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
The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright
The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:
centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
candidates may copy the material only for their own use when working towards a City & Guilds qualification
The Standard Copying Conditions (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.
Published by City & Guilds, a registered charity established to promote education and training
# Level 1 NVQ Certificate in Hospitality (7131) – QCF version

## All routes

<table>
<thead>
<tr>
<th>Qualification level and title</th>
<th>City &amp; Guilds Qualification Number</th>
<th>Qualification accreditation number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 NVQ Certificate in Accommodation Services</td>
<td>7131-01</td>
<td>500/9868/8</td>
</tr>
<tr>
<td>Level 1 NVQ Certificate in Food and Beverage Service</td>
<td>7131-02</td>
<td>500/9867/6</td>
</tr>
<tr>
<td>Level 1 NVQ Certificate in Food Preparation and Cooking</td>
<td>7131-03</td>
<td>500/9797/0</td>
</tr>
<tr>
<td>Level 1 NVQ Certificate in Hospitality Services</td>
<td>7131-04</td>
<td>501/0003/8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Version number</th>
<th>Changes made</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 September 2015</td>
<td>Removed last registration and certification dates – please refer to Walled Garden for up to date information on these</td>
<td>Introduction</td>
</tr>
<tr>
<td>1.4 April 2019</td>
<td>Replaced wording in the first three boxes for Assessors and Verifiers on page 209</td>
<td>Appendix 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annex C</td>
</tr>
</tbody>
</table>
HOSPITALITY AND CATERING
Support Materials

Our suite of support materials has been specifically designed to complement Hospitality & Catering qualifications, providing learners with great learning tools to support them in understanding the knowledge, progressing forward and succeeding.

Support Materials include:

- **Candidate Logbooks** now incorporate the new QCF standards and are packed with inspiring introductory materials, colour pictures, design features and useful extras such as recording forms which make the books easy to use. The logbooks are designed to maintain the highest standard of evidence recording to meet assessment requirements. Available for:
  - Level 2 NVQ Diploma in Food & Beverage Service
  - Level 2 NVQ Diploma in Professional Cookery

Find more information at: [www.cityandguilds.com/publications](http://www.cityandguilds.com/publications) or order copies from [www.walledgarden.com](http://www.walledgarden.com)

- **ProActive Textbooks** have been written and updated to the new QCF standards. They form part of a wider, fully integrated training and assessment package including e-learning. All core and optional units are covered and are ideal for referencing and preparing for examinations. Available for:
  - 7100 Diploma Professional Cookery Level 1
  - 7100 Diploma Professional Cookery Level 2
  - NVQ/SVQ and Technical Certificates Professional Cookery Level 2
  - 7103 Diploma, NVQ/SVQ and Technical Certificates Food & Beverage Service, Levels 1 & 2
  - 7250 Diploma, NVQ/SVQ and Technical Certificate Hospitality Supervision and Leadership Level 3

Find more information at: [www.heinemann.co.uk/proactive](http://www.heinemann.co.uk/proactive)

- **SmartScreen.co.uk** online support resources are currently available for Level 1 & 2 Professional Cookery Diplomas (7100) and Level 2 Food and Beverage Service (7103).

SmartScreen is a dedicated online support portal providing learner and tutor support for City & Guilds qualifications. Learners are engaged through interactive activities, lesson plans, visual resources and more, while tutors can benefit from a wide range of resources planned in conjunction for the standards set for the units, ensuring all possible outcomes are covered. They also have access to an interactive online discussion forum, monitored by a City & Guilds resident expert where they can ask other tutors questions, give advice and share best practice.

All these resources are completely versatile allowing tutors to adapt them in any way they choose.

Visit [www.smartscreen.co.uk/webconferencing](http://www.smartscreen.co.uk/webconferencing) for a 20-30 minute online demo or to subscribe visit [www.walled-garden.com](http://www.walled-garden.com)
## Contents

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the qualifications</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Centre requirements</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Units</td>
<td>18</td>
</tr>
<tr>
<td>Unit 101</td>
<td>Maintain a safe, hygienic and secure working environment (1GEN1)</td>
<td>20</td>
</tr>
<tr>
<td>Unit 103</td>
<td>Maintain customer care (1GEN3)</td>
<td>24</td>
</tr>
<tr>
<td>Unit 104</td>
<td>Work effectively as part of a hospitality team (1GEN4)</td>
<td>28</td>
</tr>
<tr>
<td>Unit 105</td>
<td>Clean and store crockery and cutlery (1GEN5)</td>
<td>32</td>
</tr>
<tr>
<td>Unit 106</td>
<td>Maintain a vending machine (1GEN6)</td>
<td>36</td>
</tr>
<tr>
<td>Unit 107</td>
<td>Prepare and clear areas for table and tray service (1FS1)</td>
<td>42</td>
</tr>
<tr>
<td>Unit 108</td>
<td>Provide a table/tray service (1FS2)</td>
<td>48</td>
</tr>
<tr>
<td>Unit 109</td>
<td>Prepare and clear areas for counter and takeaway service (1FS3)</td>
<td>53</td>
</tr>
<tr>
<td>Unit 110</td>
<td>Provide a counter and takeaway service (1FS4)</td>
<td>59</td>
</tr>
<tr>
<td>Unit 111</td>
<td>Provide a trolley service (1FS5)</td>
<td>63</td>
</tr>
<tr>
<td>Unit 112</td>
<td>Assemble meals for distribution via conveyor belt (1FS6)</td>
<td>67</td>
</tr>
<tr>
<td>Unit 113</td>
<td>Prepare and clear areas for drinks service (1BS1)</td>
<td>71</td>
</tr>
<tr>
<td>Unit 114</td>
<td>Serve drinks (1BS2)</td>
<td>77</td>
</tr>
<tr>
<td>Unit 115</td>
<td>Prepare vegetables (1FP1)</td>
<td>81</td>
</tr>
<tr>
<td>Unit 116</td>
<td>Prepare and finish simple salad and fruit dishes (1FP2)</td>
<td>84</td>
</tr>
<tr>
<td>Unit 117</td>
<td>Prepare hot and cold sandwiches (1PR1)</td>
<td>87</td>
</tr>
<tr>
<td>Unit 118</td>
<td>Cook vegetables (1FC1)</td>
<td>90</td>
</tr>
<tr>
<td>Unit 119</td>
<td>Prepare and cook fish (1FPC1)</td>
<td>93</td>
</tr>
<tr>
<td>Unit 120</td>
<td>Prepare and cook meat and poultry (1FPC2)</td>
<td>96</td>
</tr>
<tr>
<td>Unit 121</td>
<td>Prepare and cook pasta (1FPC3)</td>
<td>99</td>
</tr>
<tr>
<td>Unit 122</td>
<td>Prepare and cook rice (1FPC4)</td>
<td>103</td>
</tr>
<tr>
<td>Unit 123</td>
<td>Prepare and cook eggs (1FPC5)</td>
<td>106</td>
</tr>
<tr>
<td>Unit 124</td>
<td>Prepare and cook pulses (1FPC6)</td>
<td>109</td>
</tr>
<tr>
<td>Unit 125</td>
<td>Prepare and cook vegetable protein (1FPC7)</td>
<td>112</td>
</tr>
<tr>
<td>Unit 126</td>
<td>Cook and finish simple bread and dough products (1FPC8)</td>
<td>115</td>
</tr>
<tr>
<td>Unit 127</td>
<td>Prepare and cook grain (1FPC9)</td>
<td>118</td>
</tr>
<tr>
<td>Unit 128</td>
<td>Process information for reception function (1FOH1)</td>
<td>121</td>
</tr>
<tr>
<td>Unit 129</td>
<td>Assist in handling mail (1FOH2)</td>
<td>125</td>
</tr>
<tr>
<td>Unit 130</td>
<td>Communicate in a business environment (1FOH3)</td>
<td>128</td>
</tr>
<tr>
<td>Unit 131</td>
<td>Make and receive telephone calls (1FOH4)</td>
<td>132</td>
</tr>
<tr>
<td>Unit 132</td>
<td>Receive, move and store customer and organisation property (1FOH5)</td>
<td>136</td>
</tr>
<tr>
<td>Unit 133</td>
<td>Service public areas at front of house (1FOH6)</td>
<td>140</td>
</tr>
<tr>
<td>Unit 134</td>
<td>Collect and deliver items for customers and staff (1FOH7)</td>
<td>145</td>
</tr>
<tr>
<td>Unit 135</td>
<td>Prepare, service and clear meeting and conference rooms (1FOH8)</td>
<td>148</td>
</tr>
<tr>
<td>Unit 136</td>
<td>Use a filing system (1FOH9)</td>
<td>152</td>
</tr>
<tr>
<td>Unit</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>137</td>
<td>Collect linen and make beds (1HK1)</td>
<td>155</td>
</tr>
<tr>
<td>138</td>
<td>Clean windows from the inside (1HK2)</td>
<td>159</td>
</tr>
<tr>
<td>139</td>
<td>Service bathrooms and toilets (1HK3)</td>
<td>163</td>
</tr>
<tr>
<td>140</td>
<td>Help to clean and maintain furnished areas (1HK4)</td>
<td>169</td>
</tr>
<tr>
<td>141</td>
<td>Package food for delivery (1P&amp;C1)</td>
<td>175</td>
</tr>
<tr>
<td>142</td>
<td>Solve business problems (1FOH10)</td>
<td>178</td>
</tr>
<tr>
<td>203</td>
<td>Maintain food safety when preparing, storing and cooking food (2GEN3)</td>
<td>181</td>
</tr>
<tr>
<td>204</td>
<td>Maintain food safety when storing, holding and serving food (2GEN4)</td>
<td>190</td>
</tr>
<tr>
<td>205</td>
<td>Maintain and deal with payments (2GEN9)</td>
<td>197</td>
</tr>
<tr>
<td>217</td>
<td>Prepare and serve dispensed and instant hot drinks (2DS7)</td>
<td>200</td>
</tr>
<tr>
<td>Appendix 1</td>
<td>Course design and delivery</td>
<td>205</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Assessment</td>
<td>206</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Guidance on the use of Expert Witness</td>
<td>212</td>
</tr>
<tr>
<td>Expert Witness Nomination Form</td>
<td></td>
<td>214</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Relationships to other qualifications</td>
<td></td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Sources of general information</td>
<td>217</td>
</tr>
</tbody>
</table>
# 1 Introduction to the qualifications

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

<table>
<thead>
<tr>
<th>Qualification title and level</th>
<th>City &amp; Guilds qualification number</th>
<th>Qualification accreditation number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 NVQ Certificate in Accommodation Services</td>
<td>7131-01</td>
<td>500/9868/8</td>
</tr>
<tr>
<td>Level 1 NVQ Certificate in Food and Beverage Service</td>
<td>7131-02</td>
<td>500/9867/6</td>
</tr>
<tr>
<td>Level 1 NVQ Certificate in Food Preparation and Cooking</td>
<td>7131-03</td>
<td>500/9797/0</td>
</tr>
<tr>
<td>Level 1 NVQ Certificate in Hospitality Services</td>
<td>7131-04</td>
<td>501/0003/8</td>
</tr>
</tbody>
</table>

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

The Level 1 NVQ Certificate in Hospitality (QCF) (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 expire on 31/07/2010
- these qualifications 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.

**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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1GEN1</td>
<td>Maintain a safe, hygienic and secure working environment</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>1GEN4</td>
<td>Work effectively as part of a hospitality team</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>

### SECTION A OPTIONAL UNITS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1GEN3</td>
<td>Maintain customer care</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>1HK1</td>
<td>Collect linen and make beds</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>1HK2</td>
<td>Clean windows from the inside</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>1HK3</td>
<td>Service bathrooms and toilets</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>1HK4</td>
<td>Help to clean and maintain furnished areas</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>1FOH1</td>
<td>Process information for reception function</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>1FOH5</td>
<td>Receive, move and store customer and organisation property</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>1FOH6</td>
<td>Service public areas at front of house</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>1FOH7</td>
<td>Collect and deliver items for customers and staff</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>1FOH8</td>
<td>Prepare, service and clear meeting and conference rooms</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>1FOH2</td>
<td>Assist in handling mail (CfA)</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>1FOH3</td>
<td>Communicate in a business environment (CfA)</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>1FOH4</td>
<td>Make and receive telephone calls (CfA)</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>1FOH9</td>
<td>Use a filing system (CfA)</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>1FOH10</td>
<td>Solve business problems (CfA)</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>2GEN9</td>
<td>Maintain and deal with payments</td>
<td>4</td>
<td>30</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1GEN1</td>
<td>Maintain a safe, hygienic and secure working environment</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>1GEN4</td>
<td>Work effectively as part of a hospitality team</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>1GEN3</td>
<td>Maintain customer care</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>2GEN4</td>
<td>Maintain food safety when storing, holding and serving food</td>
<td>4</td>
<td>31</td>
</tr>
</tbody>
</table>

**SECTION A OPTIONAL UNITS**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1BS1</td>
<td>Prepare and clear areas for drinks service</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>1BS2</td>
<td>Serve drinks</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>1FS1</td>
<td>Prepare and clear areas for table and tray service</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>1FS2</td>
<td>Provide a table and tray service</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>1FS3</td>
<td>Prepare and clear areas for counter and takeaway service</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>1FS4</td>
<td>Provide a counter and takeaway service</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>1FS5</td>
<td>Provide a trolley service</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>1FS6</td>
<td>Assemble meals for distribution via conveyor belt</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>1GEN5</td>
<td>Clean and store crockery and cutlery</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>1GEN6</td>
<td>Maintain a vending machine</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>2BS7</td>
<td>Prepare and serve dispensed and instant hot drinks</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>2GEN9</td>
<td>Maintain and deal with payments</td>
<td>4</td>
<td>30</td>
</tr>
</tbody>
</table>
To achieve the full qualification in Food Preparation & Cooking candidates must attain a minimum of 18 credits in total.

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

### MANDATORY UNITS

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

### SECTION A OPTIONAL UNITS

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

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

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

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

**MANDATORY UNITS**

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain a safe, hygienic and secure working environment</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Work effectively as part of a hospitality team</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>

**SECTION A OPTIONAL UNITS**

**Accommodation Services units:**

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect linen and make beds</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Clean windows from the inside</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Service bathrooms and toilets</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Help to clean and maintain furnished areas</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>Process information for reception function</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>Receive, move and store customer and organisation property</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Service public areas at front of house</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>Collect and deliver items for customers and staff</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Prepare, service and clear meeting and conference rooms</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Assist in handling mail (CfA)</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Communicate in a business environment (CfA)</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>Make and receive telephone calls (CfA)</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Use a filing system (CfA)</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Solve business problems (CfA)</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Maintain customer care</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Maintain and deal with payments</td>
<td>4</td>
<td>30</td>
</tr>
</tbody>
</table>

**Food & Beverage Service units:**

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain food safety when storing, holding and serving food</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Prepare and clear areas for drinks service</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>Serve drinks</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>Prepare and clear areas for table and tray service</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Code</td>
<td>Task Description</td>
<td>Level</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>1FS2</td>
<td>Provide a table and tray service</td>
<td>3</td>
</tr>
<tr>
<td>1FS3</td>
<td>Prepare and clear areas for counter and takeaway service</td>
<td>3</td>
</tr>
<tr>
<td>1FS4</td>
<td>Provide a counter and takeaway service</td>
<td>3</td>
</tr>
<tr>
<td>1FS5</td>
<td>Provide a trolley service</td>
<td>3</td>
</tr>
<tr>
<td>1FS6</td>
<td>Assemble meals for distribution via conveyor belt</td>
<td>3</td>
</tr>
<tr>
<td>1GEN5</td>
<td>Clean and store crockery and cutlery</td>
<td>3</td>
</tr>
<tr>
<td>1GEN6</td>
<td>Maintain a vending machine</td>
<td>3</td>
</tr>
<tr>
<td>2BS7</td>
<td>Prepare and serve dispensed and instant hot drinks</td>
<td>3</td>
</tr>
</tbody>
</table>

**Food Preparation & Cooking units:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Task Description</th>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2GEN3</td>
<td>Maintain food safety when storing, preparing and cooking food</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>1FP1</td>
<td>Prepare vegetables</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>1FC1</td>
<td>Cook vegetables</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>1FPC1</td>
<td>Prepare and cook fish</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>1FPC2</td>
<td>Prepare and cook meat and poultry</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>1P&amp;C1</td>
<td>Package food for delivery</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>1FP2</td>
<td>Prepare and finish simple salad and fruit dishes</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>1PR1</td>
<td>Prepare hot and cold sandwiches</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>1FPC3</td>
<td>Prepare and cook pasta</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>1FPC4</td>
<td>Prepare and cook rice</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>1FPC5</td>
<td>Prepare and cook eggs</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>1FPC6</td>
<td>Prepare and cook pulses</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>1FPC7</td>
<td>Prepare and cook vegetable protein</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>1FPC8</td>
<td>Cook and finish simple bread and dough products</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>1FPC9</td>
<td>Prepare and cook grain</td>
<td>3</td>
<td>22</td>
</tr>
</tbody>
</table>
1.2 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.

<table>
<thead>
<tr>
<th>OLD standards Unit title</th>
<th>NEW L1 NVQ DIPLOMA IN HOSPITALITY AND CATERING (7131) Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>501 1GEN1 Maintain a safe, hygienic and secure working environment</td>
<td>101 1GEN1 Maintain a safe, hygienic and secure working environment</td>
</tr>
<tr>
<td>502 1GEN2 Maintain and deal with payments</td>
<td>205 2GEN9 Maintain and deal with payments</td>
</tr>
<tr>
<td>503 1GEN3 Maintain customer care</td>
<td>103 1GEN3 Maintain customer care</td>
</tr>
<tr>
<td>504 1GEN4 Contribute to effective teamwork</td>
<td>104 1GEN4 Work effectively as part of a hospitality team</td>
</tr>
<tr>
<td>505 1GEN5 Clean and store crockery and cutlery</td>
<td>105 1GEN5 Clean and store crockery and cutlery</td>
</tr>
<tr>
<td>506 1GEN6 Maintain a vending machine</td>
<td>106 1GEN6 Maintain a vending machine</td>
</tr>
<tr>
<td>507 1FS1 Prepare and clear areas for table/tray service</td>
<td>107 1FS1 Prepare and clear areas for table and tray service</td>
</tr>
<tr>
<td>508 1FS2 Provide a table/tray service</td>
<td>108 1FS2 Provide a table/tray service</td>
</tr>
<tr>
<td>509 1FS3 Prepare and clear areas for counter/takeaway service</td>
<td>109 1FS3 Prepare and clear areas for counter and takeaway service</td>
</tr>
<tr>
<td>510 1FS4 Provide a counter/takeaway service</td>
<td>110 1FS4 Provide a counter and takeaway service</td>
</tr>
<tr>
<td>511 1FS5 Provide a trolley service</td>
<td>111 1FS5 Provide a trolley service</td>
</tr>
<tr>
<td>512 1FS6 Assemble meals for distribution via conveyor belt</td>
<td>112 1FS6 Assemble meals for distribution via conveyor belt</td>
</tr>
<tr>
<td>513 1DS1 Prepare and clear areas for drinks service</td>
<td>113 1BS1 Prepare and clear areas for drinks service</td>
</tr>
<tr>
<td>514 1DS2 Serve drinks</td>
<td>114 1BS2 Serve Drinks</td>
</tr>
<tr>
<td>515 1FP1 Prepare vegetables</td>
<td>115 1FP1 Prepare vegetables</td>
</tr>
<tr>
<td>516 1FP2 Prepare and finish simple salad and fruit dishes</td>
<td>116 1FP2 Prepare and finish simple salad and fruit dishes</td>
</tr>
<tr>
<td>517 1FP3 Prepare hot and cold sandwiches</td>
<td>117 1PR1 Prepare hot and cold sandwiches</td>
</tr>
<tr>
<td>518 1FC1 Cook vegetables</td>
<td>118 1FC1 Cook vegetables</td>
</tr>
<tr>
<td>519 1FPC1 Prepare and cook fish</td>
<td>119 1FPC1 Prepare and cook fish</td>
</tr>
<tr>
<td>OLD standards Unit title</td>
<td>NEW standards Unit title</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Prepare and cook meat and poultry</td>
<td>Prepare and cook meat and poultry</td>
</tr>
<tr>
<td>Prepare and cook pasta</td>
<td>Prepare and cook pasta</td>
</tr>
<tr>
<td>Prepare and cook rice</td>
<td>Prepare and cook rice</td>
</tr>
<tr>
<td>Prepare and cook eggs</td>
<td>Prepare and cook eggs</td>
</tr>
<tr>
<td>Prepare and cook pulses</td>
<td>Prepare and cook pulses</td>
</tr>
<tr>
<td>Prepare and cook vegetable protein</td>
<td>Prepare and cook vegetable protein</td>
</tr>
<tr>
<td>Prepare and cook simple bread and dough products</td>
<td>Cook and finish simple bread and dough products</td>
</tr>
<tr>
<td>Prepare and cook grain (new unit)</td>
<td>Prepare and cook grain</td>
</tr>
<tr>
<td>Process information for reception function</td>
<td>Process information for reception function</td>
</tr>
<tr>
<td>Enter and find data using a computer</td>
<td>Assist in handling mail (CfA)</td>
</tr>
<tr>
<td>Distribute and dispatch mail</td>
<td>No map</td>
</tr>
<tr>
<td>Prepare and copy routine documents</td>
<td>No map</td>
</tr>
<tr>
<td>Receive, move and store customer and property organisation</td>
<td>Receive, move and store customer and organisation property</td>
</tr>
<tr>
<td>Service public areas at front of house</td>
<td>Service public areas at front of house</td>
</tr>
<tr>
<td>Collect and deliver items for customers and staff</td>
<td>Collect and deliver items for customers and staff</td>
</tr>
<tr>
<td>Prepare, service and clear meeting and conference rooms</td>
<td>Prepare, service and clear meeting and conference rooms</td>
</tr>
<tr>
<td>Find and store files in a paper-based system (new unit)</td>
<td>Use a filing system (CfA)</td>
</tr>
<tr>
<td>Collect linen and make beds</td>
<td>Collect linen and make beds</td>
</tr>
<tr>
<td>Clean windows from the inside</td>
<td>Clean windows from the inside</td>
</tr>
<tr>
<td>Help to service toilets and bathrooms</td>
<td>Help to service bathrooms and toilets</td>
</tr>
<tr>
<td>Help to clean and maintain furnished areas</td>
<td>Help to clean and maintain furnished areas</td>
</tr>
<tr>
<td>Package food for delivery</td>
<td>Package food for delivery</td>
</tr>
<tr>
<td>NVQ 1 HOSPITALITY AND CATERING (7081) OLD standards Unit title</td>
<td>NEW L1 NVQ DIPLOMA IN HOSPITALITY AND CATERING (7131) NEW standards Unit title</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>601 2GEN1 Give customers a positive impression of yourself &amp; your organisation</td>
<td>N/A 2GEN1 Maintain food safety when storing and cooking food</td>
</tr>
<tr>
<td>603 2GEN3 Maintain food safety when storing and cooking food</td>
<td>203 2GEN3 Maintain food safety when preparing, storing and cooking food</td>
</tr>
<tr>
<td>604 2GEN4 Maintain food safety when storing, holding serving food</td>
<td>204 2GEN4 Maintain food safety when storing, holding and serving food</td>
</tr>
<tr>
<td>617 2D57 Prepare and serve dispensed and instant hot drinks</td>
<td>217 2BS7 Prepare and serve dispensed and instant hot drinks</td>
</tr>
<tr>
<td>672 2P&amp;C2 Set up and close a kitchen</td>
<td>N/A 2P&amp;C2 Communicate in a business environment (CfA)</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>130 1FOH3 Make and receive telephone calls (CfA)</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>131 1FOH4 Solve business problems (CfA)</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>142 1FOH10 Solve business problems (CfA)</td>
</tr>
</tbody>
</table>
1.3 Opportunities for progression
On completion of this these qualifications candidates may progress into employment or to the following City & Guilds qualifications:
- Level 2 NVQ Diploma in Front of House Reception (7132-01)
- Level 2 NVQ Diploma in Housekeeping (7132-02)
- Level 2 NVQ Diploma in Food Service (7132-03)
- Level 2 NVQ Diploma in Beverage Service (7132-04)
- Level 2 NVQ Diploma in Food and Beverage Service (7132-05)
- Level 2 NVQ Diploma in Food Production & Cooking (7132-06)
- Level 2 NVQ Diploma in Professional Cookery (Preparation & Cooking) (7132-07)
- Level 2 NVQ Diploma in Professional Cookery (7132-08)
- Level 2 NVQ Diploma in Hospitality Services (7132-09)
- Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine) (7132-10)
- Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine)(7132-11)
- Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine)(7132-12)
- Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine) (7132-13)
- Level 2 NVQ Diploma in Kitchen Services (7132-14)
- Level 2 Diploma in Advanced Professional Cookery (7100-82)

1.4 Underpinning Knowledge Tests
UPK tests and answers are available to download from www.cityandguilds.com

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

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast track approval forms/generic fast track approval form</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a> or <a href="mailto:catering@cityandguilds.com">catering@cityandguilds.com</a></td>
</tr>
<tr>
<td>Candidate logbooks</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>UPK questions and answers</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
</tbody>
</table>
2 Centre requirements

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

Centres 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 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, e.g. 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.
<table>
<thead>
<tr>
<th>Qualification title</th>
<th>Number</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 NVQ Certificate in Accommodation Services</td>
<td>7131-01</td>
<td>Pre 16, 16+</td>
</tr>
<tr>
<td>Level 1 NVQ Certificate in Food and Beverage Service</td>
<td>7131-02</td>
<td>Pre 16, 16+</td>
</tr>
<tr>
<td>Level 1 NVQ Certificate in Food Preparation and Cooking</td>
<td>7131-03</td>
<td>Pre 16, 16+</td>
</tr>
<tr>
<td>Level 1 NVQ Certificate in Hospitality Services</td>
<td>7131-04</td>
<td>Pre 16, 16+</td>
</tr>
</tbody>
</table>
3 Units

Availability of units

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

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

Structure of units

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

- City & Guilds 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

<table>
<thead>
<tr>
<th>City &amp; Guilds unit number</th>
<th>Title</th>
<th>SSC unit reference</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Maintain a safe, hygienic and secure working environment</td>
<td>1GEN1</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>103</td>
<td>Maintain customer care</td>
<td>1GEN3</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>104</td>
<td>Work effectively as part of a hospitality team</td>
<td>1GEN4</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>105</td>
<td>Clean and store crockery and cutlery</td>
<td>1GEN5</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>106</td>
<td>Maintain a vending machine</td>
<td>1GEN6</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>107</td>
<td>Prepare and clear areas for table and tray service</td>
<td>1FS1</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>108</td>
<td>Provide a table and tray service</td>
<td>1FS2</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>109</td>
<td>Prepare and clear areas for counter and takeaway service</td>
<td>1FS3</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>110</td>
<td>Provide a counter and takeaway service</td>
<td>1FS4</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>111</td>
<td>Provide a trolley service</td>
<td>1FS5</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>112</td>
<td>Assemble meals for distribution via conveyor belt</td>
<td>1FS6</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>City &amp; Guilds unit number</td>
<td>Title</td>
<td>SSC unit reference</td>
<td>Credits</td>
<td>GLH</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------</td>
<td>-----</td>
</tr>
<tr>
<td>113</td>
<td>Prepare and clear areas for drinks service</td>
<td>1BS1</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Serve drinks</td>
<td>1BS2</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>115</td>
<td>Prepare vegetables</td>
<td>1FP1</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>116</td>
<td>Prepare and finish simple salad and fruit dishes</td>
<td>1FP2</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>117</td>
<td>Prepare hot and cold sandwiches</td>
<td>1PR1</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>118</td>
<td>Cook vegetables</td>
<td>1FC1</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>119</td>
<td>Prepare and cook fish</td>
<td>1FPC1</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>120</td>
<td>Prepare and cook meat and poultry</td>
<td>1FPC2</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>121</td>
<td>Prepare and cook pasta</td>
<td>1FPC3</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>122</td>
<td>Prepare and cook rice</td>
<td>1FPC4</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>123</td>
<td>Prepare and cook eggs</td>
<td>1FPC5</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>124</td>
<td>Prepare and cook pulses</td>
<td>1FPC6</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>125</td>
<td>Prepare and cook vegetable protein</td>
<td>1FPC7</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>126</td>
<td>Cook and finish simple bread and dough products</td>
<td>1FPC8</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>127</td>
<td>Prepare and cook grain</td>
<td>1FPC9</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>128</td>
<td>Process information for reception function</td>
<td>1FOH1</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>129</td>
<td>Assist in handling mail (CfA)</td>
<td>1FOH2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>130</td>
<td>Communicate in a business environment (CfA)</td>
<td>1FOH3</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>131</td>
<td>Make and receive telephone calls (CfA)</td>
<td>1FOH4</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>132</td>
<td>Receive, move and store customer and organisation property</td>
<td>1FOH5</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>133</td>
<td>Service public areas at front of house</td>
<td>1FOH6</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>134</td>
<td>Collect and deliver items for customers and staff</td>
<td>1FOH7</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>135</td>
<td>Prepare, service and clear meeting and conference rooms</td>
<td>1FOH8</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>136</td>
<td>Use a filing system (CfA)</td>
<td>1FOH9</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>137</td>
<td>Collect linen and make beds</td>
<td>1HK1</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>138</td>
<td>Clean windows from the inside</td>
<td>1HK2</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>139</td>
<td>Help to service bathrooms and toilets</td>
<td>1HK3</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>140</td>
<td>Help to clean and maintain furnished areas</td>
<td>1HK4</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>141</td>
<td>Package food for delivery</td>
<td>1P&amp;C1</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>142</td>
<td>Solve business problems (CfA)</td>
<td>1FOH10</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>203</td>
<td>Maintain food safety when storing, preparing and cooking food</td>
<td>2GEN3</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>204</td>
<td>Maintain food safety when storing, holding and serving food</td>
<td>2GEN4</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>205</td>
<td>Maintain and deal with payments</td>
<td>2GEN9</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>217</td>
<td>Prepare and serve dispensed and instant hot drinks</td>
<td>2BS7</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1GEN1</th>
<th>Maintain a safe, hygienic and secure working environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to maintain personal health and hygiene</td>
</tr>
</tbody>
</table>

**What you must DO for Outcome 1**

- The assessor must assess assessment criteria 1 & 2 by directly observing the candidate’s work.
- The assessor may assess assessment criteria 3, 4 & 5 through questioning or witness testimony if no naturally occurring evidence is available.

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to help to maintain a hygienic, safe and secure workplace</th>
</tr>
</thead>
</table>

**What you must DO for Outcome 3**

- The assessor must assess assessment criteria 6, 8, 9 and 10 by directly observing the candidate’s work.
- The assessor may assess assessment criteria 7 through questioning, witness testimony or simulation 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:

- at least **one** from hazards
  
  a) relating to equipment  
  b) relating to areas where you work  
  c) relating to personal clothing  

- **one** from ways of dealing with hazards
  
  a) putting them right yourself  
  b) reporting them to appropriate colleagues  
  c) warning other people  

- at least **one** from emergency procedures
  
  a) fire  
  b) threat  
  c) security  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning, witness testimony or simulation.
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 1GEN3 Maintain customer care (1GEN3) Evidence requirements

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>What you must DO for Outcome 1</th>
<th>What you must COVER for Outcome 1</th>
</tr>
</thead>
</table>
| Be able to deal with customers | The assessor must assess assessment criteria 1, 2, 3, 4, 6, 7, 8 and 9 by directly observing the candidate’s work. The assessor may assess assessment criteria 5 through questioning or witness testimony if no naturally occurring evidence is available. | There must be performance evidence, gathered through observing the candidate’s work, for:  
- at least one from customers  
  - a) customers with routine needs  
  - b) customers with non-routine needs |

### 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

<table>
<thead>
<tr>
<th>Unit 1GEN4</th>
<th>Work effectively as part of a hospitality team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes</td>
<td>Example assessment methods</td>
</tr>
<tr>
<td>Outcome 1  Be able to plan and organize own work</td>
<td>Observation  Witness testimony  Questioning</td>
</tr>
<tr>
<td>Outcome 2  Be able to work effectively with team members</td>
<td>Observation  Witness testimony  Questioning</td>
</tr>
<tr>
<td>Outcome 3  Be able to develop own skills</td>
<td>Observation  Witness testimony  Questioning</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Contingencies</th>
<th>Alternative assessment methods</th>
<th>Examples of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 8. Ask for help from the relevant person if you need it</td>
<td>Simulation  Oral questions  Written questions  Professional discussion</td>
<td>Question/answer sheets  Records of professional discussion</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Unit 1GEN5</th>
<th>Clean and store crockery and cutlery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Clean crockery and cutlery</td>
</tr>
</tbody>
</table>
| **What you must DO for Outcome 1** | The assessor must assess assessment criteria 1, 2, 3, 4, 5 and 8 by directly observing the candidate’s work.  
   The assessor may assess assessment criteria 6 and 7 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:  
   - at least one from cleaning methods  
     a) by machine  
     b) by hand  
   Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| Outcome 3   | Store crockery and cutlery          |
| **What you must DO for Outcome 3** | The assessor must assess assessment criteria 9, 10, 11, 12 by directly observing the candidate’s work.  
   The assessor may assess assessment criteria 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:  
   - at least one from items to be stored  
     a) crockery  
     b) cutlery  
   Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
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
3. Machine
   a) In-cup/sachet/cartridge/dispenser
   b) The brewer unit
2. Working parts
   a) Ingredient canister
   c) Carbon dioxide gas cylinder
   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

<table>
<thead>
<tr>
<th>Unit 1GEN6</th>
<th>Maintain a vending machine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to clean a merchandising vending machine</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6, 7 &amp; 8 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>- at least one from <strong>cleaning materials</strong></td>
</tr>
</tbody>
</table>
| |   a) sanitiser  
| |   b) sterilant  
| | - at least one from **machine** |
| |   a) chilled food machine  
| |   b) can machine  
| |   c) ambient machine  
| | Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |

| **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** | There must be performance evidence, gathered through observing the candidate’s work for: |
| | - at least one from **cleaning material** |
| |   a) sanitizer  
| |   b) sterilant  
| | - at least one from **working parts** |
| |   a) ingredient canister  
| |   b) the brewer unit  
| |   c) carbon dioxide gas cylinder  
| | - at least one from **machine** |
| |   a) in-cup/sachet/cartridge/dispenser  
| |   b) instant machines  
<p>| |   c) fresh brew |</p>
<table>
<thead>
<tr>
<th>Outcome 5</th>
<th>Be able to fill a vending machine</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcome 5</td>
<td>The assessor must assess assessment criteria 18, 19, 20, 21 &amp; 22 by directly observing the candidate's work. The assessor may assess assessment criteria 23 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for Outcome 5 | There must be performance evidence, gathered through observing the candidate's work for:  
- at least one from machine  
  a) chilled food machine  
  b) drinks machine  
  c) ambient machine  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |

<table>
<thead>
<tr>
<th>Outcome 7</th>
<th>Be able to display vending goods</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcome 7</td>
<td>The assessor must assess assessment criteria 24 and 25 by directly observing the candidate's work. The assessor may assess assessment criteria 26 and 27 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for Outcome 7 | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least one from presentation methods  
  a) label visibility  
  b) product variety  
- at least one from information changes  
  a) computerised/manual  
  b) menu information  
  c) pricing information  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
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

2. **Service equipment**
   a) Hot/cold beverage service containers
   b) Refrigeration units
   c) Heated units
   d) Service utensils
   e) Trolleys

3. **Service items**
   a) Trays
   b) Crockery
   c) Promotional items
   d) Disposable table coverings
   e) Decorative items
   f) Disposable napkins
   g) Linen
   h) Cutlery
   i) Menu

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

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**

<table>
<thead>
<tr>
<th>Unit 1FS1</th>
<th>Prepare and clear areas for table and tray service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to prepare and clear areas and equipment for table and tray service</td>
</tr>
</tbody>
</table>

**What you must **DO** for Outcome 1**

The assessor must assess assessment criteria 1 - 5 by directly observing the candidate's work.

**What you must **COVER** for Outcome 1**

There must be performance evidence, gathered through observing the candidate's work for:

- **at least one** from **service style**
  - a) table service
  - b) tray service
- **at least two** from **service equipment**
  - a) hot/cold beverage serving containers
  - b) refrigeration units
  - c) heated units
  - d) service utensils
  - e) trolleys
- **at least five** from **service items**
  - 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**
  - a) seasonings
  - b) sugars and sweeteners
  - c) prepared sauces/dressings
  - d) prepared bread items

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to prepare customer dining areas for table/tray service</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcome 3</td>
<td>The assessor must assess assessment criteria 6 - 9 by directly observing the candidate's work.</td>
</tr>
<tr>
<td>What you must COVER for Outcome 3</td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
|                                  | - at least **one** from service style  
|                                  |  a) table service  
|                                  |  b) tray service  
|                                  | - at least **five** from service items  
|                                  |  a) trays  
|                                  |  b) crockery  
|                                  |  c) promotional items  
|                                  |  d) disposable table coverings  
|                                  |  e) decorative items  
|                                  |  f) disposable napkins  
|                                  |  g) linen  
|                                  |  h) cutlery  
|                                  |  i) menu  

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

<table>
<thead>
<tr>
<th>Outcome 5</th>
<th>Be able to clear dining and service areas after service</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must DO for Outcome 5</td>
<td>The assessor <strong>must</strong> assess assessment criteria 10 - 16 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td>What you must COVER for Outcome 5</td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
</tbody>
</table>
|                                  | - at least **five** from 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  
|                                  | - at least **two** from condiments and accompaniments  
|                                  |  a) seasonings  
|                                  |  b) sugars and sweeteners  
|                                  |  c) prepared sauces/dressings  
|                                  |  d) prepared bread items  
|                                  | - at least two from service equipment  
|                                  |  a) hot/cold beverage serving containers  
|                                  |  b) refrigeration units  
|                                  |  c) heated units  
|                                  |  d) service utensils  
|                                  |  e) trolleys  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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
   a) Customers with routine needs
   b) Customers with non-routine needs
2. Service styles
   a) Table service
   b) Tray service
3. Information
   a) Items available
   b) Dish composition
   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

<table>
<thead>
<tr>
<th>Unit 1FS2</th>
<th>Provide a table/tray service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to greet customer and take orders</td>
</tr>
</tbody>
</table>

**What you must **DO** for Outcome 1**
The assessor must assess assessment criteria 1, 2 and 4 by directly observing the candidate’s work.

The assessor may assess assessment criteria 3 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:

- at least one from customers
  a) customers with routine needs
  b) customers with non-routine needs

- at least one from service styles
  a) table service
  b) tray service

- at least one from information
  a) items available
  b) dish composition
  c) prices, special offers and promotions

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to serve customer orders</th>
</tr>
</thead>
</table>

**What you must **DO** for Outcome 3**
The assessor must assess assessment criteria 4 -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:

- at least one from service style
  a) table service
  b) tray service

- at least two from service items
  a) crockery
  b) cutlery
  c) glassware

- at least two from condiments and accompaniments
  a) seasonings
  b) sugars, sweeteners
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
|   | c) prepared sauces, dressings  
d) prepared bread items  |
|   |   |
|   | • at least two from **food and drink items**  
a) hot plated items  
b) cold plated items  
c) cold drinks  
d) hot drinks  |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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
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
   e) Take-away food packaging
   f) Disposable serviettes
   g) Crockery
   h) Cutlery

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

<table>
<thead>
<tr>
<th>Unit 1FS3</th>
<th>Prepare and clear areas for counter/takeaway service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to prepare areas for counter/takeaway service</td>
</tr>
</tbody>
</table>
| **What you must DO for Outcome 1** | The assessor must assess assessment criteria 1, 2, 3, 6 and 7 by directly observing the candidate's work.  
The assessor may assess assessment criteria 4 and 5 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:  
  - at least two from **work area**  
    a) serving area  
    b) seated area  
    c) waiting area  
  - at least two from **service equipment**  
    a) display units  
    b) heated units  
    c) refrigerated units  
    d) beverage equipment  
  - at least four from **service items**  
    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**  
    a) seasonings  
    b) sugars and sweeteners  
    c) prepared sauces and dressings  
  - at least one from **promotional materials**  
    a) menus |
### Outcome 3
Be able to clear areas for counter/takeaway service

### What you must **DO** for Outcome 3
The assessor must assess assessment criteria 8, 9, 11 and 12 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:

- **at least two from re-usable service items**
  - a) trays
  - b) service utensils
  - c) food containers
  - d) crockery
  - e) cutlery

- **one from condiments and accompaniments**
  - a) seasonings
  - b) sugars and sweeteners
  - c) prepared sauces and dressings

- **at least two from work areas**
  - a) serving area
  - b) seated area
  - c) waiting area

- **at least two from service equipment**
  - a) display units
  - b) heated units
  - c) refrigerated units
  - d) beverage equipment

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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

<table>
<thead>
<tr>
<th>Unit 1FS4</th>
<th>Provide a counter and takeaway service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to serve customers at the counter</td>
</tr>
<tr>
<td><strong>What you have to DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4 and 5 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
</tbody>
</table>
| | • one from customers  
| | a) customers with routine needs  
| | b) customers with non-routine needs  
| | • at least two from information  
| | a) items available  
| | b) ingredients  
| | c) prices, special offers and promotions  
| | • at least two from food and drink items  
| | a) hot food  
| | b) cold food  
| | c) hot drinks  
| | d) cold drinks  
| | • at least two from condiments and accompaniments  
| | a) seasonings  
| | b) sugars/sweeteners  
| | c) prepared sauces/dressings |
|Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.|

| **Outcome 3** | Be able to maintain counter and service areas |
| **What you have to DO for Outcome 3** | The assessor must assess assessment criteria 6, 7, 8, 9, 10 and 11 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: |
| | • At least three from service items  
| | a) service utensils  
| | b) food containers/dispensers  
| | c) trays  
| | d) crockery  
| | e) cutlery  
| | f) disposable items  
| | • At least two from food and drink items  
| | a) hot food  
| | b) cold food  
| | c) hot drinks  
| | d) cold drinks  
|Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.|


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

<table>
<thead>
<tr>
<th>Unit 1FS5</th>
<th>Provide a trolley service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to prepare a catering trolley for service</td>
</tr>
<tr>
<td>What you must <strong>DO</strong> for Outcome 1</td>
<td>The assessor must assess assessment criteria 1-5 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td>What you must <strong>COVER</strong> for Outcome 1</td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least three from service equipment</td>
</tr>
<tr>
<td></td>
<td>a) cash box, till, receipts, cash alternatives</td>
</tr>
<tr>
<td></td>
<td>b) hot and cold beverage dispensers</td>
</tr>
<tr>
<td></td>
<td>c) refrigerated units</td>
</tr>
<tr>
<td></td>
<td>d) credit/debit card printer</td>
</tr>
<tr>
<td></td>
<td>e) service cutlery</td>
</tr>
<tr>
<td></td>
<td>f) napkins</td>
</tr>
<tr>
<td></td>
<td>g) cutlery</td>
</tr>
<tr>
<td></td>
<td>h) crockery</td>
</tr>
<tr>
<td></td>
<td>• at least two from stock</td>
</tr>
<tr>
<td></td>
<td>a) food products</td>
</tr>
<tr>
<td></td>
<td>b) drink products</td>
</tr>
<tr>
<td></td>
<td>c) confectionary</td>
</tr>
<tr>
<td></td>
<td>d) accompaniments</td>
</tr>
<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
</tbody>
</table>

| Outcome 3  | Be able to serve products from a catering trolley |
| What you must **DO** for Outcome 3 | The assessor must 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: |
| | • at least three from service equipment |
| | 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 |
| | a) food products |
| | b) drink products |
| | c) confectionary |
| | d) accompaniments |
| | Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
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 i.e. 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

<table>
<thead>
<tr>
<th>Unit 1FS6</th>
<th>Assemble meals for distribution via conveyor belt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to prepare the conveyor belt for run</td>
</tr>
<tr>
<td><strong>What you must <strong>DO</strong> for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-4 by directly observing the candidate's work.</td>
</tr>
<tr>
<td><strong>What you must <strong>COVER</strong> for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>four</strong> from <em>service equipment</em></td>
</tr>
<tr>
<td></td>
<td>a) bain marie</td>
</tr>
<tr>
<td></td>
<td>b) trolleys</td>
</tr>
<tr>
<td></td>
<td>c) service utensils</td>
</tr>
<tr>
<td></td>
<td>d) trays</td>
</tr>
<tr>
<td></td>
<td>e) crockery</td>
</tr>
<tr>
<td></td>
<td>f) cutlery</td>
</tr>
<tr>
<td></td>
<td>g) napkins</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from <em>stocks</em></td>
</tr>
<tr>
<td></td>
<td>a) food items</td>
</tr>
<tr>
<td></td>
<td>b) drink items</td>
</tr>
<tr>
<td></td>
<td>c) condiments</td>
</tr>
<tr>
<td></td>
<td>d) accompaniments</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.

| **Outcome 3** | Be able to assemble tray sets on the conveyor belt |
| **What you must **DO** for Outcome 3** | The assessor must assess assessment criteria 5-11 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: |
| | • at least **four** from *service equipment*  |
| | a) bain marie  |
| | b) trolleys  |
| | c) service utensils  |
| | d) trays  |
| | e) crockery  |
| | f) cutlery  |
| | g) napkins  |
| | • at least **two** from *stocks*  |
| | a) food items  |
| | b) drink items  |
| | c) condiments  |
| | d) accompaniments  |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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 dinks
   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
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

<table>
<thead>
<tr>
<th>Unit 1BS1</th>
<th>Prepare and clear areas for drink service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to prepare customer and service areas</td>
</tr>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-6 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
</tbody>
</table>

- at least **two** from **stocks for drinks service**
  - a) bottled drinks
  - b) draught drinks
  - c) dispensed drinks
  - d) hot drinks

- at least **two** from **drink accompaniments**
  - a) ice
  - b) food garnishes for drinks
  - c) accompaniments for hot drinks
  - d) decorative items for drinks

- at least **three** from **service area**
  - a) counters and shelves
  - b) waste bins/bottle containers
  - c) floors
  - d) tables and chairs

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.

<table>
<thead>
<tr>
<th><strong>Outcome 3</strong></th>
<th>Be able to clear customer and service areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 3</strong></td>
<td>The assessor must assess assessment criteria 7-11 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 3</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
</tbody>
</table>

- at least **two** from **drink stocks**
  - a) bottled drinks
<table>
<thead>
<tr>
<th>Outcome 5</th>
<th>Be able to clean and store glassware</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What you must DO for Outcome 5</th>
<th>The assessor must assess assessment criteria 12 - 16, 18 and 19 by directly observing the candidate's work.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The assessor may assess assessment criteria 17 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What you must COVER for Outcome 5</th>
<th>There must be performance evidence, gathered through observing the candidate's work for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• at least one from glassware</td>
</tr>
<tr>
<td></td>
<td>a) glasses</td>
</tr>
<tr>
<td></td>
<td>b) water jugs</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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
   a) With routine needs
   b) With non-routine needs
2. Drinks
   a) Bottled drinks
   b) Draught drinks
   c) Dispensed drinks
   d) Hot drinks

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

<table>
<thead>
<tr>
<th>Unit 1B2</th>
<th>Serve drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to prepare and serve drinks and accompaniments</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must 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.</td>
</tr>
</tbody>
</table>
| **What you must COVER for Outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least one from customers  
  a) with routine needs  
  b) with non-routine needs  
- at least two from drinks  
  a) bottled drinks  
  b) draught drinks  
  c) dispensed drinks  
  d) hot drinks  
- at least one from service style  
  a) at the table  
  b) at the bar  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to maintain customer and service areas during drinks service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 3</strong></td>
<td>The assessor must assess assessment criteria 6 - 10 by directly observing the candidate's work.</td>
</tr>
</tbody>
</table>
| **What you must COVER for Outcome 3** | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least one from customers  
  a) with routine needs  
  b) with non-routine needs  
- at least two from drinks  
  a) bottled drinks  
  b) draught drinks  
  c) dispensed drinks  
  d) hot drinks  
- at least two from drink accompaniments  
  a) ice  
  b) food garnishes for drinks  
  c) accompaniments for hot drinks  
  d) decorative items for drinks  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
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

<table>
<thead>
<tr>
<th>Unit 1FP1</th>
<th>Prepare vegetables</th>
</tr>
</thead>
</table>
| **What you must **DO** for Outcome 1** | The assessor must assess assessment criteria 1, 2, 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:  
- **four from vegetables**  
a) tubers  
b) roots  
c) flower heads  
d) leaves  
e) vegetable fruits  
f) stems  
g) bulbs  
h) basic fungi  
- **four from prepare by**, which must include a minimum of **two from cutting**  
a) defrosting  
b) washing  
c) peeling  
d) re-washing  
e) cutting (slicing/chopping/shredding)  
f) blanching  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
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**

<table>
<thead>
<tr>
<th>Unit 1FP2</th>
<th>Prepare and finish simple salad and fruit dishes</th>
</tr>
</thead>
</table>
| **What you have to DO for Outcome 1 and 3** | The assessor **must** assess assessment criteria 1, 2, 3 & 4 by directly observing the candidate’s work.  
  
The assessor may assess assessment criteria 5 through questioning or witness testimony if no naturally occurring evidence is available. |

<table>
<thead>
<tr>
<th><strong>What you must COVER for Outcome 1 and 3</strong></th>
<th>There must be performance evidence, gathered through observing the candidate’s work for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• at least <strong>three</strong> from <strong>ingredients</strong></td>
</tr>
</tbody>
</table>
|                                           |     a) frozen fruit  
|                                           |     b) fresh fruit  
|                                           |     c) fresh salad  
|                                           |     d) prepared fruit  
|                                           |     e) prepared salad |
|                                           |  • at least **three** from **prepare by**                                     |
|                                           |     a) peeling  
|                                           |     b) trimming  
|                                           |     c) washing  
|                                           |     d) soaking  
|                                           |     e) cutting  
|                                           |     f) mixing |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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
d) Dairy products
e) Salad/vegetables/fruit
f) Sauces/dressings/relishes
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

<table>
<thead>
<tr>
<th>What you have to <strong>DO</strong> for Outcome 1</th>
<th>Prepare hot and cold sandwiches</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2 &amp; 3 by directly observing the candidate's work.</td>
<td></td>
</tr>
<tr>
<td>The assessor may assess assessment criteria 4 through questioning or witness testimony if no naturally occurring evidence is available.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What you must <strong>COVER</strong> for Outcome 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>• at least two from bread</strong></td>
</tr>
<tr>
<td></td>
<td>a) sliced bread</td>
</tr>
<tr>
<td></td>
<td>b) un-sliced bread</td>
</tr>
<tr>
<td></td>
<td>c) wraps</td>
</tr>
<tr>
<td></td>
<td>d) bread rolls</td>
</tr>
<tr>
<td></td>
<td><strong>• at least four from fillings</strong></td>
</tr>
<tr>
<td></td>
<td>a) fats/pastes/spreads</td>
</tr>
<tr>
<td></td>
<td>b) cooked meat and poultry</td>
</tr>
<tr>
<td></td>
<td>c) cooked fish</td>
</tr>
<tr>
<td></td>
<td>d) dairy products</td>
</tr>
<tr>
<td></td>
<td>e) salad/vegetables/fruit</td>
</tr>
<tr>
<td></td>
<td>f) sauces/dressings/relishes</td>
</tr>
<tr>
<td></td>
<td><strong>• at least two from preparation methods</strong></td>
</tr>
<tr>
<td></td>
<td>a) slicing</td>
</tr>
<tr>
<td></td>
<td>b) preparing fillings</td>
</tr>
<tr>
<td></td>
<td>c) garnishing</td>
</tr>
<tr>
<td></td>
<td>d) heating/toasting</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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 it is 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

<table>
<thead>
<tr>
<th>Unit 1FC1</th>
<th>Cook vegetables</th>
</tr>
</thead>
</table>
| **What you have to DO for Outcome 1** | The assessor must assess assessment criteria 1, 2, 3, 4 and 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** | There must be performance evidence, gathered through observing the candidate's work for:  
  - at least one from **vegetables**  
    - a) frozen  
    - b) pre-prepared fresh  
  - at least two from **cooking methods**  
    - a) boiling  
    - b) frying  
    - c) grilling  
    - d) microwaving  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
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
2. Preparation methods
3. Cooking methods
   a) De-frosting
   b) Coating
   a) Deep frying
   b) Grilling
   c) Baking

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 1FPC1: Prepare and cook fish

#### Evidence requirements

<table>
<thead>
<tr>
<th>What you have to <strong>DO</strong> for Outcome 1</th>
<th>Prepare and cook fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessor <strong>must</strong> assess assessment criteria 3, 4, 6, 7 and 8 by directly observing the candidate's work. The assessor may assess assessment criteria 1, 2 and 5 through questioning or witness testimony if no naturally occurring evidence is available.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What you must <strong>COVER</strong> for Outcome 1</th>
<th>There must be performance evidence, gathered through observing the candidate's work for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- at least <strong>two</strong> from fish</td>
<td></td>
</tr>
<tr>
<td>a) coated</td>
<td></td>
</tr>
<tr>
<td>b) uncoated</td>
<td></td>
</tr>
<tr>
<td>c) frozen</td>
<td></td>
</tr>
<tr>
<td>d) unfrozen</td>
<td></td>
</tr>
<tr>
<td>- at least <strong>two</strong> from preparation methods</td>
<td></td>
</tr>
<tr>
<td>a) de-frosting</td>
<td></td>
</tr>
<tr>
<td>b) coating</td>
<td></td>
</tr>
<tr>
<td>- at least <strong>two</strong> from cooking methods</td>
<td></td>
</tr>
<tr>
<td>a) deep frying</td>
<td></td>
</tr>
<tr>
<td>b) grilling</td>
<td></td>
</tr>
<tr>
<td>c) baking</td>
<td></td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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**

<table>
<thead>
<tr>
<th>Unit 1FPC2</th>
<th>Prepare and cook meat and poultry</th>
</tr>
</thead>
</table>
| What you have to **DO** for Outcome 1 | The assessor **must** assess assessment criteria 3, 4, 6, 7 and 8 by directly observing the candidate’s work.  
The assessor may assess assessment criteria 1, 2 and 5 through questioning or witness testimony if no naturally occurring evidence is available. |

<table>
<thead>
<tr>
<th>What you must <strong>COVER</strong> for Outcome 1</th>
<th>There must be performance evidence, gathered through observing the candidate’s work for:</th>
</tr>
</thead>
</table>
|                                       | • at least **two** from **meat/poultry**  
  a) pre-prepared  
  b) uncoated  
  c) steaks  
  d) chops  
  e) chicken cuts  
|                                       | • **one** from **preparation methods**  
  a) defrosting  
  b) seasoning  
|                                       | • at least **two** from **cooking methods**  
  a) grilling/griddling  
  b) shallow frying  
  c) deep frying  
  d) microwaving |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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**

<table>
<thead>
<tr>
<th>Unit 1FPC3</th>
<th>Prepare and cook pasta</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcome 1</td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4, &amp; 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.</td>
</tr>
<tr>
<td>What you must <strong>COVER</strong> for Outcome 1</td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
</tbody>
</table>
| | • at least one from **pasta**  
| | a) dried  
| | b) fresh bought in  
| | c) frozen  
| | • at least two from **preparation methods**  
| | a) blanch  
| | b) strain  
| | c) defrost  
| | Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| What you must **COVER** for Outcome 3 | There must be performance evidence, gathered through observing the candidate’s work for: |
| | • at least one from **cooking methods**  
| | a) boil  
| | b) microwave  
| | Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
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

<table>
<thead>
<tr>
<th>Unit 1FPC4</th>
<th>Prepare and cook rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must **DO <strong>for Outcome 1, 3, 5</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4, 5 &amp; 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.</td>
</tr>
<tr>
<td>**What you must **COVER <strong>for Outcomes 1, 3, 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
</tbody>
</table>

- at least **one** from **rice**  
  a) long  
  b) short  
  c) round  

- at least **three** from **preparation and cooking methods**  
  a) washing  
  b) steaming  
  c) boiling  
  d) microwaving  
  e) straining  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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
   b) Beating
   c) Seasoning
   d) Boiling
   e) Shallow frying
   f) Griddling
   g) Scrambling
## Unit 123  Prepare and cook eggs (1FPC5)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1FPC5</th>
<th>Prepare and cook eggs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcomes 1, 3, 5</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6 &amp; 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.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcomes 1, 3, 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>- at least five from preparation and cooking methods</td>
</tr>
</tbody>
</table>
| | a) cracking  
| | b) beating  
| | c) seasoning  
| | d) boiling  
| | e) shallow frying  
| | f) griddling  
| | g) 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

<table>
<thead>
<tr>
<th>Unit 1FPC6</th>
<th>Prepare and cook pulses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 1, 3, 5</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3, 4 &amp; 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.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1, 3, 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from <strong>pulses</strong></td>
</tr>
<tr>
<td></td>
<td>   a) beans</td>
</tr>
<tr>
<td></td>
<td>   b) peas</td>
</tr>
<tr>
<td></td>
<td>   c) lentils</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from <strong>prepare and cook</strong></td>
</tr>
<tr>
<td></td>
<td>   a) washing</td>
</tr>
<tr>
<td></td>
<td>   b) soaking</td>
</tr>
<tr>
<td></td>
<td>   c) boiling</td>
</tr>
<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1FPC7</th>
<th>Prepare and cook vegetable protein</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must ** <strong>DO</strong>  <strong>for Outcome 1, 3, 5</strong></td>
<td>The assessor <em>must</em> assess assessment criteria 1, 2, 3, 4, 5 &amp; 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.</td>
</tr>
<tr>
<td>**What you must ** <strong>COVER</strong>  <strong>for Outcome 1, 3, 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td></td>
<td>- at least one from <em>vegetable protein</em></td>
</tr>
<tr>
<td></td>
<td>a) frozen</td>
</tr>
<tr>
<td></td>
<td>b) chilled</td>
</tr>
<tr>
<td></td>
<td>c) dried</td>
</tr>
<tr>
<td></td>
<td>d) tinned</td>
</tr>
<tr>
<td></td>
<td>- at least one from <em>preparation and cooking methods</em></td>
</tr>
<tr>
<td></td>
<td>a) de-frosting</td>
</tr>
<tr>
<td></td>
<td>b) frying</td>
</tr>
<tr>
<td></td>
<td>c) grilling</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.
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. Choose 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 are 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

What you must cover (Outcomes 1/3/5):
Unit 126  
**Cook and finish simple bread and dough products (1FPC8)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 1FPC8</th>
<th>Cook and finish simple bread and dough products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 1, 3, 5</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4 &amp; 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.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1, 3, 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least one from <em>bread</em> and <em>dough products</em></td>
</tr>
<tr>
<td></td>
<td>a) freshly made dough</td>
</tr>
<tr>
<td></td>
<td>b) ready made par-cooked dough</td>
</tr>
<tr>
<td></td>
<td>• at least two from <em>preparation and finishing methods</em></td>
</tr>
<tr>
<td></td>
<td>a) baking</td>
</tr>
<tr>
<td></td>
<td>b) re-heating</td>
</tr>
<tr>
<td></td>
<td>c) glazing</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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

---

Level 1 Certificate in Hospitality (7131) - QCF Version 119
## Unit 127  
**Prepare and cook grain (1FPC9)**  
Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1FPC9</th>
<th>Prepare and cook grain</th>
</tr>
</thead>
</table>
| **What you must DO for Outcome 1, 3, 5** | The assessor *must* assess assessment criteria 1, 2, 3 & 4 by directly observing the candidate’s work.  
The assessor may assess assessment criteria 5 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:  
- at least two from grain  
  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*  
  a) boiling  
  b) leaving covered  
  c) soaking  
  d) straining |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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

<table>
<thead>
<tr>
<th>Unit 1FOH1</th>
<th>Process information for reception function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to deal with incoming and outgoing telephone calls</td>
</tr>
</tbody>
</table>

**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:
  - all from telephone calls
    - a) to and from people inside your organisation
    - b) to and from people outside your organisation

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to give people the information they need</th>
</tr>
</thead>
</table>

**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:
  - 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

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
<th>Assessment guidance</th>
</tr>
</thead>
</table>
| 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:  
  - 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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
<th>Assessment guidance</th>
</tr>
</thead>
</table>
| 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:  
  - 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:  
  - presentation |
|                   | 12                  | 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:  
  - 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.                | 14                  | 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:  
  - feedback received |
|                   | 15                  | Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning |
|                   | 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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
<th>Assessment guidance</th>
</tr>
</thead>
</table>
| 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:  
  - 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:  
  - 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:  
  - 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:  
  - 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Receive, move and store customer and organisation property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to receive customer property</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td></td>
<td>- at least two from customer property</td>
</tr>
<tr>
<td></td>
<td>- a) luggage</td>
</tr>
<tr>
<td></td>
<td>- b) coats and other items of clothing</td>
</tr>
<tr>
<td></td>
<td>- c) valuables</td>
</tr>
<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>Be able to handle, move and store customer and organisation property</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 3</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 3</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td></td>
<td>- at least three from property</td>
</tr>
<tr>
<td></td>
<td>- a) customer property</td>
</tr>
<tr>
<td></td>
<td>- b) furniture</td>
</tr>
<tr>
<td></td>
<td>- c) electrical equipment</td>
</tr>
<tr>
<td></td>
<td>- d) luggage</td>
</tr>
<tr>
<td></td>
<td>- e) other property</td>
</tr>
<tr>
<td></td>
<td>- at least one from ways of moving property</td>
</tr>
<tr>
<td></td>
<td>- a) carrying it</td>
</tr>
<tr>
<td></td>
<td>- b) using a trolley</td>
</tr>
<tr>
<td></td>
<td>- at least two from places to which property is moved</td>
</tr>
<tr>
<td></td>
<td>- a) customer accommodation</td>
</tr>
<tr>
<td></td>
<td>- b) public areas</td>
</tr>
<tr>
<td></td>
<td>- c) storage areas</td>
</tr>
<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1FOH6</th>
<th>Service public areas at front of house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to clean public areas</td>
</tr>
</tbody>
</table>

**What you must DO for Outcome 1**

The assessor must assess assessment criteria 1, 3, 4 and 5 by directly observing the candidate’s work.

The assessor may assess assessment criteria 2 and 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:

- **at least three from public areas**
  - a) lobby
  - b) passenger lifts
  - c) corridors and stairways
  - d) front entrance
  - e) eating and drinking areas

- **at least three from cleaning equipment**
  - a) mops and buckets
  - b) brooms and brushes
  - c) vacuum cleaners
  - d) cloths

- **at least three from cleaning materials**
  - a) water
  - b) detergent
  - c) polish
  - d) chemicals

- **at least four from 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

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to keep public areas neat, tidy and in good order</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcome 3</td>
<td>The assessor must assess assessment criteria 7 - 9 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td></td>
<td>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td>What you must <strong>COVER</strong> for Outcome 3</td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least one from <strong>waste containers</strong></td>
</tr>
<tr>
<td></td>
<td>a) waste bins</td>
</tr>
<tr>
<td></td>
<td>• at least two from <strong>furniture</strong></td>
</tr>
<tr>
<td></td>
<td>a) chairs</td>
</tr>
<tr>
<td></td>
<td>b) tables</td>
</tr>
<tr>
<td></td>
<td>c) lighting fixtures and fittings</td>
</tr>
<tr>
<td></td>
<td>• at least two from <strong>displays</strong></td>
</tr>
<tr>
<td></td>
<td>a) public notices</td>
</tr>
<tr>
<td></td>
<td>b) magazines/brochure racks</td>
</tr>
<tr>
<td></td>
<td>c) plants/floral decorations</td>
</tr>
<tr>
<td></td>
<td>d) pictures</td>
</tr>
<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
</tbody>
</table>
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
   a) Written
   b) Spoken
2. Items
   a) Customer belongings
   b) Letters and parcels
   c) Documents
   d) Messages
3. Places
   a) Inside your organisation
   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 maybe 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

<table>
<thead>
<tr>
<th>Unit 1FOH7</th>
<th>Collect and deliver items for customers and staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 - 3 by directly observing the candidate's work. The assessor may assess assessment 4 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td></td>
<td>• both from instructions</td>
</tr>
<tr>
<td></td>
<td>a) written</td>
</tr>
<tr>
<td></td>
<td>b) spoken</td>
</tr>
<tr>
<td></td>
<td>• at least two from items</td>
</tr>
<tr>
<td></td>
<td>a) customer belongings</td>
</tr>
<tr>
<td></td>
<td>b) letters and parcels</td>
</tr>
<tr>
<td></td>
<td>c) documents</td>
</tr>
<tr>
<td></td>
<td>d) messages</td>
</tr>
<tr>
<td></td>
<td>• at least one from places</td>
</tr>
<tr>
<td></td>
<td>a) inside your organisation</td>
</tr>
<tr>
<td></td>
<td>b) outside your organisation</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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**

<table>
<thead>
<tr>
<th>Unit 1FOH8</th>
<th>Prepare, service and clear meeting and conference rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to prepare and service conference and meeting rooms</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
| **What you must COVER for Outcome 1** | There must be performance evidence, gathered through observing the candidate's work for:  
- **both** from instructions  
  a) spoken  
  b) written  
- **at least three** from equipment  
  a) screens  
  b) projectors  
  c) flip charts  
  d) other types of audio-visual equipment  
- **at least three** from table items  
  a) table covering  
  b) glassware  
  c) pens and paper  
  d) refreshments  
  e) decorations  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| **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:  
- **at least two** from equipment  
  a) screens  
  b) projectors  
  c) flip charts  
  d) other types of audio-visual  
- **at least three** from table items  
  a) table covering  
  b) glassware  
  c) pens and paper  
  d) refreshments  
  e) decorations  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
<th>Assessment guidance</th>
</tr>
</thead>
</table>
| 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:  
|                   |                    | • 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:  
|                   |                    | • letters  
|                   |                    | • emails  
|                   |                    | • memos |
| 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:  
|                   |                    | • 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:  
|                   |                    | • 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
   b) Blankets/duvets
   c) Bedspreads/throws
   d) Pillow cases/heet
   e) Waterproof sheets
   f) Valances
   g) Mattress protectors
   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 form 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

<table>
<thead>
<tr>
<th>Unit 1HK1</th>
<th>Collect linen and make beds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to collect clean linen and bed coverings</td>
</tr>
</tbody>
</table>

### What you must DO for Outcome 1

The assessor must assess assessment criteria 1 - 4 by directly observing the candidate’s work.

### What you must COVER for Outcome 1

There must be performance evidence, gathered through observing the candidate’s work for:

- at least five from linen and bed coverings
  - 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

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.

### Outcome 3

Be able to strip and make beds

### What you must DO for Outcome 3

The assessor must assess assessment criteria 5 - 11 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:

- at least five from 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

- at least one from beds
  - a) double/single beds
  - b) cots/folding beds
  - c) zip and link
  - d) sofa beds

- at least one from customers
  - a) new
  - b) stay over

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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**
   a) Use of protective clothing
   b) Put up hazard warning signs
   c) Protect surrounding areas
2. **Surfaces**
   a) Windows
   b) Window frames
3. **Cleaning equipment and materials**
   a) Cloths
   b) Cleaning chemicals
   c) Squeegees
4. **Dirt**
   a) Loose dirt
   b) 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 any 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

<table>
<thead>
<tr>
<th>Unit 1HK2</th>
<th>Clean windows from the inside</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to prepare to clean windows from the inside</td>
</tr>
</tbody>
</table>

### What you must DO for Outcome 1

The assessor must 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:

- at least two from preparation of work area
  - use of protective clothing
  - put up hazard warning signs
  - protect surrounding areas

- Both from surfaces
  - windows
  - window frames

- at least two from cleaning equipment and materials
  - cloths
  - cleaning chemicals
  - squeegees

- at least one from dirt
  - loose dirt
  - dirt that is hard to remove

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.

---

<table>
<thead>
<tr>
<th><strong>Outcome 3</strong></th>
<th>Be able to clean the inside surfaces of windows</th>
</tr>
</thead>
</table>

### What you must DO for Outcome 3

The assessor must 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:

- Both from surfaces
  - windows
  - frames

- at least one from dirt
  - loose dirt
  - dirt that is hard to remove

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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

<table>
<thead>
<tr>
<th>Unit 1HK3</th>
<th>Help to service toilets and bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to clean toilets and washrooms</td>
</tr>
</tbody>
</table>

### What you must DO for Outcome 1

The assessor must assess assessment criteria 1-8 by directly observing the candidate's work.

### What you must COVER for Outcome 1

There must be performance evidence, gathered through observing the candidate's work for:

- at least **two** from 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  

- **at least one** from surfaces  
  a) plastic  
  b) ceramic  
  c) stainless steel  
  d) floor coverings  

- **at least one** from toilets  
  a) WCs  
  b) urinals  

- **at least three** from cleaning equipment and materials  
  a) toilet brush and holder  
  b) cloths  
  c) cleaning chemicals  
  d) abrasive pads  
  e) mops and buckets  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.

### Outcome 3

Be able to clean bathrooms

### What you must DO for Outcome 3

The assessor must assess assessment criteria 9-15 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:

- at least **two** from 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
<table>
<thead>
<tr>
<th>Outcome 5</th>
<th>Be able to restock customer supplies and accessories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 5</strong></td>
<td>The assessor must assess assessment criteria 16, 17, 18, 20 and 21 by directly observing the candidate’s work. The assessor may assess assessment criteria 19 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
</tbody>
</table>
| | • at least one from **customer supplies and accessories**  
| | a) disposable  
| | b) re-usable |
| | • at least one from **waste**  
| | a) hazardous  
| | b) non-hazardous |
| | • at least two from **dispatch methods**  
| | a) external collection  
| | b) incineration/compression  
| | c) recycling |
| | Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
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**
   a) Use of protective clothing
   b) Put up hazard warning signs
   c) Protect surrounding areas
2. **Surfaces, furnishings, fixtures and fittings**
   a) Wood
   b) Glass
   c) Plastic
   d) Metal
   e) Painted surfaces
   f) Fabric
3. **Equipment and materials**
   a) Manual equipment
   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, furnishings, 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

<table>
<thead>
<tr>
<th>Unit 1HK4</th>
<th>Help to clean and maintain furnished areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to clean surfaces, furnishing, fixtures and fittings</td>
</tr>
<tr>
<td>What you must <strong>DO</strong> for <strong>Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-5 by directly observing the candidate's work.</td>
</tr>
<tr>
<td>What you must <strong>COVER</strong> for <strong>Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from preparation of work area</td>
</tr>
<tr>
<td></td>
<td>a) use of protective clothing</td>
</tr>
<tr>
<td></td>
<td>b) put up hazard warning signs</td>
</tr>
<tr>
<td></td>
<td>c) protect surrounding areas</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>four</strong> from surfaces, furnishings, fixtures and fittings</td>
</tr>
<tr>
<td></td>
<td>a) wood</td>
</tr>
<tr>
<td></td>
<td>b) glass</td>
</tr>
<tr>
<td></td>
<td>c) plastic</td>
</tr>
<tr>
<td></td>
<td>d) metal</td>
</tr>
<tr>
<td></td>
<td>e) painted surfaces</td>
</tr>
<tr>
<td></td>
<td>f) fabric</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>one</strong> from equipment and materials</td>
</tr>
<tr>
<td></td>
<td>a) manual equipment</td>
</tr>
<tr>
<td></td>
<td>b) powered equipment</td>
</tr>
<tr>
<td></td>
<td>c) cleaning chemicals</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

<table>
<thead>
<tr>
<th><strong>Outcome 3</strong></th>
<th>Be able to clean floors and floor coverings</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for <strong>Outcome 3</strong></td>
<td>The assessor must assess assessment criteria 6-11 by directly observing the candidate's work.</td>
</tr>
<tr>
<td>What you must <strong>COVER</strong> for <strong>Outcome 3</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from preparation of work areas</td>
</tr>
<tr>
<td></td>
<td>a) use of protective clothing</td>
</tr>
<tr>
<td></td>
<td>b) put up hazard warning signs</td>
</tr>
<tr>
<td></td>
<td>c) protect surrounding areas</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from Equipment and materials</td>
</tr>
<tr>
<td></td>
<td>a) manual equipment</td>
</tr>
<tr>
<td></td>
<td>b) powered equipment</td>
</tr>
<tr>
<td>Outcome 5</td>
<td>Be able to service furnished areas</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 5</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 12 - 15 by directly observing the candidate's work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
</tbody>
</table>
| | - at least **one** from **waste**  
  a) hazardous  
  b) non-hazardous  
  
- at least **two** from **collection** methods  
  a) external collection  
  b) incineration/compression  
  c) recycling |
| | Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony. |
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 clearly labelled
K5. State the importance of keeping packing areas and equipment hygienic when packing food for delivery
K6. State the importance of time and temperature when packing food for delivery
K7. List the main contamination threats when packing for delivery
K8. State the importance of ensuring that packaging materials are not damaged before packing food
K9. State what problems can commonly occur with packing of food
K10. State how to identify common problems with the packing of food
K11. State what problems can commonly occur with the quality of packed food
K12. State how to identify food quality problems with packed food
### Unit 141  Package food for delivery (1P&C1)
Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1P&amp;C1</th>
<th>Package food for delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4 &amp; 5 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least one from food</td>
</tr>
<tr>
<td></td>
<td>a) hot food</td>
</tr>
<tr>
<td></td>
<td>b) cold food</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
<th>Assessment guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>1</td>
<td>Evidence may be supplied via candidate reports/reflective accounts</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>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:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- minutes of meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- memos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- emails</td>
</tr>
<tr>
<td>4.</td>
<td>3 - 4</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>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:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- minutes of meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- memos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- emails</td>
</tr>
</tbody>
</table>
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 lose 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 if 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 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

<table>
<thead>
<tr>
<th>Unit 2GEN3</th>
<th>Maintain food safety when storing, preparing and cooking food</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to keep yourself clean and hygienic</td>
</tr>
</tbody>
</table>

**What you must DO for Outcome 1**

The assessor must 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**

There must be performance evidence, gathered through observing the candidate’s work for:

- at least four from clothes
  - 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
  - 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
  - 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

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to keep your working area clean and hygienic</th>
</tr>
</thead>
</table>

**What you must do for Outcome 3**

The assessor must assess assessment criteria 9, 10, 13, 14 by directly observing the candidate’s work. The assessor may assess assessment criteria 11, 12, 15, 16 and 17 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:  
- at least **two** from **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  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 5 2GEN3</td>
<td><strong>Be able to store food safely</strong></td>
</tr>
</tbody>
</table>
| What you must **DO** for Outcome 5  | The assessor **must** assess assessment criteria 18, 19, 20, 21, 22, 23 & 24 by directly observing the candidate's work.  
The assessor may assess assessment criteria 25 & 26 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must **COVER** for Outcome 5 | There must be performance evidence, gathered through observing the candidate's work for:  
- at least **two** from **storage areas**  
  a) ambient temperature  
  b) refrigerator  
  c) freezer  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| Outcome 7                            | **Be able to prepare, cook and hold food safely**                                                                |
| What you must **DO** for Outcome 7   | The assessor **must** assess assessment criteria 30 and 31 by directly observing the candidate's work.  
The assessor may assess assessment criteria 27, 28, 29 and 32 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must **COVER** for Outcome 7 | There must be performance evidence, gathered through observing the candidate's work for:  
- at least **four** from **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  
- **none** from **hazards**  
  a) bacteria and other organisms  
  b) chemical  
  c) physical  
  d) allergenic  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
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 do to 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**

<table>
<thead>
<tr>
<th>Unit 2GEN4</th>
<th>Maintain food safety when storing, holding and serving food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 2</td>
<td>Be able to keep yourself clean and hygienic</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 2</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 2</strong></td>
<td>Understanding of why you must be clean and hygienic must be assessed through questioning.</td>
</tr>
<tr>
<td>Outcome 4</td>
<td>Be able to keep your working area clean and hygienic</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 4</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 4</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td></td>
<td>• both from surfaces and equipment</td>
</tr>
<tr>
<td></td>
<td>  a) surfaces and utensils used for displaying and serving food</td>
</tr>
<tr>
<td></td>
<td>  b) appropriate cleaning equipment</td>
</tr>
<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
<tr>
<td>Outcome 6</td>
<td>Be able to store food safely</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 6</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 6</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td></td>
<td>• at least one from storage areas</td>
</tr>
<tr>
<td></td>
<td>  a) ambient temperature</td>
</tr>
<tr>
<td></td>
<td>  b) refrigerator</td>
</tr>
<tr>
<td>Outcome 8</td>
<td>Be able to hold and serve food safely</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 8</strong></td>
<td>The assessor must assess assessment criteria 24, 26 by directly observing the candidate's work. The assessor may assess assessment criteria 23 and 25 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for Outcome 8** | There must be performance evidence, gathered through observing the candidate's work for:  
  - at least three from hazards  
    a) sources of bacteria and other organisms  
    b) chemical  
    c) physical  
    d) allergenic  
  Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony. |
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 ask 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

<table>
<thead>
<tr>
<th>Unit 2GEN9</th>
<th>Maintain and deal with payments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 and 3 - 10 by directly observing the candidate's work. The assessor may assess assessment criteria 2 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>

**What you must COVER for Outcome 1**

There must be performance evidence, gathered through observing the candidate's work for:

- at least **two** from **materials**
  - a) cash
  - b) cash equivalents
  - c) relevant stationery
  - d) till/credit/debit rolls

- at least **two** from **payments**
  - a) cash
  - b) cheques
  - c) credit cards
  - d) debit cards
  - e) cash equivalents

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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

<table>
<thead>
<tr>
<th>Unit 2DS7</th>
<th>Prepare and serve dispensed and instant hot drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to prepare work areas and equipment for service</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What you must <strong>DO</strong> for Outcome 1</th>
<th>The assessor must assess assessment criteria 1-4 by directly observing the candidate’s work.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What you must <strong>COVER</strong> for Outcome 1</th>
<th>There must be performance evidence, gathered through observing the candidate’s work for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• at least <strong>one</strong> from preparation equipment</td>
</tr>
<tr>
<td></td>
<td>a) small vending machines</td>
</tr>
<tr>
<td></td>
<td>b) urns/kettles</td>
</tr>
<tr>
<td></td>
<td>c) coffee pots</td>
</tr>
<tr>
<td></td>
<td>d) tea pots</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from service equipment</td>
</tr>
<tr>
<td></td>
<td>a) cutlery</td>
</tr>
<tr>
<td></td>
<td>b) glassware</td>
</tr>
<tr>
<td></td>
<td>c) crockery</td>
</tr>
<tr>
<td></td>
<td>d) trays</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>one</strong> from other equipment</td>
</tr>
<tr>
<td></td>
<td>a) dish washers</td>
</tr>
<tr>
<td></td>
<td>b) fridges/freezers</td>
</tr>
<tr>
<td></td>
<td>c) thermometers</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from drinks</td>
</tr>
<tr>
<td></td>
<td>a) coffee</td>
</tr>
<tr>
<td></td>
<td>b) hot chocolate</td>
</tr>
<tr>
<td></td>
<td>c) tea</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>three</strong> from drink ingredients</td>
</tr>
<tr>
<td></td>
<td>a) coffee bags/pods/capsules</td>
</tr>
<tr>
<td></td>
<td>b) pre-ground coffee beans</td>
</tr>
<tr>
<td></td>
<td>c) instant coffee</td>
</tr>
<tr>
<td></td>
<td>d) syrups</td>
</tr>
<tr>
<td></td>
<td>e) chocolate powder</td>
</tr>
<tr>
<td></td>
<td>f) loose tea</td>
</tr>
<tr>
<td></td>
<td>g) tea bags</td>
</tr>
<tr>
<td></td>
<td>h) fruit/herbal tea</td>
</tr>
<tr>
<td></td>
<td>• at least two from drink accompaniments</td>
</tr>
<tr>
<td></td>
<td>a) sugar</td>
</tr>
<tr>
<td></td>
<td>b) milk</td>
</tr>
<tr>
<td></td>
<td>c) dusting/topping powder</td>
</tr>
<tr>
<td></td>
<td>d) cream</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>Be able to prepare and serve hot drinks</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>**What you must ** <strong>DO</strong> for Outcome 3</td>
<td>The assessor must assess assessment criteria 5, 6, 8, 9 and 10 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.</td>
</tr>
<tr>
<td>**What you must ** <strong>COVER</strong> for Outcome 3</td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from <strong>drinks</strong></td>
</tr>
<tr>
<td></td>
<td>a) coffee</td>
</tr>
<tr>
<td></td>
<td>b) hot chocolate</td>
</tr>
<tr>
<td></td>
<td>c) tea</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>one</strong> from <strong>preparation equipment</strong></td>
</tr>
<tr>
<td></td>
<td>a) small vending machines</td>
</tr>
<tr>
<td></td>
<td>b) kettles</td>
</tr>
<tr>
<td></td>
<td>c) urns</td>
</tr>
<tr>
<td></td>
<td>d) coffee pots</td>
</tr>
<tr>
<td></td>
<td>e) tea pots</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from <strong>service equipment</strong></td>
</tr>
<tr>
<td></td>
<td>a) cutlery</td>
</tr>
<tr>
<td></td>
<td>b) glassware</td>
</tr>
<tr>
<td></td>
<td>c) crockery</td>
</tr>
<tr>
<td></td>
<td>d) trays</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>three</strong> from <strong>drink ingredients</strong></td>
</tr>
<tr>
<td></td>
<td>a) coffee bags/pods/capsules</td>
</tr>
<tr>
<td></td>
<td>b) pre-ground coffee beans</td>
</tr>
<tr>
<td></td>
<td>c) instant coffee</td>
</tr>
<tr>
<td></td>
<td>d) syrups</td>
</tr>
<tr>
<td></td>
<td>e) chocolate powder</td>
</tr>
<tr>
<td></td>
<td>f) loose tea</td>
</tr>
<tr>
<td></td>
<td>g) tea bags</td>
</tr>
<tr>
<td></td>
<td>h) fruit/herbal tea</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from <strong>drink accompaniments</strong></td>
</tr>
<tr>
<td></td>
<td>a) sugar</td>
</tr>
<tr>
<td></td>
<td>b) milk</td>
</tr>
<tr>
<td></td>
<td>c) dusting/topping powder</td>
</tr>
<tr>
<td></td>
<td>d) cream</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
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 parameter, 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**

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Title</th>
<th>NVQs that the unit is used in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1GEN1</td>
<td>Maintain a safe, hygienic and secure working environment</td>
<td>Level 1 and 2 NVQ Certificates/Diplomas in Hospitality</td>
</tr>
</tbody>
</table>

**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 in 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 | • The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brasserie, 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 | • Candidates operate in a professional capacity with corresponding job schedules and/or descriptions.  
• Candidates are clear on their work activities and... |
3 The RWE is operated in the same manner to as a real work situation

- Customers are not prompted to behave in a particular manner.
- Customer feedback received is maintained and acted upon.

4 The RWE is underpinned by commercial principles and responsibilities

- 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

<table>
<thead>
<tr>
<th>Assessors and Internal Verifiers must:</th>
<th>Assessor</th>
<th>Internal Verifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessors and verifiers should:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• have had training in terms of good assessment/verification practice, operating the assessment tools and grading</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• have the occupational knowledge of the NOS/NVQ/VRQ and capability to assess the apprentice at the required level</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>• attend the required number of standardisation and training events per year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a minimum a verifier should:</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>• hold or be working towards a verifier qualification e.g. D34 / V1 / TAQA (IQA) or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a minimum an assessor should:</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>• hold or be working towards an assessor qualification e.g. D32, D33 / A1, A2 / TAQA or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Adhere to the awarding body’s assessment requirements and practise standardised assessment principles</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
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, verifiers or external verifiers must undertake and achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

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

**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 | • 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](http://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 | • 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 | • Regular standardisation meetings with colleagues  
|                                              | • Sharing best practice through internal meetings, news letters, 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](http://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.

<table>
<thead>
<tr>
<th>Assessor's signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Witness's signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales (from September 2010).

There might also be opportunities to develop skills and/or portfolio evidence if candidates are completing any Key Skills alongside these qualifications.

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 Centres and Training Providers homepage on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:
1. The centre and qualification approval process and forms
2. Assessment, verification and examination roles at the centre
3. Registration and certification of candidates
4. Non-compliance
5. Complaints and appeals
6. Equal opportunities
7. Data protection
8. Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:
- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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

The centre homepage section of the City & Guilds website also contains useful information such on such things as:
- Walled Garden
  Find out how to register and certificate candidates on line
- Qualifications and Credit Framework (QCF)
  Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- Events
  Contains dates and information on the latest Centre events
- Online assessment
  Contains information on how to register for GOLA assessments.
## Useful contacts

<table>
<thead>
<tr>
<th>Type</th>
<th>Contact</th>
<th>Query</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK learners</td>
<td>T: +44 (0)844 543 0000</td>
<td>• General qualification information</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></td>
<td></td>
</tr>
<tr>
<td>International learners</td>
<td>T: +44 (0)20 7294 2885</td>
<td>• General qualification information</td>
</tr>
<tr>
<td></td>
<td>F: +44 (0)20 7294 2413</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></td>
<td></td>
</tr>
<tr>
<td>Centres</td>
<td>T: +44 (0)844 543 0033</td>
<td>• Exam entries</td>
</tr>
<tr>
<td></td>
<td>F: +44 (0)20 7294 2413</td>
<td>• Registrations/enrolment</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></td>
<td>• Certificates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Invoices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Missing or late exam materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Results</td>
</tr>
<tr>
<td>Single subject</td>
<td>T: +44 (0)20 7294 8080</td>
<td>• Exam entries</td>
</tr>
<tr>
<td>qualifications</td>
<td>F: +44 (0)20 7294 2413</td>
<td>• Results</td>
</tr>
<tr>
<td></td>
<td>F: +44 (0)20 7294 2404 (BB forms)</td>
<td>• Certification</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></td>
<td>• Missing or late exam materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Incorrect exam papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Forms request (BB, results entry)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam date and time change</td>
</tr>
<tr>
<td>International awards</td>
<td>T: +44 (0)20 7294 2885</td>
<td>• Results</td>
</tr>
<tr>
<td></td>
<td>F: +44 (0)20 7294 2413</td>
<td>• Entries</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></td>
<td>• Enrolments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Invoices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Missing or late exam materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nominal roll reports</td>
</tr>
<tr>
<td>Walled Garden</td>
<td>T: +44 (0)20 7294 2840</td>
<td>• Re-issue of password or username</td>
</tr>
<tr>
<td></td>
<td>F: +44 (0)20 7294 2405</td>
<td>• Technical problems</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></td>
<td>• Entries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• GOLA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Navigation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• User/menu option problems</td>
</tr>
<tr>
<td>Employer</td>
<td>T: +44 (0)121 503 8993</td>
<td>• Employer solutions</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:business_unit@cityandguilds.com">business_unit@cityandguilds.com</a></td>
<td>• Mapping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Accreditation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Development Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Consultancy</td>
</tr>
<tr>
<td>Publications</td>
<td>T: +44 (0) 844 543 0033</td>
<td>• Logbooks</td>
</tr>
<tr>
<td></td>
<td>F: +44 (0)20 7294 3387</td>
<td>• Centre documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Free literature</td>
</tr>
</tbody>
</table>

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