</u> assess assessment criteria 1, 2 and 4 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 3 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from customers <ul style="list-style-type: none"> a) customers with routine needs b) customers with non-routine needs • at least one from service styles <ul style="list-style-type: none"> a) table service b) tray service • at least one from information <ul style="list-style-type: none"> a) items available b) dish composition c) prices, special offers and promotions <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to serve customer orders |
| What you must DO for Outcome 3 | The assessor <u>must</u> assess assessment criteria 4 -10 by directly observing the candidate's work. |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from service style <ul style="list-style-type: none"> a) table service b) tray service • at least two from service items <ul style="list-style-type: none"> a) crockery b) cutlery c) glassware • at least two from condiments and accompaniments <ul style="list-style-type: none"> a) seasonings b) sugars, sweeteners c) prepared sauces, dressings |

| | |
|--|--|
| | <p>d) prepared bread items</p> <ul style="list-style-type: none">• at least two from food and drink items<ul style="list-style-type: none">a) hot plated itemsb) cold plated itemsc) cold drinksd) hot drinks <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
|--|--|

Unit 109

Prepare and clear areas for counter and takeaway service (1FS3)

Level: 1

NDAQ number: F/601/4994

Credit value: 3

GLH: 25

Unit aim

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.

Learning outcomes

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

1. Be able to prepare areas for counter and takeaway service
2. Know how to prepare areas for counter and takeaway service
3. Be able to clear areas for counter and takeaway service
4. Know how to clear areas for counter and takeaway service

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 109 Prepare and clear areas for counter and takeaway service (1FS3)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare areas for counter and takeaway service

The learner can:

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

What you must cover:

1. **Work area**
 - a) Serving area
 - b) Seated area
 - c) Waiting area
 - e) Take-away food packaging
 - f) Disposable serviettes
 - g) Crockery
 - h) Cutlery
2. **Service equipment**
 - a) Display units
 - b) Heated units
 - c) Refrigerated units
 - d) Beverage equipment
3. **Service items**
 - a) Trays
 - b) Straws
 - c) Service utensils
 - d) Food containers
4. **Condiments and accompaniments**
 - a) Seasonings
 - b) Sugars and sweeteners
 - c) Prepared sauces and dressings
5. **Promotional materials**
 - a) Menus
 - b) Posters
 - c) Black/white board
 - d) Illustrated menus board
 - e) Promotional materials showing special offers

Unit 109 Prepare and clear areas for counter and takeaway service (1FS3)

Learning outcomes and assessment criteria

Outcome 2 Know how to prepare areas for counter and takeaway service

The learner can:

- K1. Describe safe and hygienic working practices when preparing take-away areas for counter/take-away service and why these are important
- K2. State why waste must be handled and disposed of correctly
- K3. State why presentation standards must be maintained in the display of food
- K4. State how to display hot and cold food safely and why this is important
- K5. State why it is important to check expiry dates on appropriate food and drink items
- K6. State why all promotional material should be checked before use
- 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

Outcome 3 Be able to clear areas for counter and takeaway service

The learner can:

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

What you must cover:

1. Re-usable service items

- a) Trays
- b) Service utensils
- c) Food containers
- d) Crockery
- e) Cutlery

2. Condiments and accompaniments

- a) Seasonings
- b) Sugars and sweeteners
- c) Prepared sauces and dressings

3. Work area

- a) Serving area
- b) Seated area
- c) Waiting area

4. Service equipment

- a) Display units
- b) Heated units
- c) Refrigerated units
- d) Beverage equipment

Unit 109 Prepare and clear areas for counter and takeaway service (1FS3)

Learning outcomes and assessment criteria

Outcome 4 Know how to clear areas for counter and takeaway service

The learner can:

- K9. Describe safe and hygienic working practices when clearing areas for counter/take-away and why these are important
- K10. State why certain electrical and gas equipment should be turned off after service
- K11. State why waste must be handled and disposed of correctly
- K12. State why all perishable food and drink items should be returned to the kitchen and storage area immediately after service
- K13. State why service areas should be left clean after service
- K14. Outline the types of unexpected situations that may occur when clearing areas and how to deal with them

Unit 109 Prepare and clear areas for counter and takeaway service (1FS3)

Evidence requirements

| | |
|--|---|
| Unit 1FS3 | Prepare and clear areas for counter/takeaway service |
| Outcome 1 | Be able to prepare areas for counter/takeaway service |
| What you must DO for Outcome 1 | <p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 6 and 7 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 4 and 5 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from work area <ul style="list-style-type: none"> a) serving area b) seated area c) waiting area • at least two from service equipment <ul style="list-style-type: none"> a) display units b) heated units c) refrigerated units d) beverage equipment • at least four from service items <ul style="list-style-type: none"> a) trays b) straws c) service utensils d) food containers e) take-away food packaging f) disposable serviettes g) crockery h) cutlery • at least one from condiments and accompaniments <ul style="list-style-type: none"> a) seasonings b) sugars and sweeteners c) prepared sauces and dressings <p>at least one from promotional materials</p> <ul style="list-style-type: none"> a) menus b) posters c) black/white board |

| | |
|--|--|
| | <p>d) illustrated menus board e) promotional materials showing special offers</p> <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to clear areas for counter/takeaway service |
| What you must DO for Outcome 3 | <p>The assessor <u>must</u> assess assessment criteria 8, 9, 11 and 12 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from re-usable service items <ul style="list-style-type: none"> a) trays b) service utensils c) food containers d) crockery e) cutlery • one from condiments and accompaniments <ul style="list-style-type: none"> a) seasonings b) sugars and sweeteners c) prepared sauces and dressings • at least two from work areas <ul style="list-style-type: none"> a) serving area b) seated area c) waiting area • at least two from service equipment <ul style="list-style-type: none"> a) display units b) heated units c) refrigerated units d) beverage equipment <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 110

Provide a counter and takeaway service (1FS4)

Level: 1
NDAQ number: L/601/5016
Credit value: 3
GLH: 34

Unit aim

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.

Learning outcomes

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

1. Be able to serve customers at the counter
2. Know how to serve customers at the counter
3. Be able to maintain counter and service areas
4. Know how to maintain counter and service areas

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 110 Provide a counter and takeaway service (1FS4)

Learning outcomes and assessment criteria

Outcome 1 Be able to serve customers at the counter

The learner can:

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

What you must cover:

1. Customers

- a) Customers with routine needs
- b) Customers with non-routine needs

2. Information

- a) Items available
- b) Ingredients
- c) Prices, special offers and promotions

3. Food and drink items

- a) Hot food
- b) Cold food
- c) Hot drinks
- d) Cold drinks

4. Condiments and accompaniments

- a) Seasonings
- b) Sugars/sweeteners
- c) Prepared sauces/dressings

Outcome 2 Know how to serve customers at the counter

The learner can:

- K1. Describe safe and hygienic working practices for serving customers and why these are important
- K2. State why it is important to use separate serving equipment for each food item
- K3. State why portions must be controlled when serving customers
- K4. State why food and drink items must be served at the correct temperature
- K5. State why information given to customers must be accurate
- K6. Outline the types of unexpected situations that may occur when serving customers and how to deal with them

Unit 110 Provide a counter and takeaway service (1FS4)

Learning outcomes and assessment criteria

Outcome 3 Be able to maintain counter and service areas

The learner can:

6. Keep work area tidy, hygienic and free from rubbish and food debris during service
7. Maintain enough stock of clean service items
8. Restock with **food and drink items** when necessary
9. Display and store food and drink items in line as required
10. Clear work area of used and non- required **service items** at the appropriate times
11. Dispose of rubbish, used disposable items and food waste as required

What you must cover:

1. Service items

- a) Service utensils
- b) Food containers/dispensers
- c) Trays
- d) Crockery
- e) Cutlery

- f) Disposable items

2. Food and drink items

- a) Hot food
- b) Cold food
- c) Hot drinks
- d) Cold drinks

Outcome 4 Know how to maintain counter and service areas

The learner can:

- K7. Describe safe and hygienic working practices for clearing and why these are important
- K8. State why food which is prepared first should be served first
- K9. State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service
- K10. State why waste must be handled and disposed of correctly
- K11. State why a constant stock of service items should be maintained
- 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 110 Provide a counter and takeaway service (1FS4)

Evidence requirements

| | |
|--|--|
| Unit 1FS4 | Provide a counter and takeaway service |
| Outcome 1 | Be able to serve customers at the counter |
| What you have to DO for Outcome 1 | The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4 and 5 by directly observing the candidate's work. |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • one from customers <ul style="list-style-type: none"> a) customers with routine needs b) customers with non-routine needs • at least two from information <ul style="list-style-type: none"> a) items available b) ingredients c) prices, special offers and promotions • at least two from food and drink items <ul style="list-style-type: none"> a) hot food b) cold food c) hot drinks d) cold drinks • at least two from condiments and accompaniments <ul style="list-style-type: none"> a) seasonings b) sugars/sweeteners c) prepared sauces/dressings <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to maintain counter and service areas |
| What you have to DO for Outcome 3 | The assessor <u>must</u> assess assessment criteria 6, 7, 8, 9, 10 and 11 by directly observing the candidate's work. |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • At least three from service items <ul style="list-style-type: none"> a) service utensils b) food containers/dispensers c) trays d) crockery e) cutlery f) disposable items • At least two from food and drink items <ul style="list-style-type: none"> a) hot food b) cold food c) hot drinks d) cold drinks <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 111

Provide a trolley service (1FS5)

Level: 1
NDAQ number: M/601/5025
Credit value: 3
GLH: 34

Unit aim

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.

Learning outcomes

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

1. Be able to prepare a catering trolley for service
2. Know how to prepare a catering trolley for service
3. Be able to serve products from a catering trolley
4. Know how to serve products from a catering trolley

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 111 Provide a trolley service (1FS5)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare a catering trolley for service

The learner can:

1. Check that the trolley is clean, undamaged and ready for use
2. Check that the **service equipment** and **stock items** are clean, undamaged and prepared correctly ready for use
3. Record stock levels prior to service, in line with relevant specifications
4. Make sure that refuse and waste food containers are clean and ready for use
5. Display food and drink products for service, in a way that will promote sales

What you must cover:

1. Service equipment

- a) Cash box, till, receipts, cash alternatives
- b) Hot and cold beverages dispensers
- c) Refrigerated units
- d) Credit/debit card printer
- e) Service cutlery
- f) Napkins

g) Cutlery

h) Crockery

2. Stock items

- a) Food products
- b) Drink products
- c) Confectionary
- d) Accompaniments

Outcome 2 Know how to prepare a catering trolley for service

The learner can:

- K1. Describe safe and hygienic working practices when preparing a catering trolley for service and why these are important
- K2. State cleaning specifications for the trolley and related areas
- K3. State why waste must be handled and disposed of correctly
- K4. State why the trolley must be kept clean and free from damage
- K5. State why constant stock of food and drink products should be maintained
- K6. Outline the types of unexpected situations that may occur when preparing the trolley and how to deal with them

Outcome 3 Be able to serve products from a catering trolley

The learner can:

6. Greet and deal with customers promptly
7. Give customers accurate information that meets their needs, and promotes organisation's products
8. Serve **stock** with appropriate, clean, undamaged **service equipment**
9. Work out how much stock has been sold, and record this in line with workplace procedures
10. Clean the trolley thoroughly after service so that it meets legal and organisational requirements

Unit 111 Provide a trolley service (1FS5)

Learning outcomes and assessment criteria

What you must cover:

1. Service equipment

- a) Cash box, till, receipts, cash alternatives
- b) Hot and cold beverages dispensers
- c) Refrigerated units
- d) Credit/debit card printer
- e) Service cutlery
- f) Napkins

- g) Cutlery
- h) Crockery

2. Stock

- a) Food products
- b) Drink products
- c) Confectionary
- d) Accompaniments

Outcome 4 Know how to serve products from a catering trolley

The learner can:

- K7. Describe safe and hygienic working practices when serving products from the catering trolley and why these are important
- K8. State organisations' standards for customer care and why these are important
- K9. State why trolley must be handled safely and what the safety procedures for the trolley are
- K10. State which aspects of current health and safety legislation are relevant to the service of products from the catering trolley
- K11. Describe how to operate the catering trolley
- 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 111 Provide a trolley service (1FS5)

Evidence requirements

| | |
|--|--|
| Unit 1FS5 | Provide a trolley service |
| Outcome 1 | Be able to prepare a catering trolley for service |
| What you must DO for Outcome 1 | The assessor <u>must</u> assess assessment criteria 1- 5 by directly observing the candidate's work. |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from service equipment <ol style="list-style-type: none"> a) cash box, till, receipts, cash alternatives b) hot and cold beverage dispensers c) refrigerated units d) credit/debit card printer e) service cutlery f) napkins g) cutlery h) crockery • at least two from stock <ol style="list-style-type: none"> a) food products b) drink products c) confectionary d) accompaniments <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to serve products from a catering trolley |
| What you must DO for Outcome 3 | The assessor <u>must</u> assess assessment criteria 6 - 10 by directly observing the candidate's work. |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from service equipment <ol style="list-style-type: none"> a) cash box, till, receipts, cash alternatives b) hot and cold beverage dispensers c) refrigerated units d) credit/debit card printer e) service cutlery f) napkins g) cutlery h) crockery • at least two from stock <ol style="list-style-type: none"> a) food products b) drink products c) confectionary d) accompaniments <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 112

Assemble meals for distribution via conveyor belt (1FS6)

Level: 1
NDAQ number: T/601/4992
Credit value: 3
GLH: 34

Unit aim

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.

Learning outcomes

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

1. Be able to prepare the conveyor belt for run
2. Understand how to prepare the conveyor belt for run
3. Be able to assemble sets on the conveyor belt
4. Understand how to assemble sets on the conveyor belt

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 112 Assemble meals for distribution via conveyor belt (1FS6)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare the conveyor belt for run

The learner can:

1. Check that the conveyor belt is clean, undamaged and ready for use
2. Check that the **service equipment** is clean, undamaged and located correctly ready for use
3. Assemble sufficient **stocks** for the belt run and store them in line with food safety requirements
4. Select the correct menu display ready for use

What you must cover:

1. Service equipment

- a) Bain marie
- b) Trolleys
- c) Service utensils
- d) Trays
- e) Crockery

f) Cutlery

g) Napkins

2. Stocks

- a) Food items
- b) Drink items
- c) Condiments
- d) Accompaniments

Outcome 2 Understand how to prepare the conveyor belt for run

The learner can:

- 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

Outcome 3 Be able to assemble sets on the conveyor belt

The learner can:

5. Put the quantity and type of food **service equipment**, cutlery and condiments on the trays, as specified
6. Make sure the trays fully meet menu specifications
7. Present food correctly on the plates/food containers
8. Maintain levels of **stock** and service equipment during belt run
9. Reject any trays that do not meet menu specifications, and report them to proper person
10. Transport food trolleys safely to the appropriate area for distribution
11. Store any surplus stock items correctly and safely

Unit 112 Assemble meals for distribution via conveyor belt (1FS6)

Learning outcomes and assessment criteria

What you must cover:

1. Service equipment

- a) Bain marie
- b) Trolleys
- c) Service utensils
- d) Trays
- e) Crockery

f) Cutlery

g) Napkins

2. Stocks

a) Food items

b) Drink items

c) Condiments

d) Accompaniments

Outcome 4 Understand how to assemble sets on the conveyor belt

The learner can:

- 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 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 assembling and presenting meals and how to deal with them

Unit 112 Assemble meals for distribution via conveyor belt (1FS6)

Evidence requirements

| | |
|--|---|
| Unit 1FS6 | Assemble meals for distribution via conveyor belt |
| Outcome 1 | Be able to prepare the conveyor belt for run |
| What you must DO for Outcome 1 | The assessor <u>must</u> assess assessment criteria 1- 4 by directly observing the candidate's work. |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from service equipment <ul style="list-style-type: none"> a) bain marie b) trolleys c) service utensils d) trays e) crockery f) cutlery g) napkins • at least two from stocks <ul style="list-style-type: none"> a) food items b) drink items c) condiments d) accompaniments <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to assemble tray sets on the conveyor belt |
| What you must DO for Outcome 3 | The assessor <u>must</u> assess assessment criteria 5 -11 by directly observing the candidate's work. |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from service equipment <ul style="list-style-type: none"> a) bain marie b) trolleys c) service utensils d) trays e) crockery f) cutlery g) napkins • at least two from stocks <ul style="list-style-type: none"> a) food items b) drink items c) condiments d) accompaniments <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 113

Prepare and clear areas for drinks service (1BS1)

Level: 1

NDAQ number: R/601/5003

Credit value: 3

GLH: 28

Unit aim

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.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare customer and service areas
2. Know how to prepare customer and service areas
3. Be able to clear customer and service areas
4. Know how to clear customer and service areas
5. Be able to clean and store glassware
6. Know how to clean and store glassware

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 113 Prepare and clear areas for drinks service (1BS1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare customer and service areas

The learner can:

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

What you must cover:

1. **Drink stocks**
 - a) Bottled drinks
 - b) Draught drinks
 - c) Dispensed drinks
 - d) Hot drinks
2. **Drink accompaniments**
 - a) Ice
 - b) Food garnishes for drinks
 - c) Accompaniments for hot drinks
 - d) Decorative items for drinks
3. **Service areas**
 - a) Counters and shelves
 - b) Waste bins/bottle containers
 - c) Floors
 - d) Tables and chairs

Outcome 2 Know how to prepare customer and service areas

The learner can:

- 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

Unit 113 Prepare and clear areas for drinks service (1BS1)

Learning outcomes and assessment criteria

Outcome 3 Be able to clear customer and service areas

The learner can:

7. Store, stock or dispose of **drinks stocks** and **drink accompaniments** and additional products, in line with workplace procedures
8. Make sure that service equipment is clean and stored correctly
9. Switch off electrical equipment and machines, in line with workplace procedures
10. Make sure that customer and service areas are tidy, free from rubbish and ready for cleaning
11. Secure customer and service areas against unauthorised access

What you must cover:

1. Stocks for drinks service

- a) Bottled drinks
- b) Draught drinks
- c) Dispensed drinks
- d) Hot drinks

2. Drink accompaniments

- a) Ice
- b) Food garnishes for drinks

- c) Accompaniments for hot drinks
- d) Decorative items for drinks

3. Customer and service areas

- a) Counters and shelves
- b) Waste bins/bottle containers
- c) Floors
- d) Tables and chairs

Outcome 4 Know how to clear customer and service areas

The learner can:

- 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

Unit 113 Prepare and clear areas for drinks service (1BS1)

Learning outcomes and assessment criteria

Outcome 5 Be able to clean and store glassware

The learner can:

12. Empty **glassware** and position it ready for cleaning
13. Check that cleaning equipment or machinery is clean, free from damage and ready for use
14. Clean glassware at the recommended temperature using an appropriate cleaning method
15. Check that finished glassware is clean, dry and free from damage
16. Dispose of damaged or broken glassware following recommended procedures
17. Dispose of waste or dirty water following recommended procedures
18. Check that cleaning equipment or machines are left clean, dry, undamaged and ready for future use
19. Keep storage areas clean, tidy and free from rubbish

What you must cover:

1. Glassware

- a) Glasses
- b) Water jugs

Outcome 6 Know how to clean and store glassware

The learner can:

- 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 113 Prepare and clear areas for drinks service (1BS1)

Evidence requirements

| | |
|--|---|
| Unit 1BS1 | Prepare and clear areas for drink service |
| Outcome 1 | Be able to prepare customer and service areas |
| What you must DO for outcome 1 | The assessor <u>must</u> assess assessment criteria 1- 6 by directly observing the candidate's work. |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from stocks for drinks service <ul style="list-style-type: none"> a) bottled drinks b) draught drinks c) dispensed drinks d) hot drinks • at least two from drink accompaniments <ul style="list-style-type: none"> a) ice b) food garnishes for drinks c) accompaniments for hot drinks d) decorative items for drinks • at least three from service area <ul style="list-style-type: none"> a) counters and shelves b) waste bins/bottle containers c) floors d) tables and chairs <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to clear customer and service areas |
| What you must DO for Outcome 3 | The assessor <u>must</u> assess assessment criteria 7 -11 by directly observing the candidate's work. |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from drink stocks <ul style="list-style-type: none"> a) bottled drinks b) draught drinks |

| | |
|--|--|
| | <p>c) dispensed drinks d) hot drinks</p> <ul style="list-style-type: none"> at least two from drink accompaniments <p>a) ice b) food garnishes for drinks c) accompaniments for hot drinks d) decorative items for drinks</p> <ul style="list-style-type: none"> at least three from customer and service areas <p>a) counters and shelves b) waste bins/bottle containers c) floors d) tables and chairs</p> <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 5 | Be able to clean and store glassware |
| What you must DO for Outcome 5 | <p>The assessor <u>must</u> assess assessment criteria 12 - 16, 18 and 19 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 17 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 5 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> at least one from glassware <p>a) glasses b) water jugs</p> <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 114

Serve drinks (1BS2)

Level: 1
NDAQ number: T/601/5026
Credit value: 4
GLH: 37

Unit aim

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.

Learning outcomes

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

1. Be able to prepare and serve drinks and accompaniments
2. Know how to prepare and serve drinks and accompaniments
3. Be able to maintain customer and service areas during drinks service
4. Know how to maintain customer and service areas during drinks service

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 114 **Serve drinks (1BS2)**

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and serve drinks and accompaniments

The learner can:

1. Greet and deal with **customers** promptly
2. Provide customers with accurate information about **drinks** and identify their requirements
3. Dispense and serve drinks in the correct measures and at the recommended temperature
4. Promote additional products as appropriate
5. Serve drinks in line with the appropriate **service style** and legal requirements

What you must cover:

- | | |
|---------------------------|-------------------------|
| 1. Customers | c) Dispensed drinks |
| a) With routine needs | d) Hot drinks |
| b) With non-routine needs | |
| 2. Drinks | 3. Service style |
| a) Bottled drinks | a) At the table |
| b) Draught drinks | b) At the bar |

Outcome 2 Know how to prepare and serve drinks and accompaniments

The learner can:

- K1. State basic legal requirements relating to the sale of alcoholic drinks on licensed premises
- K2. State standards for customer care and why these should be followed
- K3. State the organisation's service style
- K4. Describe safe and hygienic working practices when preparing and serving drinks and accompaniments and why these are important
- K5. State why correct storage and rotation procedures must be followed for food and drinks stocks
- K6. State why waste must be handled and disposed of correctly
- K7. State why spillages and breakages must be reported to the appropriate person
- 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

Outcome 3 Be able to maintain customer and service areas during drinks service

The learner can:

6. Store **drinks, drink accompaniments** and additional products for service correctly and maintain them at the required level
7. Keep service areas equipment clean hygienic, tidy and ready to use
8. Keep **customer** and service areas clean tidy and free from rubbish
9. Empty waste bins and bottle containers as necessary
10. Secure service areas against unauthorised access

Unit 114 Serve drinks (1BS2)

Learning outcomes and assessment criteria

What you must cover:

1. Customers

- a) With routine needs
- b) With non-routine needs

2. Drinks

- a) Bottled drinks
- b) Draught drinks
- c) Hot drinks
- d) Dispensed drinks

3. Drink accompaniments

- a) Ice
- b) Food garnishes for drinks
- c) Accompaniments for hot drinks
- d) Decorative items for drinks

Outcome 4 Know how to maintain customer and service areas during drinks service

The learner can:

- K11. Describe safe and hygienic working practices when maintaining service areas and why these are important
- K12. State why correct storage and rotation procedures should be followed
- K13. State why service areas should be kept hygienic and tidy at all times
- K14. State why service areas must be secured from unauthorised access at all times
- K15. State why and to whom customer incidents should be reported
- K16. State why constant stock of drinks and accompaniments must be maintained
- K17. Outline the types of unexpected situations that may occur when maintaining service areas

Unit 114 Serve drinks (1BS2)

Evidence requirements

| | |
|--|--|
| Unit 1BS2 | Serve drinks |
| Outcome 1 | Be able to prepare and serve drinks and accompaniments |
| What you must DO for Outcome 1 | The assessor <u>must</u> assess assessment criteria 1, 2, 3 and 5 by directly observing the candidate's work. The assessor may assess assessment criteria 4 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 1 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least one from customers <ul style="list-style-type: none"> a) with routine needs b) with non-routine needs • at least two from drinks <ul style="list-style-type: none"> a) bottled drinks b) draught drinks c) dispensed drinks d) hot drinks • at least one from service style <ul style="list-style-type: none"> a) at the table b) at the bar <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to maintain customer and service areas during drinks service |
| What you must DO for Outcome 3 | The assessor <u>must</u> assess assessment criteria 6 - 10 by directly observing the candidate's work. |
| What you must COVER for Outcome 3 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least one from customers <ul style="list-style-type: none"> a) with routine needs b) with non-routine needs • at least two from drinks <ul style="list-style-type: none"> a) bottled drinks b) draught drinks c) dispensed drinks d) hot drinks • at least two from drink accompaniments <ul style="list-style-type: none"> a) ice b) food garnishes for drinks c) accompaniments for hot drinks d) decorative items for drinks <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 115

Prepare vegetables (1FP1)

Level: 1

NDAQ number: T/601/5026

Credit value: 3

GLH: 25

Unit aim

This unit is about preparing vegetables for use in cooked or uncooked dishes.

Learning outcomes

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

1. Be able to prepare vegetables
2. Understand how to prepare vegetables
3. Be able to store vegetables
4. Know how to store vegetables

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 115 Prepare vegetables (1FP1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare vegetables

The learner can:

1. Check the **vegetables** are fit to be prepared
2. Choose and use the correct tools and equipment
3. **Prepare** the vegetables to meet the requirements

What you must cover:

1. Vegetables

- a) Tubers
- b) Roots
- c) Flower heads
- d) Leaves
- e) Vegetable fruits
- f) Stems
- g) Bulbs

h) Basic fungi

2. Prepared by:

- a) Defrosting
- b) Washing
- c) Peeling
- d) Re-washing
- e) Cutting (slicing/chopping/shredding)
- f) Blanching

Outcome 2 Understand how to prepare vegetables

The learner can:

- K1. State what to look for to ensure each type of vegetable is fit to be prepared
- K2. Describe what to do if there are problems with the vegetables
- 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

Outcome 3 Be able to store vegetables

The learner can:

4. Safely store any prepared vegetables not for immediate use

Outcome 4 Know how to store vegetables

The learner can:

- K8. State how to store frozen and unfrozen vegetables before preparation
- K9. State how to store prepared vegetables not for immediate use

Unit 115 Prepare vegetables (1FP1)

Evidence requirements

| | |
|--|---|
| Unit 1FP1 | Prepare vegetables |
| What you must DO for Outcome 1 | <p>The assessor <u>must</u> assess assessment criteria 1, 2, 3 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 4 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• four from vegetables<ul style="list-style-type: none">a) tubersb) rootsc) flower headsd) leavese) vegetable fruitsf) stemsg) bulbsh) basic fungi• four from prepare by, which must include a minimum of two from cutting<ul style="list-style-type: none">a) defrostingb) washingc) peelingd) re-washinge) cutting (slicing/chopping/shredding)f) blanching <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 116

Prepare and finish simple salad and fruit dishes (1FP2)

Level: 1

NDAQ number: H/601/4843

Credit value: 2

GLH: 16

Unit aim

This unit is about preparing and presenting salad and fruit dishes.

Learning outcomes

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

1. Be able to prepare simple salad and fruit dishes
2. Understand how to prepare simple salad and fruit dishes
3. Be able to finish simple salad and fruit dishes
4. Understand how to finish simple salad and fruit dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 116 Prepare and finish simple salad and fruit dishes (1FP2)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare simple salad and fruit dishes

The learner can

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

What you must cover:

1. Ingredients

- a) Frozen fruit
- b) Fresh fruit
- c) Fresh salad
- d) Prepared fruit
- e) Prepared salad

2. Prepared by:

- a) Peeling
- b) Trimming
- c) Washing
- d) Soaking
- e) Cutting
- f) Mixing

Outcome 2 Understand how to prepare simple salad and fruit dishes

The learner can:

- 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

Outcome 3 Be able to finish simple salad and fruit dishes

The learner can:

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

Outcome 4 Understand how to finish simple salad and fruit dishes

The learner can:

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

Unit 116 Prepare and finish simple salad and fruit dishes (1FP2)

Evidence requirements

| | |
|--|---|
| Unit 1FP2 | Prepare and finish simple salad and fruit dishes |
| What you have to DO for Outcome 1 and 3 | <p>The assessor <u>must</u> assess assessment criteria 1, 2, 3 & 4 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 5 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 and 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from ingredients <ul style="list-style-type: none"> a) frozen fruit b) fresh fruit c) fresh salad d) prepared fruit e) prepared salad • at least three from prepare by <ul style="list-style-type: none"> a) peeling b) trimming c) washing d) soaking e) cutting f) mixing <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 117

Prepare hot and cold sandwiches (1PR1)

Level: 1
NDAQ number: K/601/4844
Credit value: 2
GLH: 20

Unit aim

This unit is about preparing hot and cold sandwiches including burgers, wraps, rolls, paninis and fajitas.

Learning outcomes

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

1. Be able to prepare hot and cold sandwiches
2. Understand how to prepare hot and cold sandwiches

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 117 Prepare hot and cold sandwiches (1PR1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare hot and cold sandwiches

The learner can:

1. Check the **bread** and **fillings** to make sure that they meet quality and quantity requirements
2. Choose the right tools and equipment
3. **Prepare** sandwiches as required
4. Safely store any sandwich and fillings not for immediate use

What you must cover:

1. Bread

- a) Sliced bread
- b) Un-sliced bread
- c) Wraps
- d) Bread rolls

2. Fillings

- a) Fats/pastes/spreads
- b) Cooked meat and poultry
- c) Cooked fish

- d) Dairy products

- e) Salad/vegetables/fruit

- f) Sauces/dressings/relishes

3. Preparation methods

- a) Slicing

- b) Preparing fillings

- c) Garnishing

- d) Heating/toasting

Outcome 2 Understand how to prepare hot and cold sandwiches

The learner can:

- 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 117 Prepare hot and cold sandwiches (1PR1)

Learning outcomes and assessment criteria

| | |
|--|--|
| Unit 1 PR1 | Prepare hot and cold sandwiches |
| What you have to DO for Outcome 1 | <p>The assessor <u>must</u> assess assessment criteria 1, 2 & 3 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 4 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from bread <ul style="list-style-type: none"> a) sliced bread b) un-sliced bread c) wraps d) bread rolls • at least four from fillings <ul style="list-style-type: none"> a) fats/pastes/spreads b) cooked meat and poultry c) cooked fish d) dairy products e) salad/vegetables/fruit f) sauces/dressings/relishes • at least two from preparation methods <ul style="list-style-type: none"> a) slicing b) preparing fillings c) garnishing d) heating/toasting <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 118

Cook vegetables (1FC1)

Level: 1
NDAQ number: R/601/4708
Credit value: 3
GLH: 22

Unit aim

This unit is about cooking and finishing vegetables for simple dishes.

Learning outcomes

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

1. Be able to cook vegetables
2. Understand how to cook vegetables

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 118 Cook vegetables (1FC1)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook vegetables

The learner can:

1. Choose and use the correct tools and equipment
2. Check **vegetables** meet quality standards
3. **Cook** vegetables to meet requirements
4. Finish vegetables as required
5. Make sure vegetables are at the correct temperature for holding and serving
6. Safely store any cooked vegetables not for immediate use

What you must cover:

1. Vegetables

- a) Frozen
- b) Pre-prepared fresh

2. Cooking by

- a) Boiling
- b) Frying
- c) Grilling
- d) Microwaving

Outcome 2 Understand how to cook vegetables

The learner can:

- 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 118 Cook vegetables (1FC1)

Evidence requirements

| | |
|--|---|
| Unit 1FC1 | Cook vegetables |
| What you have to DO for Outcome 1 | <p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4 and 5 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• at least one from vegetables<ul style="list-style-type: none">a) frozenb) pre-prepared fresh• at least two from cooking methods<ul style="list-style-type: none">a) boilingb) fryingc) grillingd) microwaving <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 119

Prepare and cook fish (1FPC1)

Level: 1
NDAQ number: T/601/5561
Credit value: 3
GLH: 23

Unit aim

This unit is about preparing and cooking fish for simple dishes.

Learning outcomes

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

1. Be able to prepare and cook fish
2. Understand how to prepare and cook fish

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 119 Prepare and cook fish (1FPC1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and cook fish

The learner can:

1. Safely store any **fish** not for immediate use
2. De-frost fish when necessary
3. Check fish is fit for cooking
4. Choose right tools and equipment
5. **Prepare** fish to meet requirements
6. **Cook** fish as required
7. Finish fish as required
8. Make sure fish is at the correct temperature for holding and serving

What you must cover:

1. Fish

- a) Coated
- b) Uncoated
- c) Frozen
- d) Unfrozen

a) De-frosting

b) Coating

3. Cooking methods

a) Deep frying

b) Grilling

c) Baking

2. Preparation methods

Outcome 2 Understand how to prepare and cook fish

The learner can:

- 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 119 Prepare and cook fish (1FPC1)

Evidence requirements

| | |
|--|--|
| Unit 1FPC1 | Prepare and cook fish |
| What you have to DO for Outcome 1 | <p>The assessor <u>must</u> assess assessment criteria 3, 4, 6, 7 and 8 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 1, 2 and 5 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• at least two from fish<ul style="list-style-type: none">a) coatedb) uncoatedc) frozend) unfrozen• at least two from preparation methods<ul style="list-style-type: none">a) de-frostingb) coating• at least two from cooking methods<ul style="list-style-type: none">a) deep fryingb) grillingc) baking <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 120

Prepare and cook meat and poultry (1FPC2)

Level: 1
NDAQ number: T/601/5575
Credit value: 4
GLH: 33

Unit aim

This unit is about preparing and cooking meat and poultry for simple dishes.

Learning outcomes

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

1. Be able to prepare and cook meat/poultry
2. Understand how to prepare and cook meat/poultry

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 120 Prepare and cook meat and poultry (1FPC2)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and cook meat/poultry

The learner can:

1. Safely store any **meat/poultry** not for immediate use
2. De-frost meat/poultry when necessary
3. Check that meat/poultry is fit for cooking
4. Choose the right tools and equipment
5. **Prepare** meat/poultry to meet requirements
6. **Cook** meat/poultry as required
7. Finish meat/poultry as required
8. Make sure meat/poultry is at the correct temperature for holding and serving

What you must cover:

1. Meat/poultry

- a) Pre-prepared
- b) Uncoated
- c) Steaks
- d) Chops
- e) Chicken cuts

2. Preparation methods

- a) Defrosting
- b) Seasoning

3. Cooking methods

- a) Grilling/griddling
- b) Shallow frying
- c) Deep frying
- d) Microwaving

Outcome 2 Understand how to prepare and cook meat/poultry

The learner can:

- 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 120 Prepare and cook meat and poultry (1FPC2)

Evidence requirements

| | |
|--|---|
| Unit 1FPC2 | Prepare and cook meat and poultry |
| What you have to DO for Outcome 1 | <p>The assessor <u>must</u> assess assessment criteria 3, 4, 6, 7 and 8 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 1, 2 and 5 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from meat/poultry <ul style="list-style-type: none"> a) pre-prepared b) uncoated c) steaks d) chops e) chicken cuts • one from preparation methods <ul style="list-style-type: none"> a) defrosting b) seasoning • at least two from cooking methods <ul style="list-style-type: none"> a) grilling/griddling b) shallow frying c) deep frying d) microwaving <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 121

Prepare and cook pasta (1FPC3)

Level: 1

NDAQ number: A/601/5593

Credit value: 2

GLH: 17

Unit aim

This unit is about preparing and cooking pasta.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare pasta
2. Know how to prepare pasta
3. Be able to cook pasta
4. Know how to cook pasta
5. Be able to store pasta
6. Know how to store pasta

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 121 Prepare and cook pasta (1FPC3)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare pasta

The learner can:

1. Check the **pasta** to make sure it is fit for **preparation**
2. Choose and use the correct tools and equipment
3. Prepare the pasta as required

What you must cover:

1. Pasta

- a) Dried
- b) Fresh bought in
- c) Frozen

2. Preparation methods

- a) Blanch
- b) Strain
- c) Defrost

Outcome 2 Know how to prepare pasta

The learner can:

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

Outcome 3 Be able to cook pasta

The learner can:

4. Check the pasta to make sure it is fit for cooking
5. **Cook** pasta as required

What you must cover:

1. Cooking methods

- a) Boil
- b) Microwave

Outcome 4 Know how to cook pasta

The learner can:

- K6. Describe how to check pasta to make sure it is fit for cooking
- K7. List the correct tools and equipment to cook pasta
- K8. Describe how to identify when cooked pasta has the correct texture
- K9. State the importance of not over cooking pasta
- K10. State the correct temperatures for holding and serving pasta

Unit 121 Prepare and cook pasta (1FPC3)

Learning outcomes and assessment criteria

Outcome 5 Be able to store pasta

The learner can:

6. Safely store cooked pasta not for immediate use

Outcome 6 Know how to store pasta

The learner can:

- K11. Describe how to store cooked pasta
- K12. Describe the conditions which need to be met for effective storage of cooked pasta

Unit 121 Prepare and cook pasta (1FPC3)

Evidence requirements

| | |
|--|--|
| Unit 1FPC3 | Prepare and cook pasta |
| What you must DO for Outcome 1 | <p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, & 5 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from pasta <ul style="list-style-type: none"> a) dried b) fresh bought in c) frozen • at least two from preparation methods <ul style="list-style-type: none"> a) blanch b) strain c) defrost <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from cooking methods <ul style="list-style-type: none"> a) boil b) microwave <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony</p> |

Unit 122

Prepare and cook rice (1FPC4)

Level: 1

NDAQ number: R/601/5633

Credit value: 2

GLH: 17

Unit aim

This unit is about preparing cooking and finishing simple rice dishes.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare rice
2. Understand how to prepare rice
3. Be able to cook rice
4. Understand how to cook rice
5. Be able to store rice
6. Know how to store rice

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 122 Prepare and cook rice (1FPC4)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare rice

The learner can:

1. Check the **rice** to make sure it is fit for preparation
2. Choose the correct tools and equipment
3. **Prepare** the rice to meet requirements

Outcome 2 Understand how to prepare rice

The learner can:

- 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

Outcome 3 Be able to cook rice

The learner can:

4. Check rice to make sure it is fit for cooking
5. **Cook** the rice to meet requirements
6. Make sure the rice is at the correct temperature for holding and serving

Outcome 4 Understand how to cook rice

The learner can:

- 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

Outcome 5 Be able to store rice

The learner can:

7. Safely store any cooked rice not for immediate use

Outcome 6 Know how to store rice

The learner can:

- 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

What you must cover (Outcomes 1/3/5):

1. Rice

- a) Long
- b) Short
- c) Round

2. Preparation and cooking methods

- a) Washing
- b) Steaming
- c) Boiling
- d) Microwaving
- e) Straining

Unit 122 Prepare and cook rice (1FPC4)

Evidence requirements

| | |
|---|--|
| Unit 1FPC4 | Prepare and cook rice |
| What you must DO for Outcome 1, 3, 5 | The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5 & 6 by directly observing the candidate's work. The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcomes 1, 3, 5 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none">• at least one from rice<ul style="list-style-type: none">a) longb) shortc) round• at least three from preparation and cooking methods<ul style="list-style-type: none">a) washingb) steamingc) boilingd) microwavinge) straining <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 123

Prepare and cook eggs (1FPC5)

Level: 1
NDAQ number: A/601/5643
Credit value: 2
GLH: 18

Unit aim

This unit is about preparing, cooking and finishing simple egg dishes.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare eggs
2. Understand how to prepare eggs
3. Be able to cook eggs
4. Understand how to cook eggs
5. Be able to store eggs
6. Know how to store eggs

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 123 Prepare and cook eggs (1FPC5)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare eggs

The learner can:

1. Check the eggs and other ingredients are fit for preparation
2. Choose and use correct techniques, tools and equipment
3. **Prepare** the eggs to meet requirements

Outcome 2 Understand how to prepare eggs

The learner can:

- K1. State what quality points to look for in raw eggs
- K2. Describe what to do if there are any problems with the eggs
- 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. State how to store eggs prior to cooking that are not required immediately

Outcome 3 Be able to cook eggs

The learner can:

4. Check the eggs and other ingredients are fit for cooking
5. **Cook** eggs to meet requirements
6. Finish eggs as required
7. Make sure the dish is at the correct temperature for holding and serving

Outcome 4 Understand how to cook eggs

The learner can:

- 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
- K8. State how to identify when egg dishes have the correct colour, flavour, texture and quantity

Outcome 5 Be able to store eggs

The learner can:

8. Safely store eggs not for immediate use

Outcome 6 Know how to store eggs

The learner can:

- K9. State how to store eggs prior to cooking that are not required immediately
- K10. State how to store cooked eggs not required for immediate use

What you must cover (Outcomes 1/3/5):

1. Preparation and cooking methods

- | | |
|--------------|-------------------|
| a) Cracking | e) Shallow frying |
| b) Beating | f) Griddling |
| c) Seasoning | g) Scrambling |
| d) Boiling | |

Unit 123 Prepare and cook eggs (1FPC5)

Evidence requirements

| | |
|---|---|
| Unit 1FPC5 | Prepare and cook eggs |
| What you must DO for Outcomes 1, 3, 5 | The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6 & 7 by directly observing the candidate's work. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcomes 1, 3, 5 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none">• at least five from preparation and cooking methods<ul style="list-style-type: none">a) crackingb) beatingc) seasoningd) boilinge) shallow fryingf) griddlingg) scrambling Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony. |

Unit 124

Prepare and cook pulses (1FPC6)

Level: 1
NDAQ number: K/601/5654
Credit value: 2
GLH: 19

Unit aim

This unit is about preparing and cooking simple pulse dishes.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare pulses
2. Understand how to prepare pulses
3. Be able to cook pulses
4. Understand how to cook pulses
5. Be able to store pulses
6. Know how to store pulses

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 124 Prepare and cook pulses (1FPC6)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare pulses

The learner can:

1. Check **pulses** to make sure they are fit to be prepared
2. Choose and use correct techniques, tools and equipment
3. **Prepare** pulses to meet requirements

Outcome 2 Understand how to prepare pulses

The learner can:

- 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

Outcome 3 Be able to cook pulses

The learner can:

4. Check pulses to make sure they are fit to be cooked
5. **Cook** pulses for the dish as required

Outcome 4 Understand how to cook pulses

The learner can:

- K6. State the correct techniques, tools and equipment to carry out different cooking methods
- K7. State how to decide when pulses are correctly cooked

Outcome 5 Be able to store pulses

The learner can:

6. Safely store any prepared pulses not for immediate use

Outcome 6 Know how to store pulses

The learner can:

- K8. State how to store uncooked pulses before preparation
- K9. State how to store cooked pulses not for immediate use

What you must cover: (Outcomes 1/3/5)

1. Pulses

- a) Beans
- b) Peas
- c) Lentils

2. Preparation and cooking methods

- a) Washing
- b) Soaking
- c) Boiling

Unit 124 Prepare and cook pulses (1FPC6)

Evidence requirements

| | |
|--|--|
| Unit 1FPC6 | Prepare and cook pulses |
| What you must DO for Outcome 1, 3, 5 | The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4 & 5 by directly observing the candidate's work. The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 1, 3, 5 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none">• at least two from pulses<ul style="list-style-type: none">a) beansb) peasc) lentils• at least two from prepare and cook<ul style="list-style-type: none">a) washingb) soakingc) boiling <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 125

Prepare and cook vegetable protein (1FPC7)

Level: 1
NDAQ number: K/601/5659
Credit value: 2
GLH: 19

Unit aim

This unit is about preparing and cooking simple vegetable protein dishes.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

2. Be able to prepare vegetable protein
3. Understand how to prepare vegetable protein
4. Be able to cook vegetable protein
5. Understand how to cook vegetable protein
6. Be able to store vegetable protein
7. Know how to store vegetable protein

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 125 Prepare and cook vegetable protein (1FPC7)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare vegetable protein

The learner can:

1. Check **vegetable protein** to make sure it is fit for preparation
2. Choose and use correct techniques, tools and equipment to prepare vegetable protein
3. **Prepare** the vegetable protein to meet requirements

Outcome 2 Understand how to prepare vegetable protein

The learner can:

- K1. State what quality points to look for in vegetable protein
- K2. Describe what to do if there are any problems with the vegetable protein
- K3. State the importance of avoiding contamination with meat and fish products
- K4. Describe how to avoid contamination of vegetable protein products with meat and fish products
- K5. State the correct techniques, tools and equipment to carry out different preparation methods
- K6. State the importance of using the correct tools and equipment

Outcome 3 Be able to cook vegetable protein

The learner can:

4. **Cook** the vegetable protein to meet requirements
5. Make sure the vegetable protein has the correct flavour, colour, texture and quantity to meet dish requirements
6. Present the vegetable protein to meet requirements

Outcome 4 Understand how to cook vegetable protein

The learner can:

- K7. State the correct techniques, tools and equipment to carry out different cooking methods
- K8. State how to decide when vegetable protein is cooked

Outcome 5 Be able to store vegetable protein

The learner can:

7. Safely store any prepared vegetable protein products not for immediate use

Outcome 6 Know how to store vegetable protein

The learner can:

- K9. State how to store uncooked vegetable protein before cooking
- K10. State how to store cooked vegetable protein

What you must cover Outcome 1/3/5):

1. Vegetable protein

- a) Frozen
- b) Chilled
- c) Dried
- d) Tinned

2. Preparation and cooking methods

- a) De-frosting
- b) Frying
- c) Grilling

Unit 125 Prepare and cook vegetable protein (1FPC7)

Evidence requirements

| | |
|--|--|
| Unit 1FPC7 | Prepare and cook vegetable protein |
| What you must DO for Outcome 1, 3, 5 | <p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5 & 6 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1, 3, 5 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• at least one from vegetable protein<ul style="list-style-type: none">a) frozenb) chilledc) driedd) tinned• at least one from preparation and cooking methods<ul style="list-style-type: none">a) de-frostingb) fryingc) grilling <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 126

Cook and finish simple bread and dough products (1FPC8)

Level: 1

NDAQ number: J/601/5662

Credit value: 3

GLH: 25

Unit aim

This unit is about cooking and finishing simple bread and dough products.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to cook simple bread and dough products
2. Understand how to cook simple bread and dough products
3. Be able to finish simple bread and dough products
4. Understand how to finish simple bread and dough products
5. Be able to store bread and dough products
6. Understand how to store bread and dough products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 126 Cook and finish simple bread and dough products (1FPC8)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook simple bread and dough products

The learner can:

1. Check the products to make sure they are fit for cooking
2. Chooses the correct tools and equipment to prepare and bake **bread and dough products**
3. **Prepare** the products as required

Outcome 2 Understand how to cook simple bread and dough products

The learner can:

- 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

Outcome 3 Be able to finish simple bread and dough products

The learner can:

4. **Finish** the product as required
5. Make sure the bread and dough product is at the correct temperature for holding and serving

Outcome 4 Understand how to finish simple bread and dough products

The learner can:

- 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

Outcome 5 Be able to store bread and dough products

The learner can:

6. Safely store any cooked bread and dough product not for immediate use

Outcome 6 Understand how to store bread and dough products

The learner can:

- K9. State how to store uncooked bread and dough products

What you must cover (Outcomes 1/3/5):

1. Bread and dough product

- a) Freshly made dough
- b) Ready made par-cooked dough

2. Preparation and finishing methods

- a) Baking
- b) Reheating
- c) Glazing

Unit 126 Cook and finish simple bread and dough products (1FPC8)

Evidence requirements

| | |
|--|--|
| Unit 1FPC8 | Cook and finish simple bread and dough products |
| What you must DO for Outcome 1, 3, 5 | <p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4 & 5 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1, 3, 5 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from bread and dough products <ul style="list-style-type: none"> a) freshly made dough b) ready made par-cooked dough • at least two from preparation and finishing methods <ul style="list-style-type: none"> a) baking b) re-heating c) glazing <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 127

Prepare and cook grain (1FPC9)

Level: 1
NDAQ number: Y/601/5665
Credit value: 3
GLH: 22

Unit aim

This unit is about preparing, cooking and finishing simple grain dishes.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare grain
2. Understand how to prepare grain
3. Be able to cook grain
4. Understand how to cook grain
5. Be able to store grain
6. Know how to store grain

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 127 Prepare and cook grain (1FPC9)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare grain

The learner can:

1. Check the **grain** to make sure it is fit for **preparation**
2. Choose and use correct techniques, tools and equipment

Outcome 2 Understand how to prepare grain

The learner can:

- K1. Describe how to check the grain to make sure it is fit for preparation
- K2. Describe what to do if there are any problems with the grain
- 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 carry out different preparation methods correctly

Outcome 3 Be able to cook grain

The learner can:

3. **Cook** the grain correctly for the dish
4. Make sure the grain is at the correct temperature for holding and serving

Outcome 4 Understand how to cook grain

The learner can:

- K6. Describe how to check the grain to make sure it is fit for cooking
- K7. State the correct tools and equipment to carry out different cooking methods
- K8. Describe how to carry out different cooking methods correctly
- K9. State the correct cooking times and processes for different type of grain
- K10. State the correct temperatures for holding and serving cooked grain

Outcome 5 Be able to store grain

The learner can:

5. Safely store any cooked grain not for immediate use

Outcome 6 Know how to store grain

The learner can:

- 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

What you must cover (Outcomes 1/3/5):

1. Grain

- a) Barley (pearl and pot)
- b) Buckwheat
- c) Corn/maize (polenta)
- d) Oats
- e) Millet
- f) Wheat (bulgar, semolina, couscous)

g) Quinoa

2. Preparation and cooking methods

- a) Boiling
- b) Leaving covered
- c) Soaking
- d) Straining

Unit 127 Prepare and cook grain (1FPC9)

Evidence requirements

| | |
|--|---|
| Unit 1FPC9 | Prepare and cook grain |
| What you must DO for Outcome 1, 3, 5 | <p>The assessor <u>must</u> assess assessment criteria 1, 2, 3 & 4 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 5 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1, 3, 5 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from grain <ul style="list-style-type: none"> a) barley (pearl and pot) b) buckwheat c) corn/maize (polenta) d) oats e) millet f) wheat (bulgar, semolina, cous cous) g) quinoa • at least two from preparation and cooking methods <ul style="list-style-type: none"> a) boiling b) leaving covered c) soaking d) straining <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 128

Process information for reception function (1FOH1)

Level: 1
NDAQ number: L/601/5128
Credit value: 3
GLH: 26

Unit aim

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).

Learning outcomes

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

1. Be able to deal with incoming and outgoing telephone calls
2. Know how to deal with incoming and outgoing telephone calls
3. Be able to give people the information they need
4. Know how to give people the information they need

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 128 Process information for reception function (1FOH1)

Learning outcomes and assessment criteria

Outcome 1 Be able to deal with incoming and outgoing telephone calls

The learner can:

1. Answer the **telephone** promptly, using organisation's style
2. Identify the caller and what they need
3. Answer queries accurately according to own level of responsibility
4. Make outgoing calls using organisation's style and procedures
5. Give relevant information promptly and accurately
6. Refer any queries that are beyond own level of responsibility to the appropriate member of staff

What you must cover:

1. Telephone calls

- a) To and from people inside your organisation
- b) To and from people outside your organisation

Outcome 2 Know how to deal with incoming and outgoing telephone calls

The learner can:

- 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

Outcome 3 Be able to give people the information they need

The learner can:

7. Find out what information is needed
8. Identify the right **source for the information**
9. Get the information and organise it clearly and logically
10. Give the information to the **person** who has asked for it within agreed time limits
11. Avoid giving out confidential information
12. Ask for help from an appropriate member of staff when the information cannot be found
13. Politely explain to the person asking for the information if there have been problems finding it

Unit 128 Process information for reception function (1FOH1)

Learning outcomes and assessment criteria

What you must cover:

1. Information sources

- a) From within the organisation
- b) From external sources
- c) Own notes

2. Person requesting information

- a) Inside your organisation
- b) Outside your organisation

Outcome 4 Know how to give people the information they need

The learner can:

- 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 128 Process information for reception function (1FOH1)

Evidence requirements

| | |
|--|---|
| Unit 1FOH1 | Process information for reception function |
| Outcome 1 | Be able to deal with incoming and outgoing telephone calls |
| What you must DO for Outcome 1 | The assessor must assess assessment criteria 1-5 by directly observing the candidate's work. The assessor may assess statement 6 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 1 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • all from telephone calls a) to and from people inside your organisation b) to and from people outside your organisation |
| Outcome 3 | Be able to give people the information they need |
| What you must DO for Outcome 3 | The assessor must assess assessment criteria 7-11 by directly observing the candidate's work. The assessor may assess assessment criteria 12 and 13 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 3 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least two from information sources a) from within the organisation b) from external sources c) own notes • at least one from person requesting information a) inside your organisation b) outside your organisation <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 129

Assist in handling mail (1FOH2)

Level: 1

NDAQ number: L/601/2455

Credit value: 2

GLH: 10

Unit aim

This unit is about assisting with receiving, distributing or collecting internal and external mail or packages.

Learning outcomes

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

1. Know how to receive, distribute and collect mail or packages to meet organisational procedures
2. Know how to identify and refer problems
3. Be able to assist with receiving, distributing and collecting mail or packages

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

This is an imported unit from CfA.

Unit 129 Assist in handling mail (1FOH2)

Learning outcomes and assessment criteria

Outcome 1 Know how to receive, distribute and collect mail or packages to meet organisational procedures

The learner can:

- 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

Outcome 2 Know how to identify and refer problems

The learner can:

- K4. State the problems that may occur with mail and packages
- K5. State when to refer problems

Outcome 3 Be able to assist with receiving, distributing and collecting mail or packages

The learner can:

- 1. Assist with:
 - a) receiving and checking mail or packages
 - b) sorting incoming mail or packages
 - c) identifying and referring unwanted junk mail or damaged items
 - d) identifying and referring suspicious items
 - e) distributing mail
 - f) collecting and sorting outgoing mail
- 2. Refer any problems to the appropriate colleague, if appropriate

Unit 129 Assist in handling mail (1FOH2)

Evidence requirements

| Learning Outcomes | Assessment Criteria | Assessment guidance |
|-------------------|---------------------|---|
| 3. | 1 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• mail records• log book – special deliveries |
| | 2 | Evidence may be supplied via RPL/RPA observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts, questioning and simulation/role play |

Unit 130

Communicate in a business environment (1FOH3)

Level: 1

NDAQ number: F/601/2453

Credit value: 4

GLH: 21

Unit aim

This unit is about communicating both verbally and in writing within a business environment.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Know the purpose of planning communication
2. Understand how to communicate in writing
3. Know how to communicate verbally
4. Understand the purpose of feedback in developing communication skills
5. Be able to plan communication
6. Be able to communicate in writing
7. Be able to communicate verbally
8. Be able to identify and agree ways of developing communication skills

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This is an imported unit from CfA

Unit 130 Communicate in a business environment (1FOH3)

Learning outcomes and assessment criteria

Outcome 1 Know the purpose of planning communication

The learner can:

- K1. Identify the purpose of communication
- K2. State different methods of communication and when to use them

Outcome 2 Understand how to communicate in writing

The learner can:

- 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

Outcome 3 Know how to communicate verbally

The learner can:

- K10. Identify methods of verbally presenting information and ideas clearly
- K11. Identify ways of contributing to discussions
- K12. Identify ways of listening actively

Outcome 4 Understand the purpose of feedback in developing communication skills

The learner can:

- K13. Identify ways of getting feedback on communications
- K14. Describe the purpose of using feedback to develop communication skills

Unit 130 Communicate in a business environment (1FOH3)

Learning outcomes and assessment criteria

Outcome 5 Be able to plan communication

The learner can:

1. Identify the purpose of communications to be presented
2. Select methods of communication to be used
3. Confirm methods of communication, as required

Outcome 6 Be able to communicate in writing

The learner can:

4. Format information so that it is clear and accurate
5. Use language that suits the purpose of the communications
6. Use accurate grammar, spelling and punctuation, and plain English to make sure that the message is clear
7. Check communications and make amendments, as required
8. Agree what is important and what is urgent
9. Produce communications to meet agreed deadlines
10. Keep a file copy of communications sent

Outcome 7 Be able to communicate verbally

The learner can:

11. Verbally present information to others so that it is clear and accurate
12. Contribute to discussion(s)
13. Actively listen to information given by other people
14. Ask relevant questions to clarify own understanding, as required

Outcome 8 Be able to identify and agree ways of developing communication skills

The learner can:

15. Get feedback to confirm whether communication has achieved its purpose
16. Use feedback to identify and agree ways of improving own communication skills

Unit 130

Communicate in a business environment (1FOH3)

Evidence requirements

| Learning Outcomes | Assessment Criteria | Assessment guidance |
|-------------------|---------------------|--|
| 6. | 4 – 10 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • information formatted |
| 7. | 11 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • presentation |
| | 12 14 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • minutes of meetings |
| | 13 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role |
| 8. | 15 | Evidence may be supplied via witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • feedback received |
| | 16 | Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning |

Unit 131

Make and receive telephone calls (1FOH4)

Level: 1

NDAQ number: K/601/2446

Credit value: 3

GLH: 10

Unit aim

This unit is about making and receiving telephone calls, and transferring calls when necessary, in a business environment.

Learning outcomes

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

1. Understand how to make telephone calls
2. Understand how to receive and transfer telephone calls
3. Be able to make telephone calls
4. Be able to receive telephone calls

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This is an imported unit from CfA

Unit 131 Make and receive telephone calls (1FOH4)

Learning outcomes and assessment criteria

Outcome 1 Understand how to make telephone calls

The learner can:

- K1. Describe the different features of telephone systems and how to use them
- K2. Give reasons for identifying the purpose of a call before making it
- K3. Describe different ways of obtaining the names and numbers of people that need to be contacted
- K4. Describe how to use a telephone system to make contact with people inside and outside an organisation
- K5. Explain the purpose of giving a positive image of self and own organisation
- K6. Explain the purpose of summarising the outcomes of a telephone conversation before ending the call
- K7. Describe how to identify problems and who to refer them to
- K8. Describe organisation structures and communication channels within an organisation
- K9. Describe how to follow organisational procedures when making a telephone call
- K10. Explain how to report telephone system faults

Outcome 2 Understand how to receive and transfer telephone calls

The learner can:

- K11. Describe how to identify callers and their needs
- K12. Explain the purpose of giving accurate and up to date information to callers
- K13. Explain the purpose of confidentiality and security when dealing with callers
- K14. Describe the types of information that could affect confidentiality and security and how to handle these
- K15. Describe ways of identifying the appropriate person to whom a call is transferred
- K16. Describe the information to be given when transferring calls or leaving messages
- K17. Describe how to identify problems and who to refer them to
- K18. Describe how to follow organisational procedures when receiving a telephone call
- K19. Explain how to report telephone system faults

Unit 131 Make and receive telephone calls (1FOH4)

Learning outcomes and assessment criteria

Outcome 3 Be able to make telephone calls

The learner can:

1. Identify the purpose of the call
2. Obtain the name and number of the person to be contacted
3. Make contact with the person
4. Communicate information to achieve the purpose of the call
5. Project a positive image of self and organisation
6. Summarise the outcomes of the conversation before ending a call
7. Report telephone system faults, if necessary

Outcome 4 Be able to receive telephone calls

The learner can:

8. Answer a phone following organisational procedures
9. Give a positive image of self and organisation
10. Identify the caller, where they are calling from, and what they need
11. Give accurate and up to date information whilst protecting confidentiality and security
12. Transfer calls, if required
13. Take and pass on messages according to the caller's needs
14. Summarise the outcomes of the conversation before ending the call
15. Report telephone system faults, if necessary

Unit 131 **Make and receive telephone calls (1FOH4)**

Evidence requirements

| Learning Outcomes | Assessment Criteria | Assessment guidance |
|-------------------|---------------------|--|
| 3. | 1 – 6 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • telephone logs |
| | 7 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, case studies, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • memos • emails • telephone logs |
| 4. | 8 – 14 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • telephone logs • messages |
| | 15 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, case studies, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • memos • emails • telephone logs |

Unit 132

Receive, move and store customer and organisation property (1FOH5)

Level: 1

NDAQ number: L/601/5131

Credit value: 3

GLH: 23

Unit aim

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.

Learning outcomes

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

1. Be able to receive customer property
2. Understand how to receive customer property
3. Be able to handle, move, store customer and organisation property
4. Know how to handle, move, store customer and organisation property

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 132 Receive, move and store customer and organisation property (1FOH5)

Learning outcomes and assessment criteria

Outcome 1 Be able to receive customer property

The learner can:

1. Deal with customer quickly, politely and helpfully
2. Take **customer property** and issue a receipt when necessary
3. Keep customer property secure
4. Report any suspicious customer property to an appropriate member of staff

What you must cover:

1. Customer property

- a) Luggage
- b) Coats and other items of clothing
- c) Valuables

Outcome 2 Understand how to receive customer property

The learner can:

- 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

Outcome 3 Be able to handle, move, store customer and organisation property

The learner can:

5. Choose the safest and best way to move the **property**
6. Lift and move property safely without causing personal injury or to others or causing damage
7. **Move** property to the right **place** at the right time
8. Make sure no-one takes property without permission
9. Fill in any storage records correctly
10. Keep storage area secure, clean, tidy and hygienic

Unit 132

Receive, move and store customer and organisation property (1FOH5)

Learning outcomes and assessment criteria

What you must cover:

1. Property

- a) Customer property
- b) Furniture
- c) Electric equipment
- d) Luggage
- e) Other property

2. Ways of moving property

- a) Carrying it
- b) Using a trolley

3. Places to which property is moved

- a) Customer accommodation
- b) Public areas
- c) Storage areas

Outcome 4 Know how to handle, move, store customer and organisation property

The learner can:

- 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
- 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

Unit 132

Receive, move and store customer and organisation property (1FOH5)

Evidence requirements

| | |
|--|--|
| Unit 1 | Receive, move and store customer and organisation property |
| Outcome 1 | Be able to receive customer property |
| What you must DO for Outcome 1 | The assessor must assess assessment criteria 1 - 3 by directly observing the candidate's work. The assessor may assess assessment criteria 4 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 1 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least two from customer property <ul style="list-style-type: none"> a) luggage b) coats and other items of clothing c) valuables <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to handle, move and store customer and organisation property |
| What you must DO for Outcome 3 | The assessor must assess assessment criteria 5, 6, 7, 9 and 10 by directly observing the candidate's work. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 3 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least three from property <ul style="list-style-type: none"> a) customer property b) furniture c) electrical equipment d) luggage e) other property • at least one from ways of moving property <ul style="list-style-type: none"> a) carrying it b) using a trolley • at least two from places to which property is moved <ul style="list-style-type: none"> a) customer accommodation b) public areas c) storage areas <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 133

Service public areas at front of house (1FOH6)

Level: 1
NDAQ number: H/601/5054
Credit value: 3
GLH: 26

Unit aim

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.

Learning outcomes

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

1. Be able to clean public areas
2. Know how to clean public areas
3. Be able to help keep public areas neat, tidy and in good order
4. Know how to help keep public areas neat, tidy and in good order

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 133 Service public areas at front of house (1FOH6)

Learning outcomes and assessment criteria

Outcome 1 Be able to clean public areas

The learner can:

1. Choose the appropriate cleaning equipment and materials for the **area** to be cleaned
2. Put up hazards signs, when necessary
3. Wear protective clothing, when necessary
4. Clean off dust, dirt, debris and removable marks from **surfaces** to be cleaned
5. Store **cleaning equipment** correctly and safely after use
6. Get rid of **cleaning materials** safely

What you must cover:

1. Public areas

- a) Lobby
- b) Passenger lift
- c) Corridors and stairways
- d) Front entrance
- e) Eating and drinking areas

2. Cleaning equipment

- a) Mops and buckets
- b) Brooms and brushes
- c) Vacuum cleaners
- d) Cloths

3. Cleaning materials

- a) Water
- b) Detergent
- c) Polish
- d) Chemicals

4. Surfaces

- a) Steps/ramps
- b) Floors/floor coverings
- c) Glass surfaces
- d) Furniture
- e) Toilet appliances
- f) Cushions/curtains and fabrics
- g) Metal
- h) Plastic

Outcome 2 Know how to clean public areas

The learner can:

- K1. State the organisational standards for cleaning and tidying and why these should be followed
- K2. Describe how to acknowledge customers correctly when working front of house
- K3. State how to choose the right cleaning equipment and materials for the areas and surfaces to be cleaned
- K4. State when and how hazards signs should be used when cleaning
- K5. State when protective clothing should be worn and what type of protective clothing to wear
- K6. Describe how to dispose of used cleaning materials correctly and why
- K7. State the different chemical warning signs that may be used and what they mean
- K8. Outline the types of problems that may happen when cleaning and how to deal with these or report them

Unit 133 Service public areas at front of house (1FOH6)

Learning outcomes and assessment criteria

Outcome 3 Be able to help keep public areas neat, tidy and in good order

The learner can:

7. Empty **waste containers** and get rid of waste correctly
8. Arrange **furniture** neatly
9. Keep **displays** neat, tidy and up-to-date
10. Spot and report faults in the area to the appropriate member of staff

What you must cover:

1. Waste containers

- a) Waste bins

2. Furniture

- a) Chairs
- b) Tables
- c) Lighting fixtures and fittings

3. Displays

- a) Public notices
- b) Magazines/brochure racks
- c) Plants/floral decorations
- d) Pictures

Outcome 4 Know how to help keep public areas neat, tidy and in good order

The learner can:

- K9. State why front of house areas need to be clean, tidy and well maintained
- K10. State the types of waste to deal with and how to get rid of it correctly and safely
- K11. Describe how to arrange the furniture in front of house areas
- K12. Identify own responsibilities for different types of displays
- K13. State why it is important to keep displays neat and tidy and well-stocked
- K14. Describe how to keep displays neat, tidy and up-to-date
- K15. State the types of things that may need fixing in front of house areas and how to spot and report these
- K16. Outline the types of problems that may happen when working front of house and how to deal with these

Unit 133 Service public areas at front of house (1FOH6)

Evidence requirements

| | |
|--|---|
| Unit 1FOH6 | Service public areas at front of house |
| Outcome 1 | Be able to clean public areas |
| What you must DO for Outcome 1 | <p>The assessor must assess assessment criteria 1, 3, 4 and 5 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 2 and 6 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from public areas <ul style="list-style-type: none"> a) lobby b) passenger lifts c) corridors and stairways d) front entrance e) eating and drinking areas • at least three from cleaning equipment <ul style="list-style-type: none"> a) mops and buckets b) brooms and brushes c) vacuum cleaners d) cloths • at least three from cleaning materials <ul style="list-style-type: none"> a) water b) detergent c) polish d) chemicals • at least four from surfaces <ul style="list-style-type: none"> a) steps/ramps b) floors/floor coverings c) glass surfaces d) furniture e) toilet appliances f) cushions/curtains and fabrics g) metal h) plastic <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to keep public areas neat, tidy and in good order |

| | |
|---|---|
| <p>What you must DO for Outcome 3</p> | <p>The assessor must assess assessment criteria 7 - 9 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| <p>What you must COVER for Outcome 3</p> | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from waste containers <ul style="list-style-type: none"> a) waste bins • at least two from furniture <ul style="list-style-type: none"> a) chairs b) tables c) lighting fixtures and fittings • at least two from displays <ul style="list-style-type: none"> a) public notices b) magazines/brochure racks c) plants/floral decorations d) pictures <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 134

Collect and deliver items for customers and staff (1FOH7)

Level: 1

NDAQ number: D/601/5098

Credit value: 2

GLH: 20

Unit aim

This unit is about collecting and delivering items such as letters and other papers, customer property and messages.

Learning outcomes

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

1. Be able to collect and deliver items for customers and staff
2. Know how to collect items for customers and staff

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 134 **Collect and deliver items for customers and staff (1FOH7)**

Learning outcomes and assessment criteria

Outcome 1 Be able to collect and deliver items for customers and staff

The learner can:

1. Follow **instructions** correctly
2. Collect and deliver the right **items** from the right **place** at the right time
3. Make sure items are not lost or damaged
4. Keep a record of the transaction, if necessary

What you must cover:

- | | |
|------------------------|------------------------------|
| 1. Instructions | c) Documents |
| a) Written | d) Messages |
| b) Spoken | |
| 2. Items | 3. Places |
| a) Customer belongings | a) Inside your organisation |
| b) Letters and parcels | b) Outside your organisation |

Outcome 2 Know how to collect items for customers and staff

The learner can:

- 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 delivered 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 134 Collect and deliver items for customers and staff (1FOH7)

Evidence requirements

| | |
|--|---|
| Unit 1FOH7 | Collect and deliver items for customers and staff |
| What you must DO for Outcome 1 | <p>The assessor must assess assessment criteria 1 - 3 by directly observing the candidate's work.</p> <p>The assessor may assess assessment 4 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • both from instructions <ul style="list-style-type: none"> a) written b) spoken • at least two from items <ul style="list-style-type: none"> a) customer belongings b) letters and parcels c) documents d) messages • at least one from places <ul style="list-style-type: none"> a) inside your organisation b) outside your organisation <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 135

Prepare, service and clear meeting and conference rooms (1FOH8)

Level: 1

NDAQ number: F/601/5126

Credit value: 3

GLH: 30

Unit aim

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.

Learning outcomes

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

1. Be able to prepare and service meeting and conference rooms
2. Understand how to prepare and service meeting and conference rooms
3. Be able to clear meeting and conference rooms
4. Know how to clear meeting and conference rooms

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 135 Prepare, service and clear meeting and conference rooms (1FOH8)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and service meeting and conference rooms

The learner can:

1. Check that heating and lighting systems are working
2. Follow **instructions** for arranging furniture and equipment
3. Make sure **table items** are clean, undamaged and laid out as the customer asked
4. Check that **equipment** is ready for the customer to use
5. Keep the room clean, tidy and well stocked
6. Make sure the room is secure during breaks

What you must cover:

1. Instructions

- a) Spoken
- b) Written

2. Equipment

- a) Screens
- b) Projectors
- c) Flip charts
- d) Other types of audio-visual equipment

3. Table items

- a) Table covering
- b) Glassware
- c) Pens and paper
- d) Refreshments
- e) Decorations

Outcome 2 Understand how to prepare and service meeting and conference rooms

The learner can:

- K1. State organisational standards for customer care and how to liaise with customers during conferences and meetings
- K2. State organisational security procedures
- K3. State where to get information about how to arrange the room
- K4. State why all furniture and furniture items must be checked for cleanliness and damage
- 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 135

Prepare, service and clear meeting and conference rooms (1FOH8)

Learning outcomes and assessment criteria

Outcome 3 Be able to clear meeting and conference rooms

The learner can:

7. Neatly arrange the furniture, **equipment** and **table items** that should stay in the room
8. Store other furniture, equipment and table items in the right place
9. Leave the room ready for cleaning
10. Reset heating and lighting systems
11. Lock the room as required

What you must cover:

1. Equipment

- a) Screens
- b) Projectors
- c) Flip charts
- d) Other types of audio-visual equipment

2. Table items

- a) Table covering
- b) Glassware
- c) Pens and paper
- d) Refreshments
- e) Decorations

Outcome 4 Know how to clear meeting and conference rooms

The learner can:

- K11. Describe how to arrange the room when a meeting or conference is over
- K12. State where to store furniture, equipment and other items that do not stay in the room
- K13. State how to make sure the room is ready for cleaning
- K14. Outline the types of problems that may happen when cleaning rooms and how to deal with these

Unit 135 Prepare, service and clear meeting and conference rooms (1FOH8)

Evidence requirements

| | |
|--|--|
| Unit 1FOH8 | Prepare, service and clear meeting and conference rooms |
| Outcome 1 | Be able to prepare and service conference and meeting rooms |
| What you must DO for Outcome 1 | The assessor must assess assessment criteria 1 - 5 by directly observing the candidate's work. The assessor may assess assessment 6 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 1 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • both from instructions <ul style="list-style-type: none"> a) spoken b) written • at least three from equipment <ul style="list-style-type: none"> a) screens b) projectors c) flip charts d) other types of audio-visual equipment • at least three from table items <ul style="list-style-type: none"> a) table covering b) glassware c) pens and paper d) refreshments e) decorations <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to clear conference and meeting rooms |
| What you must DO for Outcome 3 | The assessor must assess assessment criteria 7, 8, 9 and 11 by directly observing the candidate's work. The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 3 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least two from equipment <ul style="list-style-type: none"> a) screens b) projectors c) flip charts d) other types of audio-visual • at least three from table items <ul style="list-style-type: none"> a) table covering b) glassware c) pens and paper d) refreshments e) decorations <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 136

Use a filing system (1FOH9)

Level: 1

NDAQ number: Y/601/2460

Credit value: 2

GLH: 13

Unit aim

This unit is about using systems to store and retrieve information.

Learning outcomes

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

1. Know methods and procedures for storing and retrieving information
2. Be able to store information
3. Be able to retrieve information

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

This unit is an imported unit for CfA.

Unit 136 Use a filing system (1FOH9)

Learning outcomes and assessment criteria

Outcome 1 Know methods and procedures for storing and retrieving information

The learner can:

- K1. Describe methods of storing and retrieving information
- K2. Describe procedures to be followed for storing and retrieving information
- K3. Describe legal and organisational procedures for security and confidentiality of information

Outcome 2 Be able to store information

The learner can:

- 1. Identify and collect information to be stored
- 2. Follow procedures for security and confidentiality of information
- 3. Store information in approved locations
- 4. Refer problems, if required

Outcome 3 Be able to retrieve information

The learner can:

- 5. Identify information to be retrieved
- 6. Follow procedures for security and confidentiality of information
- 7. Locate and retrieve the required information
- 8. Provide information in the agreed format and timescale
- 9. Refer problems, if required

Unit 136 Use a filing system (1FOH9)

Evidence requirements

| Learning Outcomes | Assessment Criteria | Assessment guidance |
|-------------------|---------------------|---|
| 2. | 1 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • information collected |
| | 2 – 3 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role |
| | 4 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos |
| 3. | 5 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • information retrieved |
| | 6 – 7 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role |
| | 8 – 9 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos |

Unit 137

Collect linen and make beds (1HK1)

Level: 1
NDAQ number: F/601/5028
Credit value: 3
GLH: 21

Unit aim

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.

Learning outcomes

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

1. Be able to collect clean linen and bed coverings
2. Understand how to collect clean linen and bed coverings
3. Be able to strip and make beds
4. Know how to strip and make beds

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 137 Collect linen and make beds (1HK1)

Learning outcomes and assessment criteria

Outcome 1 Be able to collect clean linen and bed coverings

The learner can:

1. Choose and collect the **linen and bed coverings** needed for work schedule
2. Make sure the linen and bed coverings meet organisational standards
3. Handle and move the linen and bed coverings safely
4. Keep linen store safe and secure

What you must cover:

1. Linen and bed coverings

- | | |
|-----------------------|------------------------|
| a) Sheets | e) Waterproof sheets |
| b) Blankets/duvets | f) Valances |
| c) Bedspreads/throws | g) Mattress protectors |
| d) Pillow cases/sheet | h) Duvets/pillows |
| | i) Bathroom linen |

Outcome 2 Understand how to collect clean linen and bed coverings

The learner can:

- 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

Outcome 3 Be able to strip and make beds

The learner can:

5. Strip all **linen and bed covering** from **beds**
6. Handle and store soiled linen and bed coverings correctly
7. Get bed ready for making
8. Make sure the bed base, bed head, linen and bed coverings are clean and not damaged
9. Make the bed to premises standards with the correct linen and bed coverings
10. Leave bed neat, smooth and ready for use
11. Deal with **customers'** personal property according to organisational procedures

Unit 137 Collect linen and make beds (1HK1)

Learning outcomes and assessment criteria

What you must cover:

1. Linen and bed coverings

- a) Sheets
- b) Blankets/duvets
- c) Bedspreads/throws
- d) Waterproof sheets
- e) Valances
- f) Mattress protectors
- g) Duvets/pillows/pillowcases/sheets

2. Beds

- a) Double/single beds
- b) Cots/folding beds
- c) Zip and link
- d) Sofa beds

3. Customer

- a) New
- b) Stay over

Outcome 4 Know how to strip and make beds

The learner can:

- 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 137 Collect linen and make beds (1HK1)

Evidence requirements

| | |
|--|--|
| Unit 1HK1 | Collect linen and make beds |
| Outcome 1 | Be able to collect clean linen and bed coverings |
| What you must DO for Outcome 1 | The assessor <u>must</u> assess assessment criteria 1 - 4 by directly observing the candidate's work. |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least five from linen and bed coverings <ul style="list-style-type: none"> a) sheets b) blankets/duvets c) bedspreads/throws d) pillow cases/sheet e) waterproof sheets f) valances g) mattress protectors h) duvets/pillows i) bathroom linen <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to strip and make beds |
| What you must DO for Outcome 3 | The assessor <u>must</u> assess assessment criteria 5 - 11 by directly observing the candidate's work. |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least five from linen and bed coverings <ul style="list-style-type: none"> a) sheets b) blankets/duvets c) bedspreads/throws d) waterproof sheets e) valances f) mattress protectors g) duvets/pillows pillowcases/sheets • at least one from beds <ul style="list-style-type: none"> a) double/single beds b) cots/folding beds c) zip and link d) sofa beds • at least one from customers <ul style="list-style-type: none"> a) new b) stay over <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 138

Clean windows from the inside (1HK2)

Level: 1
NDAQ number: K/601/5024
Credit value: 2
GLH: 16

Unit aim

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.

Learning outcomes

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

1. Be able to prepare to clean windows from inside
2. Know how to prepare to clean windows from inside
3. Be able to clean the inside surface of windows
4. Know how to clean the inside surface of windows

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 138 Clean windows from the inside (1HK2)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare to clean windows from inside

The learner can:

1. **Prepare working area and equipment**
2. Inspect the surface to be cleaned
3. Identify any damaged or loose **surfaces**
4. Report damaged or loose surfaces to the relevant person and ask for advice
5. Choose **cleaning materials** and methods that are appropriate to the work schedule, the type of **dirt** and the surface to be cleaned

What you must cover:

- | | |
|--|---|
| 1. Preparation of work area <ol style="list-style-type: none">a) Use of protective clothingb) Put up hazard warning signsc) Protect surrounding areas | 3. Cleaning equipment and materials <ol style="list-style-type: none">a) Clothsb) Cleaning chemicalsc) Squeegees |
| 2. Surfaces <ol style="list-style-type: none">a) Windowsb) Window frames | 4. Dirt <ol style="list-style-type: none">a) Loose dirtb) Dirt that is hard to remove |

Outcome 2 Know how to prepare to clean windows from inside

The learner can:

- K1. State organisation's standards for cleaning windows
- K2. State how frequently windows should be cleaned
- 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 to remove

Unit 138 Clean windows from the inside (1HK2)

Learning outcomes and assessment criteria

Outcome 3 Be able to clean the inside surface of windows

The learner can:

6. Apply the cleaning agent to the **surface** in a controlled way, following the manufacture's instructions and recommendations
7. Loosen dirt that is stuck on to the surface without causing damage
8. Clean thoroughly and remove an dirt without damaging the surface
9. Report any **dirt** that you cannot remove to the relevant person
10. Leave windows and glass dry and smear free
11. Make sure that frames and sills are dry
12. Put the work area back as found

What you must cover:

1. Surfaces

- a) Windows
- b) Window frames

2. Dirt

- a) Loose dirt
- b) Dirt that is hard to remove

Outcome 4 Know how to clean the inside surface of windows

The learner can:

- K11. State why dirt that cannot be removed should be reported
- K12. State why frames and sills should be left dry

Unit 138 Clean windows from the inside (1HK2)

Evidence requirements

| | |
|--|---|
| Unit 1HK2 | Clean windows from the inside |
| Outcome 1 | Be able to prepare to clean windows from the inside |
| What you must DO for Outcome 1 | The assessor <u>must</u> assess assessment criteria 1, 2, 3 and 5 by directly observing the candidate's work. The assessor may assess assessment criteria 4 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 1 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least two from preparation of work area <ul style="list-style-type: none"> a) use of protective clothing b) put up hazard warning signs c) protect surrounding areas • Both from surfaces <ul style="list-style-type: none"> a) windows b) window frames • at least two from cleaning equipment and materials <ul style="list-style-type: none"> a) cloths b) cleaning chemicals c) squeegees • at least one from dirt <ul style="list-style-type: none"> a) loose dirt b) dirt that is hard to remove <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to clean the inside surfaces of windows |
| What you must DO for Outcome 3 | The assessor <u>must</u> assess assessment criteria 6, 7, 8, 10, 11 and 12 by directly observing the candidate's work. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 3 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • Both from surfaces <ul style="list-style-type: none"> a) windows b) frames • at least one from dirt <ul style="list-style-type: none"> a) loose dirt b) dirt that is hard to remove <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 139

Service bathrooms and toilets (1HK3)

Level: 1
NDAQ number: J/601/5032
Credit value: 3
GLH: 24

Unit aim

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.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to clean toilets and washrooms
2. Understand how to clean toilets and washrooms
3. Be able to clean bathrooms
4. Understand how to clean bathrooms
5. Be able to restock customer supplies and accessories
6. Understand how to restock customer supplies and accessories

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 139 Service bathrooms and toilets (1HK3)

Learning outcomes and assessment criteria

Outcome 1 Be able to clean toilets and washrooms

The learner can:

1. **Prepare the work area** for cleaning
2. Clean drains and taps so that they are free of dirt and removable marks
3. Clean the inside of the **toilet** so that it is free of dirt and removable marks
4. Check that toilets are free flushing and draining
5. Clean the outside of the toilet so that it is free from dirt and removable marks
6. Clean the surrounding floors, walls and mirrors
7. Use **cleaning equipment and materials** in line with manufactures' instructions
8. Clean cleaning equipment and materials after use and store them correctly

What you must cover:

1. Preparation of work area

- a) Use of protective clothing
- b) Put up hazard warning signs
- c) Protect surrounding areas
- d) Ensure the room is properly ventilated

2. Surfaces

- a) Plastic
- b) Ceramic
- c) Stainless steel
- d) Floor coverings

3. Toilets

- a) WCs
- b) Urinals

4. Cleaning equipment and materials

- a) Toilet brush and holder
- b) Cloths
- c) Cleaning chemicals
- d) Abrasive pads
- e) Mops and buckets

Unit 139 Service bathrooms and toilets (1HK3)

Learning outcomes and assessment criteria

Outcome 2 Understand how to clean toilets and washrooms

The learner can:

- K1. State organisation's standards for cleaning 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. State why different cleaning materials should not be mixed and the health and safety implications of this
- K5. State why manufacturers' 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 is in progress of toilets 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

Outcome 3 Be able to clean bathrooms

The learner can:

9. **Prepare the work area** for cleaning
10. Clean **bathroom appliances, surfaces**, fixtures and fittings so that they are dry and free from dirt and removable marks
11. Clean the surrounding floors, walls mirrors and other surfaces
12. Make sure that plug holes and over flows are free from blockages
13. Use **cleaning equipment and chemicals** in line with the manufacturers' instructions
14. Follow organisational procedures for dealing with the customers' personal property
15. Clean cleaning equipment and store it correctly after use

What you must cover:

1. Preparation of work area

- a) Use of protective clothing
- b) Put up hazard warning signs
- c) Protect surrounding areas
- d) Ensure the room is properly ventilated

2. Bathroom appliances

- a) Basins
- b) Bathtubs
- c) Spa baths
- d) Showers/shower heads

3. Surfaces

- a) Plastic
- b) Ceramic
- c) Stainless steel
- d) Wood
- e) Glass

4. Cleaning equipment and chemicals

- a) Cloths
- b) Cleaning chemicals
- c) Abrasive pads

Unit 139 Service bathrooms and toilets (1HK3)

Learning outcomes and assessment criteria

Outcome 4 Understand how to clean bathrooms

The learner can:

- 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

Outcome 5 Be able to restock customer supplies and accessories

The learner can:

- 16. Check and restock customer supplies and accessories
- 17. Arrange **customer supplies and accessories** as instructed
- 18. Make sure that customer supplies and accessories are clean and free from damage
- 19. Report and stock shortages to the appropriate member of staff
- 20. Make sure waste bins are empty, clean and ready for use
- 21. Identify **waste** and get it ready for **dispatch**

What you must cover:

1. Customer supplies and accessories

- a) Disposable
- b) Re-usable

2. Waste

- a) Hazardous

- b) Non-hazardous

3. Dispatch methods

- a) External collection
- b) Incineration/compression
- c) Recycling

Outcome 6 Understand how to restock customer supplies and accessories

The learner can:

- 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 139 Service bathrooms and toilets (1HK3)

Evidence requirements

| | |
|--|--|
| Unit 1HK3 | Help to service toilets and bathrooms |
| Outcome 1 | Be able to clean toilets and washrooms |
| What you must DO for Outcome 1 | The assessor <u>must</u> assess assessment criteria 1- 8 by directly observing the candidate's work. |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from preparation of work area <ul style="list-style-type: none"> a) use of protective clothing b) put up hazard warning signs c) protect surrounding areas d) ensure the room is properly ventilated • at least one from surfaces <ul style="list-style-type: none"> a) plastic b) ceramic c) stainless steel d) floor coverings • at least one from toilets <ul style="list-style-type: none"> a) WCs b) urinals • at least three from cleaning equipment and materials <ul style="list-style-type: none"> a) toilet brush and holder b) cloths c) cleaning chemicals d) abrasive pads e) mops and buckets <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to clean bathrooms |
| What you must DO for Outcome 3 | The assessor <u>must</u> assess assessment criteria 9 - 15 by directly observing the candidate's work. |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from preparation of work area <ul style="list-style-type: none"> a) use of protective clothing b) put up hazard warning signs c) protect surrounding areas d) ensure the room is properly ventilated |

| | |
|--|--|
| | <ul style="list-style-type: none"> • at least two from bathroom appliances <ul style="list-style-type: none"> a) basins b) bathtubs c) spa baths d) showers/shower heads • at least two from surfaces <ul style="list-style-type: none"> a) plastic b) ceramic c) stainless steel d) wood e) glass • at least two from cleaning equipment and chemicals <ul style="list-style-type: none"> a) cloths b) cleaning chemicals c) abrasive pads <p>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</p> |
| Outcome 5 | Be able to restock customer supplies and accessories |
| What you must DO for Outcome 5 | <p>The assessor <u>must</u> assess assessment criteria 16, 17, 18, 20 and 21 by directly observing the candidate’s work.</p> <p>The assessor may assess assessment criteria 19 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 5 | <p>There must be performance evidence, gathered through observing the candidate’s work for:</p> <ul style="list-style-type: none"> • at least one from customer supplies and accessories <ul style="list-style-type: none"> a) disposable b) re-usable • at least one from waste <ul style="list-style-type: none"> a) hazardous b) non-hazardous • at least two from dispatch methods <ul style="list-style-type: none"> a) external collection b) incineration/compression c) recycling <p>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</p> |

Unit 140

Help to clean and maintain furnished areas (1HK4)

Level: 1

NDAQ number: Y/601/7335

Credit value: 3

GLH: 22

Unit aim

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.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to clean surfaces, furnishings, fixtures and fittings
2. Understand how to clean surfaces, furnishings, fixtures and fittings
3. Be able to clean floors and floor coverings
4. Understand how to clean floors and floor coverings
5. Be able to service furnished areas
6. Understand how to service furnished areas

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 140 Help to clean and maintain furnished areas (1HK4)

Learning outcomes and assessment criteria

Outcome 1 Be able to clean surfaces, furnishings, fixtures and fittings

The learner can:

1. **Prepare the work area** for cleaning
2. Check and prepare cleaning equipment in line with the manufacturers' instructions before using it
3. Clean **surfaces, furnishings and fittings** so that they are free from dust, debris and removable marks
4. Follow the manufacturers' instructions when using **equipment and materials**
5. Deal with cleaning equipment correctly after use

What you must cover:

- | | |
|--|-----------------------------------|
| 1. Preparation of work area | c) Plastic |
| a) Use of protective clothing | d) Metal |
| b) Put up hazard warning signs | e) Painted surfaces |
| c) Protect surrounding areas | f) Fabric |
| 2. Surfaces, furnishings, fixtures and fittings | 3. Equipment and materials |
| a) Wood | a) Manual equipment |
| b) Glass | b) Powered equipment |
| | c) Cleaning chemicals |

Outcome 2 Understand how to clean surfaces, furnishings, fixtures and fittings

The learner can:

- 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

Unit 140 Help to clean and maintain furnished areas (1HK4)

Learning outcomes and assessment criteria

Outcome 3 Be able to clean floors and floor coverings

The learner can:

6. **Prepare the work area** for cleaning
7. Check and prepare cleaning **equipment and materials** in line with the manufacturers' instructions before using it
8. Clean floor and floor coverings safely and systemically
9. Make sure that finished floors and floor coverings are dry and free from dust, dirt, debris and removable marks
10. Get rid of waste and dirty water correctly and safely
11. Clean and store cleaning equipment and materials correctly after use

What you must cover:

1. Preparation of work area

- a) Use of protective clothing
- b) Put up hazard warning signs
- c) Protect surrounding areas

2. Equipment and materials

- a) Manual equipment
- b) Powered equipment
- c) Cleaning chemicals

Outcome 4 Understand how to clean floors and floor coverings

The learner can:

- 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

Outcome 5 Be able to service furnished areas

The learner can:

12. Check that heating, lighting and ventilation systems are set correctly
13. Make sure that furnished areas are free from unpleasant smells
14. Empty **waste** bins and leave them clean and ready for use
15. Get waste ready for **collection**, sorting if necessary

Unit 140 Help to clean and maintain furnished areas (1HK4)

Learning outcomes and assessment criteria

What you must cover:

1. Waste

- a) Hazardous
- b) Non-hazardous

2. Collection methods

- a) External collection
- b) Incineration/compression
- c) Recycling

Outcome 6 Understand how to service furnished areas

The learner can:

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 140 Help to clean and maintain furnished areas (1HK4)

Evidence requirements

| | |
|--|---|
| Unit 1HK4 | Help to clean and maintain furnished areas |
| Outcome 1 | Be able to clean surfaces, furnishing, fixtures and fittings |
| What you must DO for Outcome 1 | The assessor <u>must</u> assess assessment criteria 1- 5 by directly observing the candidate's work. |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from preparation of work area <ul style="list-style-type: none"> a) use of protective clothing b) put up hazard warning signs c) protect surrounding areas • at least four from surfaces, furnishings, fixtures and fittings <ul style="list-style-type: none"> a) wood b) glass c) plastic d) metal e) painted surfaces f) fabric • at least one from equipment and materials <ul style="list-style-type: none"> a) manual equipment b) powered equipment c) cleaning chemicals <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to clean floors and floor coverings |
| What you must DO for Outcome 3 | The assessor <u>must</u> assess assessment criteria 6 - 11 by directly observing the candidate's work. |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from preparation of work areas <ul style="list-style-type: none"> a) use of protective clothing b) put up hazard warning signs c) protect surrounding areas • at least two from Equipment and materials <ul style="list-style-type: none"> a) manual equipment b) powered equipment c) cleaning chemicals |

| | |
|--|--|
| | Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony. |
| Outcome 5 | Be able to service furnished areas |
| What you must DO for Outcome 5 | The assessor <u>must</u> assess assessment criteria 12 - 15 by directly observing the candidate's work. |
| What you must COVER for Outcome 5 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from waste <ul style="list-style-type: none"> a) hazardous b) non-hazardous • at least two from collection methods <ul style="list-style-type: none"> a) external collection b) incineration/compression c) recycling <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 141

Package food for delivery (1P&C1)

Level: 1
NDAQ number: Y/601/5665
Credit value: 3
GLH: 24

Unit aim

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.

Learning outcomes

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

1. Be able to package food for delivery
2. Understand how to package food for delivery

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 141 Package food for delivery (1P&C1)

Learning outcomes and assessment criteria

Outcome 1 Be able to package food for delivery

The learner can:

1. Make sure all **food** has been prepared correctly
2. Pack and seal food to organisational and legal requirements
3. Accurately and clearly label all packed food
4. Load packed food into the correct containers ready for collection
5. Clean packaging areas and equipment to organisational and legal standards after use

What you must cover:

1. Food

- a) Hot food
- b) Cold food

Outcome 2 Understand how to package food for delivery

The learner can:

- 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 clear 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 141 Package food for delivery (1P&C1)

Evidence requirements

| | |
|--|---|
| Unit 1P&C1 | Package food for delivery |
| What you must DO for Outcome 1 | The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4 & 5 by directly observing the candidate's work. |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• at least one from food <p>a) hot food b) cold food</p> <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 142

Solve business problems (1FOH10)

Level: 1

NDAQ number: M/601/2450

Credit value: 3

GLH: 14

Unit aim

This unit is about recognising that there is a problem with the way work is being carried out in a business environment, and working with other people to help resolve the business problem.

Learning outcomes

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

1. Know how to identify business problems
2. Understand techniques for solving straightforward business problems
3. Be able to recognise business problems
4. Be able to carry out a solution to the business problem

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

This is an imported unit from CfA.

Unit 142 Solve business problems (1FOH10)

Learning outcomes and assessment criteria

Outcome 1 Know how to identify business problems

The learner can:

K1. Outline ways of identifying a problem in the business environment

Outcome 2 Understand techniques for solving straightforward business problems

The learner can:

K2. Outline different ways of solving the business problem

K3. Outline reasons for having support and feedback from others when solving business problems

Outcome 3 Be able to recognise business problems

The learner can:

1. Check own understanding of the business problem
2. Work with others to discuss and resolve the business problem

Outcome 4 Be able to carry out a solution to the business problem

The learner can:

3. Seek advice on how to deal with the business problem
4. Solve the business problem, involving others as required
5. Confirm that the business problem has been solved

Unit 142 Solve business problems (1FOH10)

Evidence requirements

| Learning Outcomes | Assessment Criteria | Assessment guidance |
|-------------------|---------------------|---|
| 3. | 1 | Evidence may be supplied via candidate reports/reflective accounts |
| | 2 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • minutes of meetings • memos • emails |
| 4. | 3 - 4 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role |
| | 5 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • minutes of meetings • memos • emails |

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

| | |
|----------------------|-------------------|
| Level: | 2 |
| NDAQ number: | D/601/6980 |
| Credit value: | 4 |
| GLH: | 32 |

Unit aims

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.

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

1. Be able to keep self clean and hygienic
2. Know how to keep self clean and hygienic
3. Be able to keep working area clean and hygienic
4. Know how to keep working area clean and hygienic
5. Be able to store food safely
6. Know how to store food safely
7. Be able to prepare, cook and hold food safely
8. Know how to prepare, cook and hold food safely
9. Know how to maintain food safety

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

Outcome 1 Be able to keep self clean and hygienic

The learner can:

1. Wear clean and hygienic **clothes** appropriate to the jobs being undertaken
2. Tie hair back and/or wear appropriate hair covering
3. Only wear jewellery and other accessories that do not cause food safety hazards
4. Change clothes when necessary
5. Wash hands thoroughly at **appropriate times**
6. Avoid **unsafe behaviour** that could contaminate the food working with
7. Report and cuts, boils, grazes, illness and infections promptly to the appropriate person
8. Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing

What you must cover:

1. Clothes

- a) Trousers
- b) Tops/jackets
- c) Coats
- d) Disposable gloves
- e) Shoes
- f) Headgear
- g) Aprons

2. Appropriate times to wash your hands

- a) After going to the toilet or in contact with faeces
- b) When going into food preparation and cooking areas including after any work breaks
- c) After touching raw food and waste

- d) Before handling raw food

- e) After disposing of waste

- f) After cleaning

- g) After changing dressings or touching open wounds

3. Unsafe behaviour

- a) Failure to wash hands thoroughly when necessary

- b) Touching your face, nose or mouth, blowing your nose

- c) Chewing gum

- d) Eating

- e) Smoking

- f) Scratching

Unit 203 **Maintain food safety when preparing, storing and cooking food (2GEN3)**

Learning outcomes and assessment criteria

Outcome 2 Know how to keep self clean and hygienic

The learner can:

- 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 that 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

Outcome 3 Be able to keep working area clean and hygienic

The learner can:

- 9. Make sure **surfaces and equipment** are clean and in good condition
- 10. Use clean and suitable cloths and equipment for wiping and cleaning between tasks
- 11. Remove from use any surfaces and equipment that are damaged or have loose parts
- 12. Report damaged surfaces, equipment to the person responsible for food safety
- 13. Dispose of waste promptly, hygienically and appropriately
- 14. Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings
- 15. Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person
- 16. Identify, take appropriate action on any signs of pests
- 17. Report any signs of pest to the appropriate person

What you must cover:

1. Surfaces and equipment

- a) Surfaces and utensils for preparing, cooking and holding food
- b) Surfaces and utensils used for displaying and serving food
- c) Appropriate cleaning equipment

Unit 203 **Maintain food safety when preparing, storing and cooking food (2GEN3)**

Learning outcomes and assessment criteria

Outcome 4 Know how to keep working area clean and hygienic

The learner can:

- 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

Outcome 5 Be able to store food safely

The learner can:

- 18. Check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery
- 19. Look at and retain any important labelling information
- 20. Prepare food for storage
- 21. Place food in storage as quickly as necessary to maintain its safety
- 22. Make sure **storage areas** are clean, suitable and maintained at the correct temperature for the type of food
- 23. Store food so that cross contamination is prevented
- 24. Follow stock rotation procedures
- 25. Safely dispose of food that is beyond 'use-by-date'
- 26. Keep necessary records up-to-date

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

What you must cover:

1. Storage areas

- a) Ambient temperature
- b) Refrigerator
- c) Freezer

Outcome 6 Know how to store food safely

The learner can:

- 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 procedures are important
- K38. State why food beyond its 'use-by-date' must be disposed of

Outcome 7 Be able to prepare, cook and hold food safely

The learner can:

27. Check food before and during **operations** for any **hazards**
28. Follow correct procedures for dealing with food hazards
29. Follow organisational procedures for items that may cause allergic reactions
30. Prevent cross-contamination between different types of food
31. Use methods, times, temperatures and checks to make sure food is safe following operations
32. Keep necessary records up-to-date

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

What you must cover:

1. Operations

- a) Defrosting food
- b) Preparing food, including washing and peeling
- c) Cooking food
- d) Reheating food
- e) Holding food before serving
- f) Cooling cooked food not for immediate consumption

- g) Freezing cooked food not for immediate consumption

2. Hazards

- a) Bacteria and other organisms
- b) Chemical
- c) Physical
- d) Allergenic

Outcome 8 Know how to prepare, cook and hold food safely

The learner can:

- 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 do if a customer asks if a particular dish is free from certain a 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 and 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

Unit 203 Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

Outcome 9 Know how to maintain food safety

The learner can:

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 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Evidence requirements

| | |
|--|--|
| Unit 2GEN3 | Maintain food safety when storing, preparing and cooking food |
| Outcome 1 | Be able to keep yourself clean and hygienic |
| What you must DO for Outcome 1 | The assessor <u>must</u> assess criteria 1, 2, 3 and 5 by directly observing the candidate's work. The assessor may assess assessment criteria 4, 6, 7 and 8 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from clothes <ol style="list-style-type: none"> a) trousers b) tops/jackets c) coats d) disposable gloves e) shoes f) headgear g) aprons • at least five from appropriate times to wash your hands <ol style="list-style-type: none"> a) after going to the toilet or in contact with faeces b) when going into food preparation and cooking areas including after any work breaks c) after touching raw food and waste d) before handling raw food e) after disposing of waste f) after cleaning g) changing dressings or touching open wounds • none from unsafe behaviour <ol style="list-style-type: none"> a) failure to wash hands thoroughly when necessary b) touching your face, nose or mouth, blowing your nose c) chewing gum d) eating e) smoking f) scratching <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 3 | Be able to keep your working area clean and hygienic |
| What you must do for Outcome 3 | <p>The assessor <u>must</u> assess assessment criteria 9, 10, 13, 14 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 11, 12, 15, 16 and 17 through questioning or witness testimony if no naturally occurring evidence is available.</p> |

| | |
|---|---|
| <p>What you must COVER for Outcome 3</p> | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from surfaces and equipment <ol style="list-style-type: none"> a) surfaces and utensils for preparing, cooking and holding food b) surfaces and utensils used for displaying and serving food c) appropriate cleaning equipment <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| <p>Outcome 5 2GEN3</p> | <p>Be able to store food safely</p> |
| <p>What you must DO for Outcome 5</p> | <p>The assessor <u>must</u> assess assessment criteria 18, 19, 20, 21, 22, 23 & 24 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 25 & 26 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| <p>What you must COVER for Outcome 5</p> | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from storage areas <ol style="list-style-type: none"> a) ambient temperature b) refrigerator c) freezer <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| <p>Outcome 7</p> | <p>Be able to prepare, cook and hold food safely</p> |
| <p>What you must DO for Outcome 7</p> | <p>The assessor <u>must</u> assess assessment criteria 30 and 31 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 27, 28, 29 and 32 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| <p>What you must COVER for Outcome 7</p> | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from operations <ol style="list-style-type: none"> a) defrosting food b) preparing food, including washing and peeling c) cooking food d) reheating food e) holding food before serving f) cooling cooked food not for immediate consumption g) freezing cooked food not for immediate consumption • none from hazards <ol style="list-style-type: none"> a) bacteria and other organisms b) chemical c) physical d) allergenic <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 204

Maintain food safety when storing, holding and serving food (2GEN4)

Level: 2
NDAQ number: A/601/5030
Credit value: 4
GLH: 31

Unit aim

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.

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

1. Know how to maintain food safety
2. Be able to keep self clean and hygienic
3. Know how to keep self clean and hygienic
4. Be able to keep working area clean and hygienic
5. Know how to keep working area clean and hygienic
6. Be able to store food safely
7. Know how to store food safely
8. Be able to hold and serve food safely
9. Know how to hold and serve food safely

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 204 Maintain food safety when storing, holding and serving food (2GEN4)

Learning outcomes and assessment criteria

Outcome 1 Know how to maintain food safety

The learner can:

- 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

Outcome 2 Be able to keep self clean and hygienic

The learner can:

1. Wear clean and suitable clothes appropriate to the jobs to be done
2. Only wear jewellery and other accessories that do not cause food safety hazards
3. Change clothes when necessary to prevent bacteria spreading
4. Wash hands thoroughly at appropriate times
5. Avoid unsafe behaviour that could contaminate the food
6. Report any cuts, grazes, illness and infections promptly to the proper person
7. Make sure any cuts and grazes are treated and covered with an appropriate dressing

Outcome 3 Know how to keep self clean and hygienic

The learner can:

- 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 reporting 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

Unit 204 **Maintain food safety when storing, holding and serving food (2GEN4)**

Learning outcomes and assessment criteria

Outcome 4 Be able to keep working area clean and hygienic

The learner can:

8. Make sure **surfaces and equipment** for displaying and serving food are clean and in good condition
9. Use clean and suitable cloths and equipment for wiping and cleaning between tasks
10. Remove from use any surfaces and equipment that are damaged or have loose parts
11. Report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety
12. Dispose of waste promptly, hygienically and appropriately
13. Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings furniture and fittings
14. Identify, take appropriate action on and report to appropriate person any signs of pests

What you must cover:

1. Surfaces and equipment

- a) Surfaces and utensils used for displaying and serving food
- b) Appropriate cleaning equipment

Outcome 5 Know how to keep working area clean and hygienic

The learner can:

- 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
- K24. State what types of damage to look for in walls, floors, ceiling, furniture and fitting that could cause food safety hazards
- K25. List the types of pests that could be found in catering operations
- K26. Describe how to identify the signs that pests are present

Unit 204 **Maintain food safety when storing, holding and serving food (2GEN4)**

Learning outcomes and assessment criteria

Outcome 6 Be able to store food safely

The learner can:

15. Check that food is undamaged and within its 'use-by date' once it has been received
16. Prepare food for storage
17. Put food in the correct storage area as quickly as necessary to maintain its safety
18. Make sure **storage areas** are clean and maintained at the correct temperature for the type of food
19. Store food so that cross-contamination is prevented
20. Follow stock rotation procedures
21. Safely dispose of food that is beyond 'use-by date'
22. Keep necessary records up-to-date

What you must cover:

1. Storage areas

- a) Ambient temperatures
- b) Refrigerator
- c) Freezer

Outcome 7 Know how to store food safely

The learner can:

- K27. State the importance of making sure food deliveries are undamaged and within their 'use-by date'
- K28. State why it is important that food is stored at the correct temperature
- K29. Describe how to ensure food is stored at the correct temperature
- K30. State the importance of preparing food for storage whilst retaining important labelling information
- K31. State why food must be put in the correct storage area
- K32. State what temperature different foods should be stored at
- K33. State the importance of clean storage areas
- K34. Describe what to do if storage areas are not kept clean
- K35. Describe how to check food is stored at the correct temperature
- K36. State the importance of separating raw and ready-to-eat food
- K37. List what types of food are raw and which are ready-to-eat
- K38. Explain why stock rotation procedures are important
- K39. State why food beyond its use-by-date must be disposed of

Unit 204 Maintain food safety when storing, holding and serving food (2GEN4)

Learning outcomes and assessment criteria

Outcome 8 Be able to hold and serve food safely

The learner can:

23. Handle food in a way that protects it from **hazards**
24. Follow organisational procedures for items that may cause allergic reactions
25. Use methods, times and temperatures that maintain food safety
26. Keep necessary records up-to-date

What you must cover:

1. Hazards

- a) Sources of bacteria and other organisms
- b) Chemical
- c) Physical
- d) Allergenic

Outcome 9 Know how to hold and serve food safely

The learner can:

- K40. Describe how to check food during holding and serving
- K41. State the importance of knowing that certain foods can cause allergic reactions
- K42. State what procedure to follow to deal with food that can cause allergic reactions
- K43. State what to do if a customer asks if a particular dish is free from a certain food allergen
- K44. Describe how cross contamination can happen between raw food and food that is ready to eat
- K45. Describe how to avoid cross contamination between raw and ready to eat food
- K46. State the holding temperature and times that must be used for the food

Unit 204

Maintain food safety when storing, holding and serving food (2GEN4)

Evidence requirements

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| Unit 2GEN4 | Maintain food safety when storing, holding and serving food |
| Outcome 2 | Be able to keep yourself clean and hygienic |
| What you must DO for Outcome 2 | The assessor must assess assessment criteria 1, 2 and 4 by directly observing the candidate's work. The assessor may assess assessment criteria 3, 5, 6 and 7 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 2 | Understanding of why you must be clean and hygienic must be assessed through questioning. |
| Outcome 4 | Be able to keep your working area clean and hygienic |
| What you must DO for Outcome 4 | The assessor must assess assessment criteria 8, 9 and 12 by directly observing the candidate's work. The assessor may assess assessment criteria 10,11, 13 and 14 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 4 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • both from surfaces and equipment <ul style="list-style-type: none"> a) surfaces and utensils used for displaying and serving food b) appropriate cleaning equipment <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
| Outcome 6 | Be able to store food safely |
| What you must DO for Outcome 6 | The assessor must assess assessment criteria 15, 16, 17, 18, 19 and 20 by directly observing the candidate's work. The assessor may assess assessment criteria 21 and 22 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 6 | There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least one from storage areas <ul style="list-style-type: none"> a) ambient temperature b) refrigerator |

| | |
|--|--|
| | <p>c) freezer</p> <p>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</p> |
| Outcome 8 | Be able to hold and serve food safely |
| What you must DO for Outcome 8 | <p>The assessor must assess assessment criteria 24, 26 by directly observing the candidate’s work.</p> <p>The assessor may assess assessment criteria 23 and 25 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 8 | <p>There must be performance evidence, gathered through observing the candidate’s work for:</p> <ul style="list-style-type: none"> • at least three from hazards <p style="margin-left: 40px;"> a) sources of bacteria and other organisms b) chemical c) physical d) allergenic </p> <p>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</p> |

Unit 205

Maintain and deal with payments (2GEN9)

Level: 2
NDAQ number: M/6015039
Credit value: 4
GLH: 30

Unit aims

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.

Learning outcomes

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

1. Be able to maintain and deal with payments
2. Know how to maintain and deal with payments

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 205 **Maintain and deal with payments (2GEN9)**

Learning outcomes and assessment criteria

Outcome 1 Be able to maintain and deal with payments

The learner can:

1. Make sure payment point is working and that all **materials** needed are available
2. Maintain the payment point and restock it when necessary
3. Enter/scan information into the payment point correctly
4. Tell the customer how much they have to pay
5. Acknowledge the customer's **payment** and validate it where necessary
6. Follow correct procedure for chip and pin transactions
7. Put the payment in the right place according to organisational procedures
8. Give correct change for cash transactions
9. Carry out transactions without delay and give relevant confirmation to the customer
10. Make the payment point content available for authorised collection when asked to

What you must cover:

1. Materials

- a) Cash
- b) Cash equivalents
- c) Relevant stationary
- d) Till/credit/debit rolls

2. Payments

- a) Cash
- b) Cheques
- c) Credit cards
- d) Debit cards
- e) Cash equivalents

Outcome 2 Know how to maintain and deal with payments

The learner can:

- 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 205 Maintain and deal with payments (2GEN9)

Evidence requirements

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| Unit 2GEN9 | Maintain and deal with payments |
| What you must DO for Outcome 1 | <p>The assessor must assess assessment criteria 1 and 3 - 10 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 2 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from materials <ul style="list-style-type: none"> a) cash b) cash equivalents c) relevant stationery d) till/credit/debit rolls • at least two from payments <ul style="list-style-type: none"> a) cash b) cheques c) credit cards d) debit cards e) cash equivalents <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Unit 217

Prepare and serve dispensed and instant hot drinks (2DS7)

Level: 2

NDAQ number: T/601/4927

Credit value: 3

GLH: 30

Unit aim

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.

Learning outcomes

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

1. Be able to prepare equipment and work area for service
2. Understand how to prepare equipment and work area for service
3. Be able to prepare and serve hot drinks
4. Understand how to prepare and serve hot drinks

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 217 Prepare and serve dispensed and instant hot drinks (2DS7)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare equipment and work area for service

The learner can:

1. Prepare the **preparation, service** and **other equipment** ready for use
2. Clean the work areas, leaving them tidy and ready for use
3. Make sure that preparation, service and other equipment is clean and free from damage
4. Store sufficient **drink ingredients** and **accompaniments** ready for use

What you must cover:

1. Preparation equipment

- a) Small vending machines
- b) Urns / kettles
- c) Coffee pots
- d) Tea pots

2. Service equipment

- a) Cutlery
- b) Glassware
- c) Crockery
- d) Trays

3. Other equipment

- a) Dish washers
- b) Fridges/freezers
- c) Thermometers

4. Drink ingredients

- a) Coffee bags /pods / capsules
- b) Pre-ground coffee beans
- c) Instant coffee
- d) Syrups
- e) Chocolate powder
- f) Loose tea
- g) Tea bags
- h) Fruit / herbal tea

5. Drink accompaniments

- a) Sugar
- b) Milk
- c) Dusting/topping powder
- d) Cream

Outcome 2 Understand how to prepare equipment and work area for service

The learner can:

- 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

Unit 217 Prepare and serve dispensed and instant hot drinks (2DS7)

Learning outcomes and assessment criteria

Outcome 3 Be able to prepare and serve hot drinks

The learner can:

5. Identify customer requirements
6. Provide customers with accurate information on **drinks** as required
7. Promote company drinks to customers at all appropriate times
8. Make the drinks using the correct equipment and **ingredients**
9. Serve the drink in company style, offering the correct **accompaniments**
10. Clean **preparation and serving equipment** after use and tidy the preparation and serving area

What you must cover:

1. Drinks

- a) Coffee
- b) Hot chocolate
- c) Tea

2. Preparation equipment

- a) Small vending machines
- b) Kettles
- c) Urns
- d) Coffee pots
- e) Tea pots

3. Service equipment

- a) Cutlery
- b) Glassware
- c) Crockery
- d) Trays

4. Drink ingredients

- a) Coffee bags/pods/capsules
- b) Pre-grounded coffee beans
- c) Instant coffee
- d) Syrups
- e) Chocolate powder
- f) Loose tea
- g) Tea bags
- h) Fruit/herbal tea

5. Drink accompaniments

- a) Sugar
- b) Milk
- c) Dusting/topping powder
- d) Cream

Outcome 4 Understand how to prepare and serve hot drinks

The learner can:

- 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

Unit 217

Prepare and serve dispensed and instant hot drinks (2DS7)

Evidence requirements

| | |
|--|---|
| Unit 2DS7 | Prepare and serve dispensed and instant hot drinks |
| Outcome 1 | Be able to prepare work areas and equipment for service |
| What you must DO for Outcome 1 | The assessor <u>must</u> assess assessment criteria 1- 4 by directly observing the candidate's work. |
| What you must COVER for Outcome 1 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from preparation equipment <ul style="list-style-type: none"> a) small vending machines b) urns/kettles c) coffee pots d) tea pots • at least two from service equipment <ul style="list-style-type: none"> a) cutlery b) glassware c) crockery d) trays • at least one from other equipment <ul style="list-style-type: none"> a) dish washers b) fridges/freezers c) thermometers • at least two from drinks <ul style="list-style-type: none"> a) coffee b) hot chocolate c) tea • at least three from drink ingredients <ul style="list-style-type: none"> a) coffee bags/pods/capsules b) pre-ground coffee beans c) instant coffee d) syrops e) chocolate powder f) loose tea g) tea bags h) fruit/herbal tea • at least two from drink accompaniments <ul style="list-style-type: none"> a) sugar b) milk c) dusting/topping powder d) cream <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

| | |
|--|--|
| Outcome 3 | Be able to prepare and serve hot drinks |
| What you must DO for Outcome 3 | <p>The assessor <u>must</u> assess assessment criteria 5, 6, 8, 9 and 10 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| What you must COVER for Outcome 3 | <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from drinks <ul style="list-style-type: none"> a) coffee b) hot chocolate c) tea • at least one from preparation equipment <ul style="list-style-type: none"> a) small vending machines b) kettles c) urns d) coffee pots e) tea pots • at least two from service equipment <ul style="list-style-type: none"> a) cutlery b) glassware c) crockery d) trays • at least three from drink ingredients <ul style="list-style-type: none"> a) coffee bags/pods/capsules b) pre-ground coffee beans c) instant coffee d) syrups e) chocolate powder f) loose tea g) tea bags h) fruit/herbal tea • at least two from drink accompaniments <ul style="list-style-type: none"> a) sugar b) milk c) dusting/topping powder d) cream <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |

Appendix 1 Course design and delivery

Initial assessment and induction

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

The initial assessment should identify:

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

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

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

Recommended delivery strategies

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

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

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

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

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

Appendix 2 Assessment

Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

Recording forms are available on the City & Guilds website. They can also be purchased via the Walled Garden.

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 by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms can be requested by email from catering@cityandguilds.com

People 1st Assessment Strategy Guidance

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

1. **external quality control**
2. **assessment principles**
3. **occupational expertise of assessors and verifiers**
4. **continuous professional development**

The strategy should be used alongside the NVQ/SVQ assessment and quality assurance guidance of the regulatory authorities. Further information about NVQs/SVQs can be found at www.people1st.co.uk. Feedback or comments on the sector assessment strategy can be emailed to qualifications@people1st.co.uk.

Assessment Principles

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such assessment of the sector's NVQs/SVQs will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate's supervisors and/or line managers. People1st recognise, however, that is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of the peripatetic assessors to support the assessment process.

Within these parameters, People1st expects that:

- the majority of assessment of the sector's NVQs/SVQs will be based on **performance evidence**, ie direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation.
- opportunities to ascertain candidate's **accreditation of prior learning** is maximised by early contact between the assessor and candidate and during initial assessment / induction period.

Witness Testimony

People 1st recognise the use of **witness testimony** and **expert witness testimony** as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and whom may be familiar with the national occupational standards, such as the candidate's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the candidate's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's minimum observations requirements must be met.

Expert witnesses may be used where additional support in relation to the assessment of technical competence is required. Expert witnesses may be:

- other approved assessors that are recognised to assess the relevant national occupational standards, or
- line managers, other managers or experienced colleagues that are not approved assessors, but who the awarding body agrees have current occupational competence, knowledge and expertise to make a judgement on a candidate's competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's requirements.

Professional Discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a candidate's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed.

Simulation

Simulation can only be used to assess candidates for the sector's NVQs/SVQs where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

Realistic Working Environment

Assessment of the sector’s NVQs/SVQs should ideally be carried out within the workplace, however, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE, currently operated in the sector can be found at **Annex B**.

Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice, People1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at **Annex E**.

Annex A - Units in the Hospitality, Leisure, Travel and Tourism NVQ/SVQ frameworks that permit simulation

| Unit Number | Unit Title | NVQs that the unit is used in |
|--------------------|---|---|
| 1GEN1 | Maintain a safe, hygienic and secure working environment | Level 1 and 2 NVQ Certificates/Diplomas in Hospitality |

Annex B - Criteria for Hospitality NVQ/SVQ Assessment in a Realistic Working Environment

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment. The number of hours candidate work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation’s criteria for this purpose.

| | | |
|----------|---|--|
| 1 | The work situation being represented is relevant to the NVQ(s)/SVQ(s) being assessed | <ul style="list-style-type: none"> • The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brassiere, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations. • Appropriate industrial equipment, furnishings and resources (eg ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered. • Industry trends are considered in the product and service offer. |
| 2 | The candidate’s work activities reflect those found in the situation being represented | <ul style="list-style-type: none"> • Candidates operate in a professional capacity with corresponding job schedules and/or descriptions. • Candidates are clear on their work activities and responsibilities. |

| | | |
|----------|--|---|
| 3 | The RWE is operated in the same manner to as a real work situation | <ul style="list-style-type: none"> • Customers are not prompted to behave in a particular manner. • Customer feedback received is maintained and acted upon. |
| 4 | The RWE is under pinned by commercial principles and responsibilities | <ul style="list-style-type: none"> • Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. • There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. • Candidates are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimizing wastage. • Legislative regulations are adhered to eg food safety, health and safety, equal opportunities, trade description. • Consumer information is provided on products and services eg allergy advice on food products. |

Annex C - Occupational Expertise of Assessors and Verifiers

The requirements set out below relates to all assessors and verifiers. The only exception relates to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on an arrangement as referred to in this assessment strategy.

✓ = mandatory

| Assessors and Internal Verifiers must: | Assessor | Internal Verifier |
|---|-----------------|--------------------------|
| Assessors and verifiers should: <ul style="list-style-type: none"> • have had training in terms of good assessment/verification practice, operating the assessment tools and grading • have the occupational knowledge of the NOS/NVQ/VRQ and capability to assess the apprentice at the required level • attend the required number of standardisation and training events per year | ✓ | ✓ |
| As a minimum a verifier should: <ul style="list-style-type: none"> • hold or be working towards a verifier qualification e.g. D34 / V1 / TAQA (IQA) or equivalent | | ✓ |
| As a minimum an assessor should: <ul style="list-style-type: none"> • hold or be working towards an assessor qualification e.g. D32, D33 / A1, A2 / TAQA or equivalent | ✓ | |
| Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry. | ✓ | ✓ |
| Adhere to the awarding body's assessment requirements and practise standardised assessment principles | ✓ | ✓ |

| | | |
|--|---|---------------|
| Adhere to the awarding organisation's assessment requirements and practise standardised assessment principles | ✓ | ✓ |
| Have sufficient resources to carry out the role of assessor or verifier, ie time and budget | ✓ | ✓ |
| Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential. | | ✓ |
| Hold qualifications, or have undertaken training, that has legislative relevance to the NVQ/SVQ being assessed (See Annex E). | ✓ | Good practice |
| Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex F). | ✓ | ✓ |

Annex D - Qualifications and Training Relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either received training or achieve qualifications. People1st is **not** stipulating that assessors, IQAs or EQAs must undertake and achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓= mandatory

| Qualification / Training | NVQ/SVQ | A | IV |
|---------------------------------|---|----------|---------------|
| Health and Safety | All sector NVQs/SVQs | ✓ | Good Practice |
| Food Safety | Food Processing and Cooking | ✓ | Good Practice |
| | Multi-Skilled Hospitality Services | ✓ | |
| | Professional Cookery | ✓ | |
| | Food and Drink Service | ✓ | |
| | Hospitality Supervision and Leadership (<i>with food and drink units</i>) | ✓ | |
| Licensing | Food and Drink Service | ✓ | Good Practice |
| | Hospitality Supervision (<i>with food and drink units</i>) | | |

Note:

The above states areas of training / qualifications needed for specific N/SVQs. People1st is not stating 'which' qualification assessors and verifiers should take, only the area in which they should be trained / qualified in.

Annex E Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

| | |
|--|---|
| Updating occupational expertise | <ul style="list-style-type: none">• Internal and external work placements• Work experience and shadowing (eg within associated departments)• External visits to other organisations• Updated and new training and qualifications (www.uksp.co.uk)• Training sessions to update skills• Visits to educational establishments• Trade fairs |
| Keeping up to date with sector developments and new legislation | <ul style="list-style-type: none">• Relevant sector websites• Membership of professional bodies• Papers and documents on legislative change• Networking events• Seminars, conferences, workshops, membership of committees / working parties (e.g. People1st events)• Staff development days |
| Standardising and best practice in assessment | <ul style="list-style-type: none">• Regular standardisation meetings with colleagues• Sharing best practice through internal meetings, newsletters, email circulars• Comparison of assessment and verification in other sectors• Attending awarding body meetings / seminars |

Downloadable guidance on CPD can be found at www.ifl.ac.uk

Appendix 3 Guidance on the use of Expert Witness

Introduction to Expert Witness Records

An Expert Witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process.

The approved Expert Witness will usually be the learner's supervisor or manager in the workplace but could also be an experienced colleague or other approved assessor.

The Expert Witness does not make any assessment decisions and is not, therefore, required to achieve either of the A units. All assessment decisions that take into account evidence provided by an Expert Witness must be made by an assessor who is qualified with A1/D32/D33

Requirements for Expert Witnesses

An Expert Witness should:

- be the candidate's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units they are providing an expert opinion on
- understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on.

Using an Expert Witness to collect evidence

It is important to remember that having an Expert Witness does not eliminate the need for a competent assessor to be assigned to a learner.

The assessor must still observe the minimum number of 'what you must do' and 'what you must cover' items in each unit.

The Expert Witness can be used to infer consistent competency and/or fill in gaps within the assessment process to ensure a streamlined approach to assessment.

In all instances, the assessor is responsible for making the final assessment decision and for signing off each unit, once satisfied that there is sufficient evidence of the learner's competence.

When making assessment decisions, the assessor must take into account:

- their own observations and assessments of the candidate's performance
- evidence collected by the Expert Witness and related to the 'what you must do and what you must cover'
- evidence of underpinning knowledge that has been gathered by the assessor.

How to record an Expert Witness Record

In all instances where a learner's assessment has been based in part on evidence collected via an Expert Witness, details of the witness involved must be provided in the learner's Unit Record file. The information should be provided on the Expert Witness Testimony record. The purpose of including this form in the learner's file is to make it clear to the internal and external verifiers that:

- an Expert Witness has been involved in the assessment process
- the Expert Witness is suitably qualified to carry out that role.

The form will also record an example of the witness's signature, so that their involvement in the portfolio can be easily identified throughout.

Expert Witness testimonies can be recorded in a variety of ways:

- digital voice recording
- written record
- verbally given by the witness and written summary by the assessor – including a signed declaration by the witness

Verification of Expert Witness Testimonies

When planning the internal verification sampling strategy the internal verifier should include a sample of a range of different expert witnesses.

The sample should include:

- records of the expert witness CV's/competence
- the assessed witness records
- interviewing of expert witnesses.
- learners questioning about the involvement of the Expert Witness within their portfolio.

A similar process will be carried out by the external verifier during verification visits to the centre.

Using Expert Witness Testimonies in your centre

You must ensure the Expert Witness meets the requirements of People 1st Assessment Strategy. You will need to complete an Expert Witness Nomination Form for each Witness and hold a copy of this within your centre record files. The External Verifier will include these within their centre sample.

Expert Witness Nomination Form



Centre Details

Centre contact name

Centre name

Centre approval number

Expert Witness Details

Name

Position

Workplace name

Workplace address

Street:

Town:

County:

Postcode:

Tel no:

Expert Witness status

(please tick)

new witness update to current delete from approval
witness details

To be completed by the Assessor

As the learner's assessor, I confirm that the Expert Witness above meets requirements of People 1st Assessment Strategy 9th December 2009 Version 1 and City & Guilds requirements:

- is technically competent in the units they are providing an expert opinion on
- works with the candidate on a regular basis
- has a thorough understanding of the units they are providing an expert opinion on
- has been fully briefed on their role as an Expert Witness, including the limits of their responsibility and City & Guilds evidence recording requirements.

Please provide evidence of the proposed Expert Witness's technical competence in all of the areas that they will be providing an expert opinion. You may provide a copy of their Curriculum Vitae if you prefer.

**Assessor's
signature**

Date

Witness's signature

Date

Appendix 4 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

These qualifications include opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:

- Functional Skills (England) – see **Functional Skills | City & Guilds (cityandguilds.com)**
- Essential Skills (Northern Ireland) – see **Northern Ireland maths & English | City & Guilds (cityandguilds.com)**
- Essential Skills Wales – see **ESQ Wales | City & Guilds (cityandguilds.com)**

Core Skills (Scotland only)

Core Skills are a central part of the Scottish qualifications system and are mandatory for Modern Apprenticeship framework completion. In many cases, candidates undertaking the qualifications will already have a Core Skills Profile from previous qualifications, eg some Standard Grade and other National Qualifications allow Automatic Core Skills certification.

Appendix 5 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centre Document Library** on www.cityandguilds.com or click on the links below:

Quality Assurance Standards: Centre Handbook

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

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

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

Quality Assurance Standards: Centre Assessment

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

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

Access arrangements - When and how applications need to be made to City & Guilds provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre Document Library** also contains useful information on such things as:

- Conducting examinations
- Registering learners
- Appeals and malpractice

Useful contacts

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

About City & Guilds

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

City & Guilds Group

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