

Level 2 NVQ Diploma in Hospitality (7132) – Framework version

Guidance document/recording forms

Level 2 NVQ Diploma in Hospitality Services (7132-09)



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Hospitality (7132) –
Framework version**

Guidance document/recording forms

Contents

1	About your logbook
1.1	Contact details
1.2	Introduction to the logbook
2	About Framework NVQs and SVQs
2.1	What are NVQs and SVQs?
2.2	The structure of NVQs and SVQs
3	About your centre
3.1	Types of centres
3.2	Assessment roles
4	About N/SVQ Learners
5	The assessment process
5.1	Before you start your N/SVQ
6	Completing your logbook
Your CV	
Skill scan/Initial assessment	
Expert / Witness Status list	
Expert Witness Record	
Summary of Unit Achievement	
7	Units
Appendix 1	Summary of City & Guilds assessment policies
Appendix 2	Observation sheets

1 About your logbook

1.1 Contact details

Learner name	
Learner enrolment no	
Centre name	
Centre number	
Start date	

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

Your Assessor(s)	
Your Internal Verifier	
Your centre contact	

1 About your logbook

1.2 Introduction to the logbook

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

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

It will also tell you:

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

About City & Guilds

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

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

2 About Framework NVQs and SVQs

2.1 What are NVQs and SVQs?

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

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

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

Choosing your qualification

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

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

2 About Framework NVQs and SVQs

2.2 The structure of NVQs and SVQs

How is an N/SVQ made up?

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

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

Mandatory units

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

Optional units

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

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

Structure of a unit

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

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

3 About your centre

3.1 Types of centres

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

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

Centre responsibilities

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

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

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

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

3 About your centre

3.2 Assessment roles

Who will be involved in your qualification?

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

The assessor

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

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

The internal verifier

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

The external verifier

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

Witnesses

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

Which qualification should you choose?

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

How is an NVQ made up?

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

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

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

4 About N/SVQ Learners

Learner role and responsibilities

Your responsibilities as a City & Guilds learner are to

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

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

Learner enrolment number

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

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

Moving to a new centre

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

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

5 The assessment process

5.1 Before you start your N/SVQ

The assessment process

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

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

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

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

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

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

6 Completing your logbook

Recording forms

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

Learner and centre contact details

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

CV

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

Skill scan/Initial assessment

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

Expert/witness status list

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

Expert witness record

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

Unit record

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

Unit assessment and verification declaration

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

Summary of Unit achievement

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

Please photocopy forms as required

Your CV

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

Name

Address

Telephone Number

Date of birth

Education (school attended and dates)

Qualifications (gained and dates)

Employment history and/or voluntary work

Current work role and main responsibilities

Courses attended in the last 5 years

Interests

Skill scan/Initial assessment

Level ____ NVQ in _____

Credits required to achieve qualification _____

Activities undertaken – do you

Mandatory Units – Title	often	sO	bNe	Comments/Action

Optional units –

Assessment Site

Learner Signature Learner Name (Print)

Assessor Signature

Date

Expert / Witness Status list

Learner name

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

*** Status**

<p>1 Occupational expert meeting specific requirements for role of expert witness</p> <p>2 Occupational expert not familiar with the standards</p>	<p>3 Non expert familiar with the standards</p> <p>4 Non expert not familiar with the standards</p>
---	--

**** Professional relationship to Learner**

Manager = M	Supervisor = S	Colleague = Coll	Customer = Cus	Other (please specify)
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Expert Witness Record

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

Expert Witness details

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

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

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

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

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

Assessor details

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

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

(please tick)

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

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

Unit record Example 1

MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

Evidence

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Unit record – Example 2

MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

Evidence

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

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

Questioning

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

Expert witness

As per previous example.

Referencing

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

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

Observations

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

Work product

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

Photocopy if required

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

7 Units

Level 2 NVQ Diploma in Hospitality Services

To achieve the full qualification candidates must attain 37 credits in total.

- For candidates NOT working with food – 11 credits from the mandatory units and 26 credits from the 'not working with food' optional units
- For candidates WORKING with food – 15 credits from the mandatory units and 22 credits from the 'working with food' optional units
- Food Service Mandatory Unit – if the candidate SERVES food, then they must complete 2GEN4 - Maintain food safety when storing, holding and serving food
- Food Preparation Mandatory Unit - if the candidate PREPARES food, then they must complete 2GEN3 – Maintain food safety when storing, preparing and cooking food

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

- In all cases the remaining credits can come from Section A
- Please note – candidates may only select a maximum of two further Level 1 units from Section A

MANDATORY UNITS

The candidate must achieve 11 credits from the following units:

		Unit title	Credit value	GLH
1GEN1	101	Maintain a safe, hygienic and secure working environment	3	25
2GEN1	201	Give customers a positive impression of self and your organisation (ICS)	5	33
1GEN4	104	Work effectively as part of a hospitality team	3	25

FOOD SERVICE or FOOD PREPARATION MANDATORY OPTIONAL UNITS

The candidate must achieve a minimum of 4 credits from the following units:

2GEN3	203	Maintain food safety when storing, preparing and cooking food	4	32
2GEN4	204	Maintain food safety when storing, holding and serving food	4	31

SECTION A OPTIONAL UNITS

The candidate must achieve their remaining credits from the following units:

WORKING with food units:

1FS3	109	Prepare and clear areas for counter and takeaway service	3	25
1FS4	110	Provide a counter and takeaway service	3	34

2FS1	206	Prepare and clear areas for table service	4	32
2FS2	207	Serve food at the table	4	31
2FS3	208	Provide a silver service	6	51
2FS5	210	Convert a room for dining	3	23
2FS4	209	Provide a buffet and carvery service	4	32
2BS1	211	Prepare and clear the bar area	4	29
2BS2	212	Serve alcoholic and soft drinks	5	46
2BS3	213	Prepare and serve cocktails	5	40
2BS4	214	Prepare and serve wines	5	41
2BS5	215	Maintain cellars and kegs	3	23
2BS6	216	Clean drinks dispense lines	3	26
2BS7	217	Prepare and serve dispensed and instant hot drinks	3	30
2BS8	218	Prepare and serve hot drinks using specialist equipment	4	36
2BS9	219	Receive, store and issue drinks stock	3	24
1FP2	116	Prepare and finish simple salad and fruit dishes	2	16
1FPC1	119	Prepare and cook fish	3	23
1FPC2	120	Prepare and cook meat and poultry	4	33
1PR1	117	Prepare hot and cold sandwiches	2	20
2P&C1	271	Complete kitchen documentation	3	25
2P&C2	272	Set up and close kitchen	4	37
2FPC15	250	Prepare and present food for cold presentation	4	35
2PR1	281	Produce basic fish dishes	4	34
2PR4	284	Produce basic vegetable dishes	4	32
2PR8	288	Produce basic rice, pulse and grain dishes	3	25
2PR9	289	Produce basic pasta dishes	3	25
1PR10	143	Produce basic egg dishes	3	24

NOT working with food units:

1HK1	137	Collect linen and make beds	3	21
1HK2	138	Clean windows from the inside	2	16
2HK1	264	Cleaning and servicing a range of housekeeping areas	3	28
2HK2	265	Use of different chemicals and equipment in housekeeping	4	33
2HK3	266	Maintain housekeeping supplies	3	24
2HK4	267	Clean, maintain and protect hard floors (Asset Skills)	4	23
2HK5	268	Clean and maintain soft floors and furnishings (Asset Skills)	4	21
2HK6	269	Providing a linen service	3	25
2HK7	270	Carry out periodic room servicing and deep cleaning	3	27

2FOH2	252	Deal with arrival of customers	4	32
2FOH3	253	Deal with bookings	4	30
2FOH4	254	Prepare customer accounts and deal with departures	4	30
2FOH1	251	Deal with communications as part of the reception function	3	21
2FOH5	255	Produce documents in a business environment (CfA)	4	15
2FOH6	256	Use office equipment (CfA)	3	18
2FOH8	260	Handle mail and book external services	3	28
2FOH9	258	Provide reception services (CfA)	3	15
2FOH10	259	Store and retrieve information (CfA)	3	17
2FOH11	263	Provide tourism information services to customers	5	50
2GEN5	261	Resolve customer service problems (ICS)	6	40
2GEN6	273	Promote additional services or products to customers (ICS)	6	40
2GEN7	274	Deal with customers across a language divide (ICS)	8	53
2GEN8	275	Maintain customer service through effective handover (ICS)	4	27
2GEN9	205	Maintain and deal with payments	4	30
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

UNIT 101 (1GEN1)

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

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

August 2010 Version 1.0



MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

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

This unit has **four** outcomes:

Outcome 1

Be able to maintain personal health and hygiene

Outcome 2

Know how to maintain personal health and hygiene

Outcome 3

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

Outcome 4

Know how to maintain a hygienic, safe and secure workplace

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

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

MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

Evidence

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

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

Photocopy if required

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

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

What you must do

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

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

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

What you must do

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

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

What you must cover

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

Hazards

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

1	Relating to equipment	C	C	C	C
2	Relating to areas where you work	C	C	C	C
3	Relating to personal clothing	C	C	C	C

Ways of dealing with hazards

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

1	Putting them right yourself	C	C	C	C
2	Reporting them to appropriate colleagues	C	C	C	C
3	Warning other people	C	C	C	C

Emergency procedures

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

1	Fire	C	C	C	C
2	Threat	C	C	C	C
3	Security	C	C	C	C

What you must know

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

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

Ref.

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

K2 State general rules on hygiene that must be followed

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

K4 State the importance of maintaining good personal hygiene

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

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

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

K14 State safe lifting and handling techniques that should be followed

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

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

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

Ref.

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

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

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

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

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

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

K17 State the possible causes for fire in the workplace

K18 Describe how to minimise the risk of fire

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

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

K21 State the importance of following fire safety laws

K22 Describe organisational security procedures and why these are important

K23 State the correct procedures for dealing with customer property

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

UNIT 104 (1GEN4)

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

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

August 2010 Version 1.0



WORK EFFECTIVELY AS PART OF A HOSPITALITY TEAM

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

This unit has **six** outcomes:

Outcome 1

Be able to plan and organise own work

Outcome 2

Be able to work effectively with team members

Outcome 3

Be able to develop own skills

Outcome 4

Know how to plan and organise own work

Outcome 5

Know how to work effectively with team members

Outcome 6

Know how to develop own skills

WORK EFFECTIVELY AS PART OF A HOSPITALITY TEAM

Evidence

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

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

Photocopy if required

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

What you must do

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

BE ABLE TO PLAN AND ORGANISE OWN WORK

(OUTCOME 1)

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

BE ABLE TO WORK EFFECTIVELY WITH TEAM MEMBERS

(OUTCOME 2)

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

BE ABLE TO DEVELOP OWN SKILLS

(OUTCOME 3)

**Shaded numbers must
be observed**

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

What you must know

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

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

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

K2. List the benefits of planning and organising work

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

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

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

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

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

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

K9. State the importance of effective teamwork

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

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

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

K13. State how to determine if helping

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

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

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

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

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

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

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

K19. State the importance of improving own knowledge and skills

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

K21. Describe how a learning plan can improve own work

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

UNIT 109 (1FS3)

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

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

August 2010 Version 1.0



PREPARE AND CLEAR AREAS FOR COUNTER AND TAKEAWAY SERVICE

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

This unit has **four** outcomes:

Outcome 1

Be able to prepare areas for counter and takeaway service

Outcome 2

Know how to prepare areas for counter and takeaway service

Outcome 3

Be able to clear areas for counter and takeaway service

Outcome 4

Know how to clear areas for counter and takeaway service

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

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

PREPARE AND CLEAR AREAS FOR COUNTER AND TAKEAWAY SERVICE

Evidence

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

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

Photocopy if required

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

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

What you must do

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

Shaded numbers must be observed 1 2 3 4

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

What you must cover

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

Work area

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

1	Serving area	C	C	C	C
2	Seated area	C	C	C	C
3	Waiting area	C	C	C	C

Service equipment

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

1	Display units	C	C	C	C
2	Heated units	C	C	C	C
3	Refrigerated units	C	C	C	C
4	Beverage equipment	C	C	C	C

Service items

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

1	Trays	C	C	C	C
2	Straws	C	C	C	C
3	Service utensils	C	C	C	C
4	Food containers	C	C	C	C
5	Take-away food packaging	C	C	C	C
6	Disposable serviettes	C	C	C	C
7	Crockery	C	C	C	C
8	Cutlery	C	C	C	C

Condiments and accompaniments

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

1	Seasonings	C	C	C	C
2	Sugars and sweeteners	C	C	C	C
3	Prepared sauces and dressings	C	C	C	C

Promotional materials

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

1	Menus	C	C	C	C
2	Posters	C	C	C	C
3	Black/white board	C	C	C	C
4	Illustrated menus board	C	C	C	C
5	Promotional materials showing special offers	C	C	C	C

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

What you must do

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

Shaded numbers must be observed

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

What you must cover

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

Service equipment

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

1	Display units	C	C	C	C
2	Heated units	C	C	C	C
3	Refrigerated units	C	C	C	C
4	Beverage equipment	C	C	C	C

Re-usable service items

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

1	Trays	C	C	C	C
2	Service utensils	C	C	C	C
3	Food containers	C	C	C	C
4	Crockery	C	C	C	C
5	Cutlery	C	C	C	C

Condiments and accompaniments

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

1	Seasonings	C	C	C	C
2	Sugars and sweeteners	C	C	C	C
3	Prepared sauces and dressings	C	C	C	C

Work areas

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

1	Serving area	C	C	C	C
2	Seated area	C	C	C	C
3	Waiting area	C	C	C	C

What you must know

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

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

UNIT 110 (1FS4)

**PROVIDE A COUNTER
AND TAKEAWAY SERVICE**

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

August 2010 Version 1.0



PROVIDE A COUNTER AND TAKEAWAY SERVICE

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

This unit has **four** outcomes:

Outcome 1

Be able to serve customers at the counter

Outcome 2

Know how to serve customers at the counter

Outcome 3

Be able to maintain counter and service areas

Outcome 4

Know how to maintain counter and service areas

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

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

PROVIDE A COUNTER AND TAKEAWAY SERVICE

Evidence

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

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

Photocopy if required

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

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

What you must do

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

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

What you must cover

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

Customers

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

1	Customers with routine needs	C	C	C	C
2	Customers with non-routine needs	C	C	C	C

Information

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

1	Items available	C	C	C	C
2	Ingredients	C	C	C	C
3	Prices, special offers and promotions	C	C	C	C

Food and drink items

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

1	Hot food	C	C	C	C
2	Cold food	C	C	C	C
3	Hot drinks	C	C	C	C
4	Cold drinks	C	C	C	C

Condiments and accompaniments

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

1	Seasonings	C	C	C	C
2	Sugars/sweeteners	C	C	C	C
3	Prepared sauces/dressings	C	C	C	C

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

What you must do

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

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

What you must cover

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

Service items

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

1	Service utensils	C	C	C	C
2	Food containers/ dispensers	C	C	C	C
3	Trays	C	C	C	C
4	Crockery	C	C	C	C
5	Cutlery	C	C	C	C
6	Disposable items	C	C	C	C

Drink items

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

1	Hot food	C	C	C	C
2	Cold food	C	C	C	C
3	Hot drinks	C	C	C	C
4	Cold drinks	C	C	C	C

What you must know

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

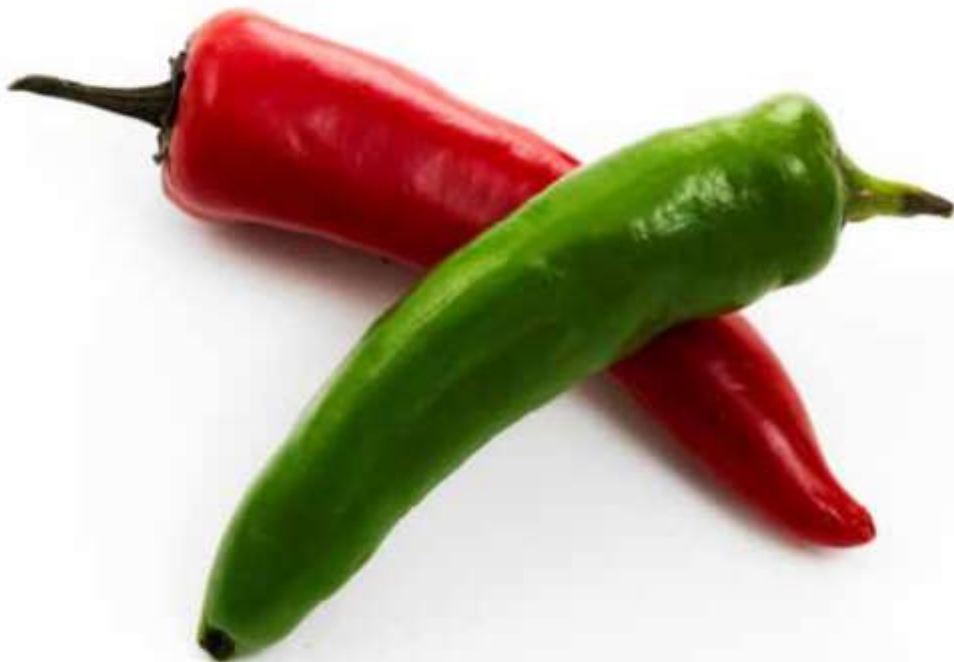
Know how to serve customers at the counter (OUTCOME 2)	Ref.	Know how to maintain counter and service areas (OUTCOME 4)	Ref.
K1 Describe safe and hygienic working practices for serving customers and why these are important		K7 Describe safe and hygienic working practices for clearing and why these are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

UNIT 116 (1FP2)

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

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

August 2010 Version 1.0



PREPARE AND FINISH SIMPLE SALAD AND FRUIT DISHES

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

- fruit salad
- mixed salad
- grapefruit cocktail

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

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

You will use the following preparation and finishing methods:

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

This unit has **four** outcomes:

Outcome 1

Be able to prepare simple salad and fruit dishes

Outcome 2

Understand how to prepare simple salad and fruit dishes

Outcome 3

Be able to finish simple salad and fruit dishes

Outcome 4

Understand how to finish simple salad and fruit dishes

PREPARE AND FINISH SIMPLE SALAD AND FRUIT DISHES

Evidence

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

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

Photocopy if required

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

What you must do

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

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

Shaded numbers must be observed 1 2 3 4

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

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

Shaded numbers must be observed 1 2 3 4

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

What you must cover

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

Ingredients

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

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

Prepare by

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

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

What you must know

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

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

- K1 State how to store salad and fruit before preparation
-
- K2 Describe how to check the salad, fruit or other ingredients to make sure they are fit for use
-
- K3 Describe what to do if there is a problem with the salad, fruit or other ingredients
-
- K4 State what tools and equipment are needed to carry out the relevant cooking methods
-
- K5 State why it is important to use the correct tools and equipment
-
- K6 State why it is important to avoid cross contamination with meat and fish products and how to do so
-

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

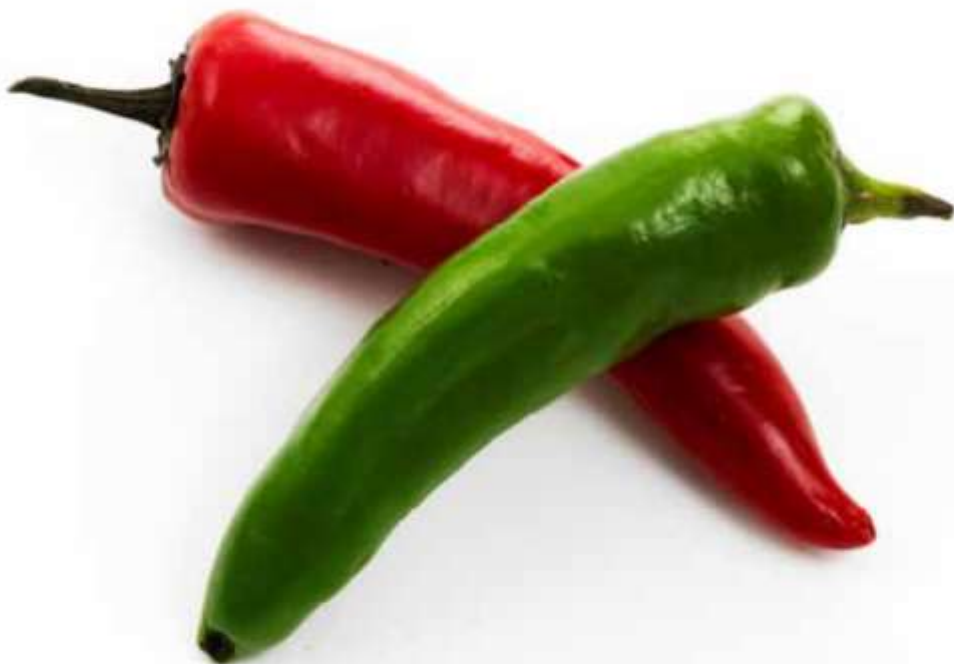
- K7 Describe how to store prepared salads and fruit that is not for immediate use
-

UNIT 117 (1PR1)

PREPARE HOT AND COLD SANDWICHES

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

August 2010 Version 1.0



PREPARE HOT AND COLD SANDWICHES

This unit is about preparing hot and cold sandwiches including:

- burgers
- wraps
- rolls
- paninis
- fajitas

This unit has **two** outcomes:

Outcome 1

Be able to prepare hot and cold sandwiches

Outcome 2

Understand how to prepare hot and cold sandwiches

PREPARE HOT AND COLD SANDWICHES

Evidence

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

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

Photocopy if required

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

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

What you must do

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

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

What you must cover

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

Bread

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

1	Sliced bread	C	C	C	C
2	Un-sliced bread	C	C	C	C
3	Wraps	C	C	C	C
4	Bread rolls	C	C	C	C

Fillings

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

1	Fats/pastes/spreads	C	C	C	C
2	Cooked meat and poultry	C	C	C	C
3	Cooked fish	C	C	C	C
4	Dairy products	C	C	C	C
5	Salad/vegetables/fruit	C	C	C	C
6	Sauces/dressings/relishes	C	C	C	C

Preparation methods

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

1	Slicing	C	C	C	C
2	Preparing fillings	C	C	C	C
3	Garnishing	C	C	C	C
4	Heating/toasting	C	C	C	C

What you must know

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

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

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

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

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

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

UNIT 118 (1FC1)

COOK VEGETABLES

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to cook vegetables
August 2010 Version 1.0**



COOK VEGETABLES

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

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

The unit covers the following types of vegetables:

- frozen
- pre-prepared fresh

This unit has **two** outcomes:

Outcome 1

Be able to cook vegetables

Outcome 2

Understand how to cook vegetables

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

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

COOK VEGETABLES

Evidence

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

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

Photocopy if required

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

BE ABLE TO COOK VEGETABLES (OUTCOME 1)

What you must do

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

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

What you must cover

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

Vegetables

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

1	Frozen	C	C	C	C
2	Pre-prepared fresh	C	C	C	C

Cooking methods

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

1	Boiling	C	C	C	C
2	Frying	C	C	C	C
3	Grilling	C	C	C	C
4	Microwaving	C	C	C	C

What you must know

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

Understand how to cook vegetables (OUTCOME 2)

Ref.

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

UNIT 119 (1FPC1)

**PREPARE AND COOK
FISH**

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

August 2010 Version 1.0



PREPARE AND COOK FISH

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

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

The unit covers the following types of fish:

- coated fish
- pre-prepared uncoated fish

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

You will use the following preparation and cooking methods:

- coating
- deep frying
- grilling
- baking

This unit has **two** outcomes:

Outcome 1

Be able to prepare and cook fish

Outcome 2

Understand how to prepare and cook fish

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

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

PREPARE AND COOK FISH

Evidence

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

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

Photocopy if required

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

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

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

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

What you must cover

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

Fish

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

1	Coated	C	C	C	C
2	Un-coated	C	C	C	C
3	Frozen	C	C	C	C
4	Un-frozen	C	C	C	C

Cooking methods

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

1	Boiling	C	C	C	C
2	Frying	C	C	C	C
3	Grilling	C	C	C	C

Preparation methods

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

1	De-frosting	C	C	C	C
2	Coating	C	C	C	C

What you must know

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

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

K1 Describe how to store frozen and unfrozen fish correctly before cooking

K2 Describe how to check that coated and uncoated fish, frozen and unfrozen, is fit for preparation and cooking

K3 Describe how to decide whether fish needs de-frosting before cooking and why it is important

K4 State how to de-frost pre-prepared fish

K5 Describe what to do if there are any problems with fish or other ingredients

K6 State the right temperatures and cooking times for different types of fish

K7 State the right tools and equipment to prepare and cook fish

K8 State why it is important to use the right tools and equipment

K9 State the correct cooking methods to use

K10 Describe how to decide when different types of fish are properly cooked

K11 Describe how to garnish and present cooked fish

UNIT 120 (1FPC2)

**PREPARE AND COOK
MEAT AND POULTRY**

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

August 2010 Version 1.0



PREPARE AND COOK MEAT AND POULTRY

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

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

The unit covers the following types of meat/poultry:

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

You will use the following preparation methods:

- defrosting, when necessary
- basic seasoning

You will use the following cooking methods:

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

You will use the following finishing methods:

- garnishing
- presentation

This unit has **two** outcomes:

Outcome 1

Be able to prepare and cook meat/poultry

Outcome 2

Understand how to prepare and cook meat/poultry

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

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

PREPARE AND COOK MEAT AND POULTRY

Evidence

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

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

Photocopy if required

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

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

What you must do

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

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

What you must cover

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

Meat/poultry

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

1	Pre-prepared	C	C	C	C
2	Uncoated	C	C	C	C
3	Steaks	C	C	C	C
4	Chops	C	C	C	C
	Chicken cuts	C	C	C	C

Cooking methods

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

1	Grilling/griddling	C	C	C	C
2	Shallow frying	C	C	C	C
3	Deep frying	C	C	C	C
4	Microwaving	C	C	C	C

Preparation methods

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

1	Defrosting	C	C	C	C
2	Seasoning	C	C	C	C

What you must know

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

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

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

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

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

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

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

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

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

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

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

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

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

UNIT 137 (1HK1)

**COLLECT LINEN AND
MAKE BEDS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to collect linen and
make beds**

August 2010 Version 1.0



COLLECT LINEN AND MAKE BEDS

This unit is about stripping and making beds, handling linen and bed coverings, as well as collecting bed coverings and moving them to the rooms.

This unit has **four** outcomes:

Outcome 1

Be able to collect clean linen and bed coverings

Outcome 2

Understand how to collect clean linen and bed coverings

Outcome 3

Be able to strip and make beds

Outcome 4

Know how to strip and make beds

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

- collecting clean linen and bed coverings from the linen store
- checking that linen and bed coverings meet your organisation's standards
- stripping beds
- making beds
- dealing with soiled linen

COLLECT LINEN AND MAKE BEDS

Evidence

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

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

Photocopy if required

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

BE ABLE TO COLLECT CLEAN LINEN AND BED COVERINGS (OUTCOME 1)

What you must do

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

Shaded numbers must be observed		1	2	3	4
1	Choose and collect the linen and bed coverings needed for work schedule	C	C	C	C
2	Make sure the linen and bed coverings meet organisational standards	C	C	C	C
3	Handle and move the linen and bed coverings safely	C	C	C	C
4	Keep linen store safe and secure	C	C	C	C

What you must cover

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

Linen and bed coverings

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

1	Sheets	C	C	C	C	C
2	Blankets/duvets	C	C	C	C	C
3	Bedspreads/throws	C	C	C	C	C
4	Pillow cases/sheet	C	C	C	C	C
5	Waterproof sheets	C	C	C	C	C
6	Valances	C	C	C	C	C
7	Mattress protectors	C	C	C	C	C
8	Duvets/pillows	C	C	C	C	C
9	Bathroom linen	C	C	C	C	C

BE ABLE TO STRIP AND MAKE BEDS (OUTCOME 3)

What you must do

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

	1	2	3	4
Shaded numbers must be observed				
5 Strip all linen and bed coverings from beds	C	C	C	C
6 Handle and store soiled linen and bed coverings correctly	C	C	C	C
7 Get bed ready for making	C	C	C	C
8 Make sure the bed base, bed head, linen and bed coverings are clean and not damaged	C	C	C	C
9 Make the bed to premises standards with the correct linen and bed coverings	C	C	C	C
10 Leave bed neat, smooth and ready for use	C	C	C	C
11 Deal with customers' personal property according to organisational procedures	C	C	C	C

What you must cover

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

Linen and bed coverings

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

1	Sheets	C	C	C	C
2	Blankets/duvets	C	C	C	C
3	Bedspreads/throws	C	C	C	C
4	Waterproof sheets	C	C	C	C
5	Valances	C	C	C	C
6	Mattress protectors	C	C	C	C
7	Duvets/pillows pillowcases/sheets	C	C	C	C

Beds

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

1	Double/single beds	C	C	C	C
2	Cots/folding beds	C	C	C	C
3	Zip and link	C	C	C	C
4	Sofa beds	C	C	C	C

Customers

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

1	new	C	C	C	C
2	stay over	C	C	C	C

What you must know

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

Understand how to collect clean linen and bed coverings (OUTCOME 2)	Ref.	Know how to strip and make beds (OUTCOME 4)	Ref.
K1 Describe safe lifting and handling techniques and why they should always be used		K7 State the correct way to deal with soiled linen	
K2 State organisational standards for collection of linen and bed coverings		K8 State the right way to sort different fabrics	
K3 State why soiled linen should be kept separate from clean linen		K9 State organisation's procedures for making and re-sheeting beds	
K4 State why linen and linen store must be secure		K10 State why it is important to use the right sized linen	
K5 State why it is important to check linen to make sure it is clean and up to standard		K11 Outline the types of unexpected situations – including customer incidents – that may happen when stripping and making beds and how to deal with them	
K6 Outline the types of problems that may happen when choosing and collecting linen from the linen store and how to deal with them		K12 Describe how to spot and what procedures to use if encountering bedbugs or other infestations	

UNIT 138 (1HK2)

**CLEAN WINDOWS FROM
THE INSIDE**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to clean windows
from the inside**

August 2010 Version 1.0



CLEAN WINDOWS FROM THE INSIDE

This unit is about cleaning the inside surfaces of windows, using appropriate cleaning equipment and materials. The unit does not require you to work above hand reach height.

This unit has **four** outcomes:

Outcome 1

Be able to prepare to clean windows from inside

Outcome 2

Know how to prepare to clean windows from inside

Outcome 3

Be able to clean the inside surface of windows

Outcome 4

Know how to clean the inside surface of windows

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

- preparing windows and surrounding areas for cleaning
- wearing protective clothing
- choosing appropriate chemicals and equipment for the type of dirt on the window
- cleaning the windows and frames
- drying windows and frames
- putting the area back as you found it

CLEAN WINDOWS FROM THE INSIDE

Evidence

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

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

Photocopy if required

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

BE ABLE TO PREPARE TO CLEAN WINDOWS FROM INSIDE

(OUTCOME 1)

What you must do

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

Shaded numbers must be observed

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

What you must cover

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

Preparation of work area

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

1	Use of protective clothing	C	C	C	C
2	Put up hazard warning signs	C	C	C	C
3	Protect surrounding areas	C	C	C	C

Surfaces

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

1	Windows	C	C	C	C
2	Window frames	C	C	C	C

Equipment and materials

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

1	Cloths	C	C	C	C
2	Cleaning chemicals	C	C	C	C
3	Squeegees	C	C	C	C

Dirt

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

1	Loose dirt	C	C	C	C
2	Dirt that is hard to remove	C	C	C	C

BE ABLE TO CLEAN THE INSIDE SURFACE OF WINDOWS (OUTCOME 3)

What you must do

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

Shaded numbers must be observed	1	2	3	4
6 Apply the cleaning agent to the surface in a controlled way, following the manufacture's instructions and recommendations	C	C	C	C
7 Loosen dirt that is stuck on to the surface without causing damage	C	C	C	C
8 Clean thoroughly and remove any dirt without damaging the surface	C	C	C	C
9 Report any dirt that you cannot remove to the relevant person	C	C	C	C
10 Leave windows and glass dry and smear free	C	C	C	C
11 Make sure that frames and sills are dry	C	C	C	C
12 Put the work area back as found	C	C	C	C

What you must cover

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

Surfaces

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

1	Windows	C	C	C	C
2	Frames	C	C	C	C

Dirt

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

1	Loose dirt	C	C	C	C
2	Dirt that is hard to remove	C	C	C	C

What you must know

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

Know how to prepare to clean windows from inside (OUTCOME 2)	Ref.	Know how to clean the inside surface of windows (OUTCOME 4)	Ref.
K1 State organisation's standards for cleaning windows		K11 State why dirt that cannot be removed should be reported	
K2 State how frequently windows should be cleaned		K12 State why frames and sills should be left dry	
K3 State why protective clothing should be worn when cleaning			
K4 State why cleaning materials should not be mixed			
K5 State why manufacturers' instructions should be followed when using cleaning equipment and materials			
K6 Outline the types of problems that occur when cleaning windows and how to deal with them			
K7 State what to do if window areas are above hand reach height			
K8 State why it is important to prepare windows and surrounding areas for cleaning			
K9 State why loose or damaged surfaces should be identified and reported			
K10 State the types of equipment and materials that should be used for loose dirt and dirt that is hard remove			

UNIT 143 (1PR10)

**PRODUCE BASIC EGG
DISHES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce basic
egg dishes**

August 2010 Version 1.0



PRODUCE BASIC EGG DISHES

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

- scrambled eggs
- poached eggs
- omelettes
- scotch eggs
- baked eggs
- sweet egg dishes

The preparation and cooking techniques covered include:

- whisking
- boiling
- frying
- griddling
- poaching
- scrambling
- baking
- bain marie

This unit has **two** outcomes:

Outcome 1

Be able to produce basic egg dishes

Outcome 2

Understand how to produce basic egg dishes

PRODUCE BASIC EGG DISHES

Evidence

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

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

Photocopy if required

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

BE ABLE TO PRODUCE BASIC EGG DISHES

(OUTCOME 1)

What you must do

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

For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other.

	1	2	3	4
Shaded numbers must be observed				
1 Ensure that the eggs and other ingredients meet dish requirements	C	C	C	C
2 Select and use the correct tools and equipment	C	C	C	C
3 Prepare and cook eggs and other ingredients to meet dish requirements	C	C	C	C
4 Ensure the egg dish has the correct colour, texture and quantity	C	C	C	C
5 Present and finish the egg dish to meet requirements	C	C	C	C
6 Ensure the egg dish is at the correct temperature for holding and serving	C	C	C	C
7 Safely store cooked egg dishes not for immediate use	C	C	C	C

What you must cover

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

Eggs

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

1	Fresh egg	C	C	C	C
2	Pasteurised egg	C	C	C	C

Preparation and cooking methods

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

1	Boiling	C	C	C	C
2	Whisking	C	C	C	C
3	Frying/griddling	C	C	C	C
4	Poaching	C	C	C	C
5	Baking	C	C	C	C
6	Scrambling	C	C	C	C
7	Bain marie	C	C	C	C

What you must know

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

Understand how to produce basic egg dishes (OUTCOME 2) **Ref.**

K1 Describe how to check the eggs and other ingredients meet dish requirements

K2 Describe what to do if there are problems with the eggs or other ingredients

K3 State why time and temperature is important when cooking and finishing basic egg dishes

K4 Describe how to carry out the relevant preparation and cooking methods

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

K6 Describe how to identify when egg dishes have the correct colour, texture and quantity

K7 Describe how to finish basic egg dishes

K8 State the correct temperature for holding and serving egg dishes

K9 Describe how to safely store cooked egg dishes

K10 State healthy eating options when making egg dishes

UNIT 201 (2GEN1)

**GIVE CUSTOMERS A
POSITIVE IMPRESSION
OF YOURSELF AND YOUR
ORGANISATION**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to give customers a
positive impression of yourself and your
organisation**

August 2010 Version 1.0



GIVE CUSTOMERS A POSITIVE IMPRESSION OF YOURSELF AND YOUR ORGANISATION

This unit is about communicating with customers to give a positive impression of yourself and your organisation. It involves giving customers the right impression, responding to their needs and providing helpful information.

This unit has **four** outcomes:

Outcome 1

Establish rapport with customers

Outcome 2

Respond appropriately to customers

Outcome 3

Communicate information to customers

Outcome 4

Understand how to give customers a positive impression of themselves and the organisation

GIVE CUSTOMERS A POSITIVE IMPRESSION OF YOURSELF AND YOUR ORGANISATION

Evidence

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

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

Photocopy if required

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

What you must do

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

ESTABLISH RAPPORT WITH CUSTOMERS

(OUTCOME 1)

Shaded numbers must be observed	1	2	3	4
1 Meet their organisation's standards of appearance and behaviour	C	C	C	C
2 Greet their customer respectfully and in a friendly manner	C	C	C	C
3 Communicate with their customer in a way that makes them feel valued and respected	C	C	C	C
4 Identify and confirm their customer's expectations	C	C	C	C
5 Treat their customer courteously and helpfully at all times	C	C	C	C
6 Keep their customer informed and reassured	C	C	C	C
7 Adapt their behaviour to respond to different customer behaviour	C	C	C	C

RESPOND APPROPRIATELY TO CUSTOMERS (OUTCOME 2)

8 Respond promptly to a customer seeking help	C	C	C	C
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What you must cover

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

Creating a positive impression with customers

All must be covered.

1	During routine delivery of customer service	C	C	C	C
2	During a busy time in your job	C	C	C	C
3	During a quiet time in your job	C	C	C	C
4	When people, systems or resources have let you down	C	C	C	C

Communicate with customers effectively

All must be covered.

1	Using appropriate spoken or written language	C	C	C	C
2	Applying the conventions and rules appropriate to the method of communication you have chosen	C	C	C	C

9	Choose the most appropriate way to communicate with their customer	C C C C C
10	Check with their customer that they have fully understood their expectations	C C C C C
11	Respond promptly and positively to their customer's questions and comments	C C C C C
12	Allow their customer time to consider their response and give further explanation when appropriate	C C C C C

COMMUNICATE INFORMATION TO CUSTOMERS (OUTCOME 3)

Shaded numbers must be observed	1	2	3	4	
13	Quickly find information that will help their customer	C	C	C	C
14	Give their customer information they need about the services or products offered by their organisation	C	C	C	C
15	Recognise information that their customer might find complicated and check whether they fully understand	C	C	C	C
16	Explain clearly to their customers any reasons why their expectations cannot be met	C	C	C	C

What you must know

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

Understand how to give customers Ref. a positive impression of themselves and the organisation (OUTCOME 4)

- K1 Describe their organisation's standards for appearance and behaviour

- K2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately

- K3 Identify their organisation's rules and procedures regarding the methods of communication they use

- K4 Explain how to recognise when a customer is angry or confused

- K5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information

UNIT 203 (2GEN3)

**MAINTAIN FOOD SAFETY
WHEN STORING,
PREPARING AND
COOKING FOOD**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to maintain food safety when storing, preparing and cooking food.

August 2010 Version 1.0



MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

This unit describes the craft competencies needed for preparing and cooking food safely, and focuses on the four main areas of control – cooking, cleaning, chilling and preventing cross-contamination, in addition to supplies being satisfactory. It provides staff with a broad understanding of reviewing hazards and hazard-based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff that directly prepare and cook food. Separate units are available for those who serve and handle food in other ways, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

This unit has **nine** outcomes:

Outcome 1

Be able to keep self clean and hygienic

Outcome 2

Know how to keep self clean and hygienic

Outcome 3

Be able to keep working area clean and hygienic

Outcome 4

Know how to keep working area clean and hygienic

Outcome 5

Be able to store food safely

Outcome 6

Know how to store food safely

Outcome 7

Be able to prepare, cook and hold food safely

Outcome 8

Know how to prepare, cook and hold food safely

Outcome 9

Know how to maintain food safety

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

- Wearing the correct clean and suitable clothing appropriate for the job you do
- washing your hands thoroughly at appropriate times during handling, preparing and cooking food
- tying hair back and/or wearing appropriate hair covering
- avoiding unsafe behaviour such as touching your nose or mouth, chewing gum or smoking when working
- dealing correctly with cuts and grazes and reporting any illnesses you may be suffering from
- wiping and cleaning using clean and suitable cloths and equipment between tasks
- dealing correctly with any damaged or faulty surfaces and equipment
- disposing of waste quickly, safely and appropriately
- reporting any damage to walls, ceilings, food equipment, furniture and fittings
- reporting signs of any pests if they are present
- checking and storing deliveries at the correct temperatures
- keeping raw and ready-to-eat foods separate from each other
- rotating stock correctly
- completing accurate and timely records
- when necessary, defrosting foods safely
- checking foods for condition of food safety hazards before and during preparation, cooking/reheating
- using methods that prevent cross contamination that can happen between, for example, raw food, food in storage and preparation, and food that is ready to eat
- following correct procedures for foods that may cause allergenic reactions
- cooking/re-heating food thoroughly and safely
- holding cooked food at the correct temperature and for the correct time
- when necessary, chilling or freezing cooked food safely

MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

Evidence

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

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

Photocopy if required

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

BE ABLE TO KEEP SELF CLEAN AND HYGIENIC (OUTCOME 1)

What you must do

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

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

What you must cover

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

Clothes

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

1	Trousers	C	C	C	C
2	Tops/jackets	C	C	C	C
3	Coats	C	C	C	C
4	Disposable gloves	C	C	C	C
5	Shoes	C	C	C	C
6	Headgear	C	C	C	C
7	Aprons	C	C	C	C

Appropriate times to wash your hands

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

1	After going to the toilet or in contact with faeces	C	C	C	C
2	When going into food preparation and cooking areas including after any work breaks	C	C	C	C
3	After touching raw food and waste	C	C	C	C
4	Before handling raw food	C	C	C	C
5	After disposing of waste	C	C	C	C
6	After cleaning	C	C	C	C
7	After changing dressings or touching open wounds	C	C	C	C

Unsafe behaviour

All must be covered. **None** of these must be observed once by your assessor.

1	Failure to wash hands thoroughly, when necessary	C	C	C	C
2	Touching your face, nose or mouth	C	C	C	C
3	Blowing your nose	C	C	C	C
4	Chewing gum	C	C	C	C
5	Eating	C	C	C	C
6	Smoking	C	C	C	C
7	Scratching	C	C	C	C

BE ABLE TO KEEP WORKING AREA CLEAN AND HYGIENIC (OUTCOME 3)

What you must do

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

Shaded numbers must be observed 1 2 3 4

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

What you must cover

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

Surfaces and equipment

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

1	Surfaces and utensils for preparing, cooking and holding food	C	C	C	C	C
2	Surfaces and utensils used for displaying and serving food	C	C	C	C	C
3	Appropriate cleaning equipment	C	C	C	C	C

BE ABLE TO STORE FOOD SAFELY (OUTCOME 5)

What you must do

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

Shaded numbers must be observed	1	2	3	4
18 Check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery	C	C	C	C
19 Look at and retain any important labelling information	C	C	C	C
20 Prepare food for storage	C	C	C	C
21 Place food in storage as quickly as necessary to maintain its safety	C	C	C	C
22 Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food	C	C	C	C
23 Store food so that cross contamination is prevented	C	C	C	C
24 Follow stock rotation procedures	C	C	C	C
25 Safely dispose of food that is beyond 'use-by-date'	C	C	C	C
26 Keep necessary records up-to-date	C	C	C	C

What you must cover

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

Storage areas

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

1	Ambient temperature	C	C	C	C
2	Refrigerator	C	C	C	C
3	Freezer	C	C	C	C

BE ABLE TO PREPARE, COOK AND HOLD FOOD SAFELY (OUTCOME 7)

What you must do

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

Shaded numbers must be observed	1	2	3	4
27 Check food before and during operations for any hazards	C	C	C	C
28 Follow correct procedures for dealing with food hazards	C	C	C	C
29 Follow organisational procedures for items that may cause allergic reactions	C	C	C	C
30 Prevent cross-contamination between different types if food	C	C	C	C
31 Use methods, times, temperatures and checks to make sure food is safe following operations	C	C	C	C
32 Keep necessary records up-to-date	C	C	C	C

What you must cover

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

Operations

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

1	Defrosting food	C	C	C	C
2	Preparing food, including washing and peeling	C	C	C	C
3	Cooking food	C	C	C	C
4	Reheating food	C	C	C	C
5	Holding food before serving	C	C	C	C
6	Cooling cooked food not for immediate consumption	C	C	C	C
7	Freezing cooked food not for immediate consumption	C	C	C	C

Hazards

All must be covered. **None** of these must be observed once by your assessor.

1	Bacteria and other organisms	C	C	C	C
2	Chemical	C	C	C	C
3	Physical	C	C	C	C
4	Allergenic	C	C	C	C

What you must know

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

Know how to keep self clean and hygienic (Outcome 2) Ref.

- | | |
|-----|--|
| K1 | State why clean and hygienic clothes must be worn |
| K2 | State why hair must be tied back or an appropriate hair covering be worn |
| K3 | State the different types of protective clothes are appropriate for different jobs in storage, preparation and cooking food |
| K4 | Describe the food safety hazards that jewellery and accessories can cause |
| K5 | State when clothing should be changed |
| K6 | State the importance of changing clothes |
| K7 | State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food |
| K8 | Describe how to wash hands safely |
| K9 | State the importance of not handling food when open cuts are present |
| K10 | Describe what to do if anyone has an open cut |
| K11 | State the importance of reporting illnesses and infections promptly |
| K12 | State why stomach illnesses are particularly important to report |

- | | |
|-----|--|
| K13 | State the importance of avoiding touching , face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food |
|-----|--|

Know how to keep working area clean and hygienic (Outcome 4) Ref.

- | | |
|-----|--|
| K14 | State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task |
| K15 | Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task |
| K16 | State the importance of only using clean and suitable cloths when cleaning before tasks |
| K17 | State how to ensure that clean and suitable cloths are used before tasks |
| K18 | Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety |
| K19 | List the types of damaged surfaces or equipment that can cause food safety hazards |
| K20 | Describe how to deal with damaged surfaces and equipment |
| K21 | State the importance of clearing and disposing of waste promptly and safely |
| K22 | Describe how to safely dispose of waste |

K23 Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards

K24 State the types of damage that should be looked out for

K25 State the types of pests that could be found in catering operations

K26 State how to recognise the signs that pest may be present

Know how to store food safely
(Outcome 6)

Ref.

K27 State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date

K28 State the importance of preparing food for storage

K29 State why food must be put in the correct storage area

K30 State the temperature food should be stored at

K31 State the importance of keeping storage areas clean and tidy

K32 Describe what to do if storage areas are not clean and tidy

K33 State the importance of storing food at the correct temperature

K34 Describe how to store food at the correct temperature

K35 State what types of food are raw

K36 State why types of food are ready-to-eat

K37 State why stock rotation n procedures are important

K38 State why food beyond its 'use-by-date' must be disposed of

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

Ref.

K39 State why it is necessary to defrost foods before cooking

K40 State when it is necessary to defrost foods before cooking

K41 Describe how to safely and thoroughly defrost food before cooking

K42 Describe how to recognise conditions leading to safety hazards

K43 State what to do if any food safety hazards are discovered

K44 State the importance of knowing that certain foods cause allergic reactions

K45 Describe organisational procedures to deal with foods possible of causing allergic reactions

K46 State what to if a customer asks if a particular dish is free from certain food allergen

K47 Describe how cross-contamination can happen between different food types

K48 Describe how to avoid cross-contamination between different food types

K49 Explain why thorough cooking and reheating methods should be used

K50 State cooking , reheating, temperatures and times to use for food being worked with

K51 Describe how to check that food is thoroughly cooked or safely reheated

K52 State the importance of making sure that food is at the correct temperature before and during holding , prior to serving it to the customer

K53 State the types of foods that may need to be chilled or frozen because they are not for immediate consumption

K54 Describe how to safely store food not for immediate consumption

Know how to maintain food safety Ref. (Outcome 9)

K55 Describe how to operate a food safety management system

K56 Explain the concept of hazards to food safety in a catering operation

K57 State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level

K58 Describe what may happen if hazards are not controlled

K59 State the types of hazards that may occur in a catering operation

K60 Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination

K61 State why monitoring is important

K62 State the key stages in the monitoring process

K63 State the importance of knowing what to do when things go wrong

K64 State why some hazards are more important than others in terms of food safety

K65 State who to report to if there are food safety hazards

UNIT 204 (2GEN4)

**MAINTAIN FOOD SAFETY
WHEN STORING,
HOLDING AND SERVING
FOOD**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to maintain food safety when storing, holding and serving food

August 2010 Version 1.0



MAINTAIN FOOD SAFETY WHEN STORING, HOLDING AND SERVING FOOD

This unit reflects current food safety guidance in the UK and integrates the key themes of cleaning and preventing cross-contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff who store, hold and serve food. Separate units are available for those who cook and prepare food, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

This unit has **nine** outcomes:

Outcome 1

Know how to maintain food safety

Outcome 2

Be able to keep self clean and hygienic

Outcome 3

Know how keep self clean and hygienic

Outcome 4

Be able to keep working area clean and hygienic

Outcome 5

Know how to keep working area clean and hygienic

Outcome 6

Be able to store food safely

Outcome 7

Know how to store food safely

Outcome 8

Be able to hold and serve food safely

Outcome 9

Know how to hold and serve food safely

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

- wearing the correct clean and suitable clothing for the job you do
- washing your hands thoroughly at different times during handling and serving food
- avoiding unsafe behaviour such as touching your nose or mouth, chewing gum or smoking when working
- dealing correctly with cuts, boils and grazes and reporting any illnesses you may be suffering from
- wiping and cleaning using clean and suitable cloths and equipment between tasks
- dealing correctly with any damaged or faulty surfaces and equipment and take appropriate action
- disposing of waste quickly, safely and appropriately
- reporting any damage to walls, ceilings, furniture and fittings
- reporting signs of any pests if they are present and take appropriate action
- checking and storing deliveries at the correct temperatures
- keeping raw and ready-to-eat foods separate from each other
- rotating stock correctly
- completing accurate and timely records
- checking foods for hazards prior to serving
- following the correct procedures for foods that may cause allergic reactions
- using methods that prevent cross-contamination between raw food and food that is ready-to-eat
- holding cooked and ready to eat food at the correct temperature and for the correct time

MAINTAIN FOOD SAFETY WHEN STORING, HOLDING AND SERVING FOOD

Evidence

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

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

Photocopy if required

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

BE ABLE TO KEEP SELF CLEAN AND HYGIENIC (OUTCOME 2)

What you must do

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

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

BE ABLE TO KEEP WORKING AREA CLEAN AND HYGIENIC (OUTCOME 4)

What you must do

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

Shaded numbers must be observed	1	2	3	4
8 Make sure surfaces and equipment for displaying and serving food are clean and in good condition	C	C	C	C
9 Use clean and suitable cloths and equipment for wiping and cleaning between tasks	C	C	C	C
10 Remove from use any surfaces and equipment that are damaged or have loose parts	C	C	C	C
11 Report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety	C	C	C	C
12 Dispose of waste promptly, hygienically and appropriately	C	C	C	C
13 Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings furniture and fittings	C	C	C	C
14 Identify, take appropriate action on and report to appropriate person any signs of pests	C	C	C	C

What you must cover

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

Surfaces and equipment

All must be covered. **Both** of these must be observed once by your assessor.

1	Surfaces and utensils used for displaying and serving food	C	C	C	C
2	Appropriate cleaning equipment	C	C	C	C

BE ABLE TO STORE FOOD SAFELY (OUTCOME 6)

What you must do

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

Shaded numbers must be observed	1	2	3	4
15 Check that food is undamaged and within its 'use-by date' once it has been received	C	C	C	C
16 Prepare food for storage	C	C	C	C
17 Put food in the correct storage area as quickly as necessary to maintain its safety	C	C	C	C
18 Make sure storage areas are clean and maintained at the correct temperature for the type of food	C	C	C	C
19 Store food so that cross-contamination is prevented	C	C	C	C
20 Follow stock rotation procedures	C	C	C	C
21 Safely dispose of food that is beyond 'use-by date'	C	C	C	C
22 Keep necessary records up-to-date	C	C	C	C

What you must cover

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

Storage areas

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

1	Ambient temperature	C	C	C	C
2	Refrigerator	C	C	C	C
3	Freezer	C	C	C	C

BE ABLE TO HOLD AND SERVE FOOD SAFELY

(OUTCOME 8)

What you must do

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

Shaded numbers must be observed	1	2	3	4
23 Handle food in a way that protects it from hazards	C	C	C	C
24 Follow organisational procedures for items that may cause allergic reactions	C	C	C	C
25 Use methods, times and temperatures that maintain food safety	C	C	C	C
26 Keep necessary records up-to-date	C	C	C	C

What you must cover

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

Hazards

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

1	Sources of bacteria and other organisms	C	C	C	C
2	Chemical	C	C	C	C
3	Physical	C	C	C	C
4	Allergenic	C	C	C	C

What you must know

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

Know how to maintain food safety Ref. (OUTCOME 1)

- | | |
|----|--|
| K1 | Describe what might happen if significant food safety hazards are not controlled |
| K2 | Describe the types of significant food safety hazards likely to come across when handling and storing food |
| K3 | Describe how these hazards should be controlled by personal hygiene, cleaning, safe storage and the avoidance of cross-contamination |
| K4 | State why some hazards are more important than others in terms of food safety |
| K5 | State who to report significant food safety hazards to |

Know how keep self clean and hygienic (OUTCOME 3) Ref.

- | | |
|-----|---|
| K6 | State why clean and suitable clothes appropriate to job must be worn |
| K7 | State what types of clothes are appropriate to different jobs in the handling and serving of food |
| K8 | Describe how jewellery and accessories can cause food safety hazards |
| K9 | State when to change clothes to prevent bacteria spreading and why this is important |
| K10 | State why hands should be washed after going to the toilet, when going to food preparation and cooking areas, after touching raw food and waste before serving food |

- | | |
|-----|---|
| K11 | State the importance of not handling food with an open wound |
| K12 | State how to deal with open wounds when handling food |
| K13 | State the importance of reporting illnesses and infections promptly |
| K14 | State why it is important to report stomach illnesses in particular |
| K15 | State the importance of avoiding touching face, nose, or mouth, or chewing gum, eating, or smoking when working with food |

Know how to keep working area clean and hygienic (OUTCOME 5) Ref.

- | | |
|-----|---|
| K16 | State why surfaces and equipment must be clean before beginning a new task and how to do so |
| K17 | State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so |
| K18 | State why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety |
| K19 | List the types of damaged surfaces and equipment that can cause food safety hazards |
| K20 | Describe how to deal with damaged surfaces and equipment that are dangerous to food safety |
| K21 | State the importance of clearing and disposing of waste promptly and safely |
| K22 | Describe how to clear and |

	dispose of waste safely		
K23	State how damage to walls, floors, ceiling, furniture and fittings can cause food safety hazards		K35 Describe how to check food is stored at the correct temperature
K24	State what types of damage to look for in walls, floors, ceiling, furniture and fitting that could cause food safety hazards		K36 State the importance of separating raw and ready-to-eat food
K25	List the types of pests that could be found in catering operations		K37 List what types of food are raw and which are ready-to-eat
K26	Describe how to identify the signs that pests are present		K38 Explain why stock rotation procedures are important
			K39 State why food beyond its use-by-date must be disposed of
	Know how to store food safely (OUTCOME 7)	Ref.	Know how to hold and serve food safely (OUTCOME 9) Ref.
K27	State the importance of making sure food deliveries are undamaged and within their 'use-by date'		K40 Describe how to check food during holding and serving
K28	State why it is important that food is stored at the correct temperature		K41 State the importance of knowing that certain foods can cause allergic reactions
K29	Describe how to ensure food is stored at the correct temperature		K42 State what procedure to follow to deal with food that can cause allergic reactions
K30	State the importance of preparing food for storage whilst retaining important labelling information		K43 State what to do if a customer asks if a particular dish is free from a certain food allergen
K31	State why food must be put in the correct storage area		K44 Describe how cross-contamination can happen between raw food and food that is ready to eat
K32	State what temperature different foods should be stored at		K45 Describe how to avoid cross-contamination between raw and ready to eat food
K33	State the importance of clean storage areas		K46 State the holding temperature and times that must be used for the food
K34	Describe what do to if storage areas are not kept clean		

UNIT 205 (2GEN9)

MAINTAIN AND DEAL WITH PAYMENTS

Successful assessment of the unit proves that the learner has achieved the national occupational standard to maintain and deal with payments

August 2010 Version 1.0



MAINTAIN AND DEAL WITH PAYMENTS

This unit is about maintaining a payment point such as a till. It also covers taking payments from the customer, operating the till correctly and keeping payments safe and secure.

This unit has **two** outcomes:

Outcome 1

Be able to maintain and deal with payments

Outcome 2

Know how to maintain and deal with payments

MAINTAIN AND DEAL WITH PAYMENTS

Evidence

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

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

Photocopy if required

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

BE ABLE TO MAINTAIN AND DEAL WITH PAYMENTS

(OUTCOME 1)

What you must do

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

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

What you must cover

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

Materials

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

1	Cash	C	C	C	C
2	Cash equivalents	C	C	C	C
3	Relevant stationary	C	C	C	C
4	Till/credit/debit rolls	C	C	C	C

Payments

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

1	Cash	C	C	C	C
2	Cheques	C	C	C	C
3	Credit cards	C	C	C	C
4	Debit cards	C	C	C	C
5	Cash equivalents	C	C	C	C

Make the payment
point content
available for
authorised collection
when ask to



What you must know

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

Know how to maintain and deal with payments (OUTCOME 2)

Ref.

K1 State the legal requirements for operating a payment point and taking payments from customers

K2 Describe organisational security procedures for cash and other types of payments

K3 Describe how to set up a payment point

K4 Describe how to get stocks of materials needed to set up and maintain the payment point

K5 State the importance of telling the customer of any delays and how to do so

K6 Describe the types of problems that might happen with a payment point and how to deal with these

K7 Describe how to change till/debit/credit machine rolls

K8 Describe the correct procedures for handling payments

K9 Describe what to do if there are errors in handling payments

K10 Describe the procedures for dealing with hand held payment devices at tables

K11 State what procedure must be followed with regards to a payment that has been declined

K12 State what might happen if errors are not reported

K13 Describe the types of problems that may happen when taking payments and how to deal with these

K14 Describe the procedure for collecting the content of payment point and who should hand payments over to

UNIT 206 (2FS1)

**PREPARE AND CLEAR
AREAS FOR TABLE
SERVICE**

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

August 2010 Version 1.0



PREPARE AND CLEAR AREAS FOR TABLE SERVICE

This unit is about preparing areas and equipment for table service by checking stock levels and ensuring waste food containers are ready for use. It also covers preparing customer and dining areas, including laying up the tables and checking that condiments are ready for use. Finally, the unit covers clearing areas after service, eg stacking cutlery for cleaning and checking that service equipment such as hot plates are clean and turned off.

This unit has **six** outcomes:

Outcome 1

Be able to prepare service areas and equipment for table service

Outcome 2

Understand how to prepare service areas and equipment for table service

Outcome 3

Be able to clear dining and service areas after table service

Outcome 4

Understand how to clear dining and service areas after table service

Outcome 5

Be able to prepare customer and dining areas for table service

Outcome 6

Understand how to prepare customer and dining areas for table service

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

- making sure all areas, furniture and equipment are hygienic, undamaged and ready for use
- making sure that there are sufficient stocks of linen, table items and menus
- preparing condiments and accompaniments
- setting out restaurant furniture, laying up and checking menus
- cleaning and clearing away
- storing items for future use

PREPARE AND CLEAR AREAS FOR TABLE SERVICE

Evidence

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

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			
5			
6			

Photocopy if required

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

BE ABLE TO PREPARE SERVICE AREAS AND EQUIPMENT FOR TABLE SERVICE (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Check that service areas are hygienic, undamaged and ready to use in line with the service operation	C	C	C	C
2 Check that service equipment is clean, undamaged, positioned ready to use and turned on where appropriate	C	C	C	C
3 Check that there are sufficient stocks of table items and stored in line with service operation	C	C	C	C
4 Prepare condiments and accompaniments ready for service and store them in line with food hygiene regulations	C	C	C	C
5 Check refuse and waste food containers are clean and ready for use	C	C	C	C

What you must cover

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

Service operations

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

1	Restaurant table service	C	C	C	C
2	Function service	C	C	C	C

Service equipment

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

1	Service cutlery/silverware	C	C	C	C
2	Glassware	C	C	C	C
3	Service dishes/flats	C	C	C	C
4	Refrigerated units	C	C	C	C
5	Hot/cold beverage service containers	C	C	C	C
6	Trays/trolleys	C	C	C	C
7	Sideboards/side tables/service station	C	C	C	C

Condiments and accompaniments

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

1	Dry seasonings/flavourings	C	C	C	C
2	Mustards, sauces and salad dressings	C	C	C	C
3	Prepared bread items	C	C	C	C

BE ABLE TO CLEAR DINING AND SERVICE AREAS AFTER TABLE SERVICE (OUTCOME 3)

What you must do

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

Shaded numbers must be observed

	1	2	3	4
6 Check dining furniture, table linen and table items are clean and undamaged	C	C	C	C
7 Arrange restaurant furniture according to the food service operation	C	C	C	C
8 Lay up tables according to cover lay up	C	C	C	C
9 Check that menus and ensure that they contain accurate information and are ready for customer use	C	C	C	C
10 Check that condiment containers are clean, full and ready for customer use	C	C	C	C

What you must cover

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

Table items

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

1	Crockery	C	C	C	C
2	Cutlery/silverware	C	C	C	C
3	Glassware	C	C	C	C
4	Menus/menu folders	C	C	C	C
5	Table decorations	C	C	C	C
6	Condiments and accompaniments	C	C	C	C
7	Napkins and table coverings	C	C	C	C

Service operations

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

1	Restaurant table service	C	C	C	C
2	Function service	C	C	C	C

Cover lay-up

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

1	Full place settings for a la carte menu	C	C	C	C
2	Full place settings for table d'hôte menu	C	C	C	C
3	Full place settings for function	C	C	C	C

BE ABLE TO PREPARE CUSTOMER AND DINING AREAS FOR TABLE SERVICE (OUTCOME 5)

What you must do

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

Shaded numbers must be observed	1	2	3	4
11 Arrange table items used in food service area for cleaning or store them as required	C	C	C	C
12 Prepare service and table linen for dispatch to laundry or clean down and remove disposable items	C	C	C	C
13 Store food items and accompaniments for future use in line with food hygiene regulations	C	C	C	C
14 Dispose of rubbish and waste food correctly	C	C	C	C
15 Make sure that service equipment is clean and turned off or stored	C	C	C	C
16 Leave dining and food service areas tidy and ready for cleaning	C	C	C	C

What you must cover

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

Table items

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

1	Cutlery/silverware	C	C	C	C
2	Glassware	C	C	C	C
3	Menus/menu holders	C	C	C	C
4	Table decorations	C	C	C	C
5	Condiments and accompaniments	C	C	C	C
6	Napkins and table coverings	C	C	C	C

Food service areas

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

1	Customer dining areas	C	C	C	C
2	Sideboards/side tables/trolleys	C	C	C	C
3	Service preparation areas	C	C	C	C

Service equipment

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

1	Hot plates/plates	C	C	C	C
2	Warmers	C	C	C	C
3	Refrigerated units	C	C	C	C
4	Hot/cold beverage service containers	C	C	C	C
5	Trays/trolleys	C	C	C	C
6	Sideboards/side tables/service station	C	C	C	C

What you must know

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

Understand how to prepare service areas and equipment for table service (OUTCOME 2)

- | | Ref. |
|---|---|
| K1 Describe safe and hygienic working practices when preparing service areas and equipment for table service | K11 State why menus should be checked before us |
| K2 State why a constant stock of food service items has to be maintained | K12 State why heating/air conditioning/ventilation and lighting should be checked before use when preparing customer dining areas for table service |
| K3 State why it is important to check expiry dates on items and how to do so | K13 Outline the types of unexpected situations that may occur when preparing customer dining areas and how to deal with them |
| K4 Outline organisations procedures for storage and stock rotation | |
| K5 State why service equipment should be turned on before service | |
| K6 State why waste must be handled and disposed of correctly | |
| K7 State where and from whom health and safety and food hygiene information can be obtained | |
| K8 Outline the types of unexpected situations that may occur when preparing service areas and equipment and how to deal with them | |

Understand how to clear dining and service areas after table service (OUTCOME 4)

- | | Ref. |
|--|------|
| K9 Describe safe and hygienic working practices when preparing customer dining areas | |
| K10 State why it is essential to check table linen and table items before service | |

Understand how to prepare customer and dining areas for table service (OUTCOME 6)

- | | Ref. |
|--|------|
| K14 Describe safe and hygienic working practices when clearing dining and service areas | |
| K15 State why all dining and service areas should be left clean after service | |
| K16 State why certain electrical equipment should be turned off after service | |
| K17 State why waste must be handled and disposed of correctly | |
| K18 Describe how to dispose of broken glass and crockery safely | |
| K19 State the security procedures that should be followed | |
| K20 Outline the types of unexpected situations that may occur when clearing dining and service areas and how to deal with them | |

UNIT 207 (2FS2)

SERVE FOOD AT THE TABLE

Successful assessment of the unit proves that the learner has achieved the national occupational standard to serve food at the table

August 2010 Version 1.0



SERVE FOOD AT THE TABLE

This unit is about greeting and assisting customers when they arrive, giving them accurate information about dishes and taking their orders. It also covers serving customer orders, providing customers with items such as cutlery and condiments and keeping the dining area clean and tidy during service.

This unit has **four** outcomes:

Outcome 1

Be able to greet customers and take orders

Outcome 2

Understand how to greet customers and take orders

Outcome 3

Be able to serve customers' orders and maintain the dining area

Outcome 4

Understand how to serve customers' orders and maintain the dining area

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

- greeting customers and providing them with assistance
- providing customers with information on menu items and taking their orders
- checking that customers have the correct table items and serving their order
- clearing and tidying the table area as required

SERVE FOOD AT THE TABLE

Evidence

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

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

Photocopy if required

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

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

What you must do

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

Shaded numbers must be observed

	1	2	3	4
1 Greet customers and identify their requirements and check any booking records as appropriate to the service operation	C	C	C	C
2 Provide customers with assistance when they arrive	C	C	C	C
3 Make sure customers have access to the correct menu	C	C	C	C
4 Give accurate information on individual dishes according to customer requirements	C	C	C	C
5 Maximise the order using appropriate sales techniques	C	C	C	C
6 Assist customers to make a choice where appropriate	C	C	C	C
7 Identify, record and deal with orders promptly	C	C	C	C

What you must cover

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

Customers

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

1	With special requirements	C	C	C	C
2	Without special requirements	C	C	C	C

Customer requirements

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

1	Correct number of place settings	C	C	C	C
2	Dietary requirements	C	C	C	C
3	Special seating requirements	C	C	C	C

Service operations

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

1	Table service	C	C	C	C
2	Function service	C	C	C	C

Information

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

1	Dishes available	C	C	C	C
2	Dish composition and method of cooking	C	C	C	C
3	Prices	C	C	C	C
4	Special offers and promotions	C	C	C	C

BE ABLE TO SERVE CUSTOMERS' ORDERS AND MAINTAIN THE DINING AREA (OUTCOME 3)

What you must do

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

Shaded numbers must be observed	1	2	3	4
8 Provide customers with the correct table items for the food to be served at the appropriate times	C	C	C	C
9 Serve food with clean and undamaged service equipment of the appropriate type	C	C	C	C
10 Serve food of the type, quality and quantity required using the appropriate service method	C	C	C	C
11 Keep customer area tidy and clean	C	C	C	C
12 Remove and replace used table items as required and maintain the correct stocks	C	C	C	C
13 Remove leftover food items, condiments and accompaniments from the table when required and deal with them correctly	C	C	C	C
14 Carry out work with the minimum of disturbance to customers	C	C	C	C

What you must cover

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

Table items

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

1	Crockery	C	C	C	C
2	Cutlery and silverware	C	C	C	C
3	Glassware	C	C	C	C
4	Napkins	C	C	C	C
5	Condiments and accompaniments	C	C	C	C

Service equipment

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

1	Dishes/linens, flats	C	C	C	C
2	Trays/trolley service cutlery and silverware	C	C	C	C
3	Service cloths/linen	C	C	C	C

Service method

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

1	Plated items	C	C	C	C
2	Served items	C	C	C	C

What you must know

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

Understand how to greet customers and take orders (OUTCOME 2)

Ref.

K1 Describe organisational standards for customer service

K2 State why menus should be checked before use

K3 Explain why information about the menu should be given accurately to customers

K4 Explain why it is important to have knowledge about food being served

K5 Describe the types of assistance that customers may need when they arrive and how to deal with these

K6 Outline the types of unexpected situations that may occur when greeting customers and dealing with orders and how to deal with them

K11 Describe safe and hygienic working practices when maintaining dining and service areas

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 Explain why a constant stock of linen, table items and accompaniments must be maintained

K15 Outline the types of unexpected situations that may occur when serving food at table and how to deal with these

Understand how to serve customers' orders and maintain the dining area (OUTCOME 4)

Ref.

K7 Describe safe and hygienic working practices when serving customer orders

K8 State which condiments and accompaniments best complement each menu item

K9 State which service equipment is appropriate for different menu items

K10 Explain why food should be arranged and presented in line with the menu specifications

UNIT 208 (2FS3)

PROVIDE A SILVER SERVICE

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

August 2010 Version 1.0



PROVIDE A SILVER SERVICE

This unit is about silver serving various foods including soups and sauces, bread rolls and potatoes, meat and poultry, vegetables and sweets. This unit also covers clearing finished courses including cutlery, crockery and other table items such as glassware.

This unit has **four** outcomes:

Outcome 1

Be able to silver serve food

Outcome 2

Understand how to silver serve food

Outcome 3

Be able to clear finished courses

Outcome 4

Know how to clear finished courses

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

- making sure that service equipment is clean, undamaged and ready for service
- apportioning and arranging food for easy service to customers
- clearing away finished courses and used crockery
- making sure that all food debris is cleared from the table
- checking that crockery, cutlery and other table items are in place

PROVIDE A SILVER SERVICE

Evidence

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

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

Photocopy if required

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

BE ABLE TO SILVER SERVE FOOD (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Make sure that service equipment is clean and undamaged and ready for service according to the service operation	C	C	C	C
2 Make sure that the food to be served is of the type and quantity required and that it is arranged allowing for easy service	C	C	C	C
3 Portion, serve and arrange the food items using the recommended service equipment	C	C	C	C
4 Deal with surplus food items and used service equipment correctly	C	C	C	C
5 Carry out work with the minimum of disturbance to customers	C	C	C	C

What you must cover

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

Service equipment

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

1	Dishes/liners/flats	C	C	C	C
2	Service cutlery/silverware	C	C	C	C
3	Service cloths/linen	C	C	C	C

Silver service operation

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

1	Function silver service	C	C	C	C
2	Restaurant silver service	C	C	C	C
3	Buffet/carvery silver service	C	C	C	C

Food items

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

1	Soups	C	C	C	C
2	Gravies/sauces	C	C	C	C
3	Bread rolls/potatoes/other solid items	C	C	C	C
4	Sliced meat/poultry	C	C	C	C
5	Rice/vegetables/other small chopped items	C	C	C	C
6	Pies/tarts/flans/gateaux	C	C	C	C
7	Puddings/spooned desserts	C	C	C	C
8	Cheese	C	C	C	C

BE ABLE TO CLEAR FINISHED COURSES (OUTCOME 3)

What you must do

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

Shaded numbers must be observed		1	2	3	4
6	Clear finished courses , crockery and cutlery systematically from the table at the appropriate time according to the service operation	C	C	C	C
7	Check crockery, cutlery and other table items and replace or remove them as appropriate	C	C	C	C
8	Clear waste and food debris from the table in line with the service operation	C	C	C	C

What you must cover

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

Courses

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

1	Starter	C	C	C	C
2	Main course	C	C	C	C
3	Dessert	C	C	C	C

Service operation

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

1	Function silver service	C	C	C	C
2	Restaurant silver service	C	C	C	C
3	Buffet/carvery silver service	C	C	C	C

Table items

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

1	Glassware	C	C	C	C
2	Condiments and accompaniments	C	C	C	C
3	Table decorations	C	C	C	C

What you must know

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

Understand how to silver serve food (OUTCOME 2)	Ref.	Know how to clear finished courses (OUTCOME 4)	Ref.
K1 Describe safe and hygienic working practices when providing a silver service		K9 Describe safe and hygienic working practices when clearing finished courses	
K2 State why it is important to be familiar with the available menu items		K10 Describe the operational procedures for clearing finished courses	
K3 Describe the operational procedures for serving courses		K11 State why and to whom any incidents or accidents should be reported	
K4 State what food has to be carefully portioned during service		K12 Outline what the hygienic aspects are to clearing tables	
K5 Explain why care has to be taken to serve and arrange food correctly		K13 Outline the types of unexpected situations that may occur when clearing courses and how to deal with these	
K6 State why care should be taken to avoid accidents			
K7 State why and to whom all customer incidents should be reported			
K8 Outline the types of unexpected situations that may occur when providing silver service and how to deal with these			

UNIT 209 (2FS4)

**PROVIDE A BUFFET AND
CARVERY SERVICE**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to provide buffet
and carvery service**

August 2010 Version 1.0



PROVIDE A BUFFET AND CARVERY SERVICE

This unit is about preparing the carvery or buffet display by arranging items such as crockery, cutlery and napkins. It also covers serving customers at the carvery or buffet including portioning the food and using the correct service style. Finally the unit covers keeping customer dining areas clean by clearing tables and dealing with spillages.

This unit has **four** outcomes:

Outcome 1

Be able to prepare and maintain a buffet and carvery display

Outcome 2

Understand how to prepare and maintain a buffet and carvery display

Outcome 3

Be able to serve and assist customers at the carvery and buffet

Outcome 4

Understand how to serve and assist customers at the carvery and buffet

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

- displaying and replenishing food on the carvery and buffet tables
- making sure that the service areas and equipment are clean
- greeting customers and serving their food
- keeping dining areas clean and tidy, mopping up spillages and breakages
- removing unwanted food, clearing away soiled table linen and used equipment

PROVIDE A BUFFET AND CARVERY SERVICE

Evidence

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

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

Photocopy if required

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

BE ABLE TO PREPARE AND MAINTAIN A BUFFET AND CARVERY DISPLAY (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Make sure the carvery and buffet table is clean, undamaged and positioned according to the serve style	C	C	C	C
2 Make sure table items are clean and undamaged and arrange them correctly for food service	C	C	C	C
3 Make sure service equipment is clean, undamaged and position it ready for use	C	C	C	C
4 Display food items ready for service	C	C	C	C
5 Display and store food items according to food safety requirements	C	C	C	C
6 Replenish food items as necessary and keep the carvery or buffet free from food debris during food service	C	C	C	C

What you must cover

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

Service style

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

1	Served buffet/carvery	C	C	C	C
2	Self-served buffet/carvery	C	C	C	C

Table items

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

1	Crockery	C	C	C	C
2	Cutlery/silverware	C	C	C	C
3	Glassware	C	C	C	C
4	Table coverings	C	C	C	C
5	Napkins	C	C	C	C
6	Decorative items	C	C	C	C
7	Flowers	C	C	C	C

Service equipment

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

1	Dishes/flats/plates	C	C	C	C
2	Service cutlery/silverware	C	C	C	C
3	Service cloths/linen	C	C	C	C

Food items

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

1	Hot food	C	C	C	C
2	Cold food	C	C	C	C
3	Accompaniments	C	C	C	C

BE ABLE TO SERVE AND ASSIST CUSTOMERS AT THE CARVERY AND BUFFET (OUTCOME 3)

What you must do

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

Shaded numbers must be observed		1	2	3	4
7	Give information that meets the customers' needs and promotes the products and service of organisation	C	C	C	C
8	Serve food with service equipment of the appropriate type that is clean and undamaged using correct service style	C	C	C	C
9	Serve only food items that are of the required type and quality	C	C	C	C
10	Portion and arrange food in line with organisation style and customer requirements	C	C	C	C
11	Keep customer dining areas tidy and free from rubbish and food debris	C	C	C	C
12	Clear any used table items and left over food items when necessary	C	C	C	C
13	Carry out work with the minimum of disturbance to customers	C	C	C	C

What you must cover

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

Service style

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

1	Served buffet/carvery	C	C	C	C
2	Self-service buffet/carvery	C	C	C	C

Service equipment

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

1	Dishes/flats/plates	C	C	C	C
2	Service cutlery/silverware	C	C	C	C
3	Service cloths/linen	C	C	C	C

Food items

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

1	Hot food	C	C	C	C
2	Cold food	C	C	C	C
3	Accompaniments	C	C	C	C

What you must know

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

Understand how to prepare and maintain a buffet and carvery display (OUTCOME 2)

- | | |
|----|---|
| K1 | Describe safe and hygienic working practices when preparing and maintaining a carvery or buffet display |
| K2 | Explain why food items should be replenished and displayed correctly throughout service |
| K3 | State why dining service areas must be kept tidy and free from rubbish and food debris |
| K4 | State why service equipment should be turned on before service |
| K5 | State why heating, air conditioning and ventilation and lighting should be checked before use when preparing areas for service |
| K6 | State why table items should be checked for damage and cleanliness before service |
| K7 | Outline the types of unexpected situations that may occur when preparing and maintaining the carvery or buffet and how to deal with these |

Ref.

- | | |
|-----|---|
| K10 | State why information given to customers should be accurate |
| K11 | Explain why maintaining food at the correct temperature is important and how you can ensure this |
| K12 | State why and to whom all customer incidents should be reported |
| K13 | Describe safe and hygienic working practices when maintaining a customer dining area |
| K14 | State why waste must be handled and disposed of correctly |
| K15 | State why and to whom breakages should be reported |
| K16 | Outline the types of unexpected situations that may occur when serving customers from the carvery or buffet and how to deal with them |

Understand how to serve and assist customers at the carvery and buffet (OUTCOME 4)

- | | |
|----|--|
| K8 | Describe safe and hygienic working practices when serving customers at buffet or carvery |
| K9 | State why portions should be controlled when serving food to customers |

Ref.

UNIT 210 (2FS5)

CONVERT A ROOM FOR DINING

Successful assessment of the unit proves that the learner has achieved the national occupational standard to convert a room for dining

August 2010 Version 1.0



CONVERT A ROOM FOR DINING

This unit is about converting an empty, but appropriate, room so that it is suitable for dining purposes. It also covers returning the room to its original state.

This unit has **four** outcomes:

Outcome 1

Be able to set up food dining areas

Outcome 2

Know how to set up food dining areas

Outcome 3

Be able to return food dining area to its original state

Outcome 4

Understand how to return food dining area to its original state

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

- preparing additional dining areas and service equipment
- making sure that service areas and equipment are clean and ready for use
- returning areas to their normal state after use
- working with other team members
- reporting problems to a more senior member of staff

CONVERT A ROOM FOR DINING

Evidence

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

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

Photocopy if required

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

BE ABLE TO SET UP FOOD DINING AREAS

(OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Ensure number of staff required are available to prepare food dining areas, and inform the proper person when more staff are required	C	C	C	C
2 Prioritise work and carry out in an efficient manner	C	C	C	C
3 Identify items requiring moving, the number of people needed to move each item and the amount of time required to do so	C	C	C	C
4 Move items not required in a safe way and pack away as required	C	C	C	C
5 Set up necessary dining and service equipment in a safe and hygienic manner to meet organisational requirements, using required number of people to move each item	C	C	C	C
6 Clean any unhygienic dining or service equipment or dining areas	C	C	C	C

What you must cover

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

Dining equipment

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

1	Tables	C	C	C	C
2	Chairs	C	C	C	C
3	Service surface	C	C	C	C

Service equipment

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

1	Customer cutlery	C	C	C	C
2	Service apparatus	C	C	C	C
3	Customer plates/bowls	C	C	C	C
4	Condiments	C	C	C	C

BE ABLE TO RETURN FOOD DINING AREA TO ITS ORIGINAL STATE (OUTCOME 3)

What you must do

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

Shaded numbers must be observed	1	2	3	4
7 Ensure that the required number of staff are available to clear the food dining areas and inform the proper person when more staff are required	C	C	C	C
8 Prioritise work and carry out in an efficient manner	C	C	C	C
9 Clean surfaces and service equipment where required	C	C	C	C
10 Move dining equipment and service equipment in an orderly manner ensuring they are packed away correctly	C	C	C	C
11 Safely return any items to their proper place	C	C	C	C
12 Ensure that area is left as required by organisational standards	C	C	C	C

What you must cover

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

Dining equipment

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

1	Tables	C	C	C	C
2	Chairs	C	C	C	C
3	Service surface	C	C	C	C

Service equipment

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

1	Customer cutlery	C	C	C	C
2	Customer plates/bowls	C	C	C	C
3	Service apparatus	C	C	C	C
4	Condiments	C	C	C	C

What you must know

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

Know how to set up food dining areas (OUTCOME 2)

Ref.

-
- K1 State why it is important to lift heavy or bulk items using approved safe methods
-
- K2 Describe the safe methods for lifting and carrying
-
- K3 Describe how to determine how many staff are needed for lifting and carrying different items
-
- K4 State what equipment commonly needs to be moved
-
- K5 Describe what specific packing requirements certain equipment may have
-
- K6 Describe the organisational table layouts
-
- K7 Describe the organisation's service structure
-
- K8 State why, and to whom, problems such as damaged, dirty or missing equipment should be reported
-

Understand how to return food dining area to its original state (OUTCOME 4)

Ref.

-
- K9 State what materials and equipment are used for clearing different types of surfaces in food dining areas
-
- K10 State why work area needs to be inspected on completion
-
- K11 State what information is required in order to clean food dining surfaces
-

UNIT 211 (2BS1)

**PREPARE AND CLEAR
THE BAR AREA**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
clear the bar area**

August 2010 Version 1.0



PREPARE AND CLEAR THE BAR AREA

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

This unit has **six** outcomes:

Outcome 1

Be able to prepare customer and service area

Outcome 2

Understand how to prepare customer and service area

Outcome 3

Be able to clear customer and service area

Outcome 4

Understand how to clear customer and service area

Outcome 5

Be able to clean and store glassware

Outcome 6

Understand how to clean and store glassware

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

- restocking and rotating stock
- preparing drinks accompaniments
- checking equipment, menus and promotional items
- checking service areas, such as counters and shelves, waste bins, floors and tables/chairs
- cleaning and storing service equipment after service
- turning off equipment
- cleaning and clearing away
- washing, drying and storing glasses and other glassware

PREPARE AND CLEAR THE BAR AREA

Evidence

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

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

Photocopy if required

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

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

What you must do

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

Shaded numbers must be observed

	1	2	3	4
1 Check stocks for drinks service , restock and rotate them in line with workplace procedures	C	C	C	C
2 Prepare and store the drink accompaniments , ready for service	C	C	C	C
3 Make sure that service and electrical equipment is clean, free from damage and displayed as required	C	C	C	C
4 Make sure that menus and promotional material are accurate, clean, free from damage and displayed as required	C	C	C	C
5 Make sure service areas are clean, tidy and ready for service	C	C	C	C

What you must cover

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

Stocks for drinks service

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

1	Bottled soft/alcoholic drinks	C	C	C	C
2	Draught soft/alcoholic drinks	C	C	C	C
3	Soft/alcoholic drinks served by optics	C	C	C	C
4	Soft/alcoholic drinks free poured with measure and pourer	C	C	C	C
5	Hot drinks	C	C	C	C

Drink accompaniments

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

1	Ice	C	C	C	C
2	Food garnishes for drinks	C	C	C	C
3	Accompaniments for hot drinks	C	C	C	C
4	Decorative items for drinks	C	C	C	C

Service equipment

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

	Bottle openers/cork screws	C	C	C	C
	Optics, measurers/pourers	C	C	C	C
	Glassware	C	C	C	C
	Drip trays and drip mats	C	C	C	C
	Ice buckets and tongs	C	C	C	C
	Knives and chopping boards	C	C	C	C
	Coasters and drink mats	C	C	C	C

Electrical equipment

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

1	Refrigerated units	C	C	C	C
2	Ice machine	C	C	C	C

Service areas

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

1	Counters and shelves	C	C	C	C
2	Waste bins/bottle containers	C	C	C	C
3	Floors	C	C	C	C
4	Tables and chairs	C	C	C	C

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

What you must do

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

Shaded numbers must be observed

	1	2	3	4
6 Store, restock, or dispose of drinks stocks and drink accompaniments , in line with workplace procedures	C	C	C	C
7 Ensure that service equipment is clean and stored as required	C	C	C	C
8 Make sure electrical equipment and machines are left in the correct condition	C	C	C	C
9 Ensure that customer and service areas are tidy, free from rubbish and ready for cleaning	C	C	C	C

What you must cover

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

Drink stocks

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

1	Bottled soft/alcoholic drinks	C	C	C	C
2	Draught soft/alcoholic drinks	C	C	C	C
3	Soft/alcoholic drinks served by optics	C	C	C	C

4	Soft/alcoholic drinks free poured with measure and pourer	C	C	C	C
5	Hot drinks	C	C	C	C

Drink accompaniments

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

1	Ice	C	C	C	C
2	Food garnishes for drinks	C	C	C	C
3	Accompaniments for hot drinks	C	C	C	C
4	Decorative items for drinks	C	C	C	C

Service equipment

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

1	Bottle openers/cork screws	C	C	C	C
2	Optics, measures/pourers	C	C	C	C
3	Glassware	C	C	C	C
4	Drip trays and drip mats	C	C	C	C
5	Ice buckets and tongs	C	C	C	C
6	Knives and chopping boards	C	C	C	C
7	Coasters and drink mats	C	C	C	C

Electrical equipment

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

1	Refrigerated units	C	C	C	C
2	Ice machine	C	C	C	C

Service areas

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

1	Counters and shelves	C	C	C	C
2	Waste bins/bottle containers	C	C	C	C
3	Floors	C	C	C	C
4	Tables and chairs	C	C	C	C

BE ABLE TO CLEAN AND STORE GLASSWARE

(OUTCOME 5)

What you must do

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

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

What you must cover

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

Glassware

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

1	Glasses	C	C	C	C
2	Water jugs	C	C	C	C

What you must know

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

Understand how to prepare customer and service area (OUTCOME 2)

Ref.

-
- K1 Describe safe and hygienic practices when preparing customer and service areas
-
- K2 State why and to whom breakages should be reported
-
- K3 Explain why it is essential to check the expiry dates on stock 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 secure from unauthorised access at all times
-
- K7 State why maintenance should not be attempted on electronic items
-
- K8 State why a constant stock 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 the bar area and how to deal with these
-

Understand how to clear customer and service area (OUTCOME 4)

Ref.

-
- K11 Describe safe and hygienic working practices when clearing customer and service areas
-
- K12 Explain 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 maintenance must not be attempted on electrical equipment
-
- K16 State why customer service areas must be secure from unauthorised access after service
-
- K17 State why spillages and breakages must be reported to the appropriate person
-
- K18 State why correct storage procedures must be followed for food and drink stocks
-
- K19 Outline the types of unexpected situations that may occur when clearing the bar area and how to deal with them
-

Understand how to clean and store glassware (OUTCOME 6)

Ref.

-
- K20 Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials
-
- K21 Explain why glassware should be handled carefully
-
- K22 State why glassware should be cleaned at the correct temperature
-
- K23 Describe the proper procedure for disposing of broken glass
-
- K24 Describe how to maintain glass washing equipment
-
- K25 Outline the types of unexpected situations that may occur when handling and cleaning glassware and how to deal with them
-

UNIT 212 (2BS2)

SERVE ALCOHOLIC AND SOFT DRINKS

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

August 2010 Version 1.0



SERVE ALCOHOLIC AND SOFT DRINKS

This unit is about providing customers with a range of alcoholic and non-alcoholic drinks – bottled, draught, cans and cartons, and those served by free pouring or optics, for example spirits and liqueurs.

This unit has **four** outcomes:

Outcome 1

Be able to take customers' orders

Outcome 2

Understand how to take customers' orders

Outcome 3

Be able to serve alcoholic and non-alcoholic drinks

Outcome 4

Understand how to serve alcoholic and non-alcoholic drinks

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

- providing customers with information about available drinks
- taking orders
- applying licensing laws
- promoting products
- serving drinks

SERVE ALCOHOLIC AND SOFT DRINKS

Evidence

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

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

Photocopy if required

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

BE ABLE TO TAKE CUSTOMERS' ORDERS

(OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Deal with customers in order of arrival where possible	C	C	C	C
2 Maintain focus on the customer and their needs	C	C	C	C
3 Offer customers accurate information on available drinks	C	C	C	C
4 Take the opportunity to maximise sales through up-selling in line with current best practice and or legislation	C	C	C	C
5 Identify customer requirements accurately and offer them drink accompaniments appropriate to the type of drink	C	C	C	C
6 Provide alcoholic drinks to permitted people only	C	C	C	C
7 Deal with customer incidents effectively and inform the proper person where necessary	C	C	C	C

What you must cover

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

Information

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

1	Price	C	C	C	C
2	Alcoholic content	C	C	C	C
3	Name and type of drink	C	C	C	C
4	Style characteristics	C	C	C	C

Drinks

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

1	Bottled drinks	C	C	C	C
2	Draught drinks	C	C	C	C
3	Drinks in cans or cartons	C	C	C	C
4	Drinks served by free pouring or optics	C	C	C	C

Drink accompaniments

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

1	Ice/water	C	C	C	C
2	Food garnishes for drinks	C	C	C	C
3	Decorative items/stirrers	C	C	C	C

BE ABLE TO SERVE ALCOHOLIC AND NON-ALCOHOLIC DRINKS (OUTCOME 3)

What you must do

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

Shaded numbers must be observed	1	2	3	4
8 Select a glass in which to serve the drinks according to organisation's procedures and customer requirements	C	C	C	C
9 Check that the glass is clean and undamaged	C	C	C	C
10 Pour drink according to the product that is being served	C	C	C	C
11 Ensure that the drink is at the correct temperature before serving	C	C	C	C
12 Serve the drink to the customer in line with the service style	C	C	C	C
13 Promote additional products to the customer as appropriate	C	C	C	C

What you must cover

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

Drinks

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

1	Bottled	C	C	C	C
2	Draught	C	C	C	C
3	Drinks in cans	C	C	C	C
4	Drinks in cartons	C	C	C	C
5	Free pouring/optics	C	C	C	C

Customer

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

1	With routine needs	C	C	C	C
2	With non-routine needs	C	C	C	C

Service style

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

1	At the bar	C	C	C	C
2	At the table	C	C	C	C

What you must know

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

Understand how to take customers' orders (OUTCOME 2)

- | | Ref. |
|---|--|
| K1 State the Licensing Objectives relevant to the country working within | K13 Describe how to respond to signs that someone might be under the influence of drugs or buy/selling drugs |
| K2 State current legislation relevant to licensing and weights and measures | K14 Describe what procedures to follow in response to people smoking in a no smoking area |
| K3 State why it is important to check glassware for damage | K15 Describe the type of non-routine needs that customers may have and how to deal with them |
| K4 Explain why drinks should be stored at the correct temperature | K16 Describe organisations' standards for customer service |
| K5 Describe how to deal with violent/disorderly customers | K17 Describe different service styles within the organisation |
| K6 Explain why it is important to offer customers accurate information eg about strength of drinks and their basic characteristics | K18 Describe why customers should be dealt with in order of arrival where possible |
| K7 State why it is important to offer customer accurate information about special offers and promotions | |
| K8 State what legal measures must be used to serve alcohol and why they must be used | |
| K9 State what law is in relation to serving underage drinkers and how this affects the bar staff | |
| K10 State what law is in relation to the times of day/night that alcohol may be served | |
| K11 Describe symptoms that indicate when a customer has drunk excessive amounts and what the legal responsibilities are in relation to this | |
| K12 State under what circumstances customers must not be served with alcohol | |

Understand how to serve alcoholic and non-alcoholic drinks (OUTCOME 4)

- | |
|--|
| K19 Describe the correct way to open capped, screw top and corked bottles and how to use the appropriate equipment |
| K20 State why the bottle should be left facing the customer |
| K21 Describe the correct way to pour and serve different draught drinks |
| K22 Describe the correct way to pour and serve different drinks for free or optic pouring |
| K23 Describe types of glasses available to serve drinks and which ones to use according to organisation's procedures and customer requirements |
| K24 State correct temperature for different types of drinks |

UNIT 213 (2BS3)

**PREPARE AND SERVE
COCKTAILS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
serve cocktails**

August 2010 Version 1.0



PREPARE AND SERVE COCKTAILS

This unit is about preparing cocktail making equipment and cocktail ingredients. It also covers mixing and serving cocktails and giving customers accurate information about them.

This unit has **four** outcomes:

Outcome 1

Be able to prepare areas and equipment for serving cocktails

Outcome 2

Know how to prepare areas and equipment for serving cocktails

Outcome 3

Be able to serve cocktails

Outcome 4

Understand how to serve cocktails

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

- keeping cocktail making equipment clean and undamaged
- making and serving alcoholic cocktails
- storing ingredients for cocktails
- promoting cocktails and providing information on them

PREPARE AND SERVE COCKTAILS

Evidence

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

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

Photocopy if required

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

BE ABLE TO PREPARE AREAS AND EQUIPMENT FOR SERVING COCKTAILS (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Make sure that work areas are clean, tidy and ready to use	C	C	C	C
2 Make sure that cocktail-making equipment is clean and undamaged	C	C	C	C
3 Prepare and store cocktail ingredients ready to use	C	C	C	C
4 Store cocktail accompaniments ready to use	C	C	C	C

What you must cover

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

Equipment

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

1	Pourers	C	C	C	C
2	Blenders	C	C	C	C
3	Shakers/mixers	C	C	C	C
4	Stirring equipment	C	C	C	C
5	Squeezers and strainers	C	C	C	C
6	Knives and chopping board	C	C	C	C
7	Glasses/jugs	C	C	C	C
8	Ice scoops	C	C	C	C
9	Cocktail list/menu	C	C	C	C

Ingredients

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

1	Fruit	C	C	C	C
2	Fruit juices/soft drinks	C	C	C	C
3	Cream/milk	C	C	C	C
4	Alcohol	C	C	C	C

Accompaniments

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

1	Ice	C	C	C	C
2	Food garnish	C	C	C	C
3	Salt/sugar	C	C	C	C
4	Decorative items	C	C	C	C

BE ABLE TO SERVE COCKTAILS (OUTCOME 3)

What you must do

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

Shaded numbers must be observed		1	2	3	4
5	Identify customer requirements	C	C	C	C
6	Provide customers with accurate information about cocktails as required	C	C	C	C
7	Promote cocktails to customers at appropriate times	C	C	C	C
8	Assemble cocktails using the recommended, measures, techniques, equipment and accompaniments	C	C	C	C
9	Finish cocktails and serve them using the recommended equipment and accompaniments	C	C	C	C
10	Serve alcoholic cocktails to permitted people only	C	C	C	C

What you must cover

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

Information

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

1	Price	C	C	C	C
2	Ingredients	C	C	C	C

3	Relative strength	C	C	C	C
4	Measures	C	C	C	C

Techniques

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

1	Shaken	C	C	C	C
2	Mixed	C	C	C	C
3	Stirred	C	C	C	C
4	Blended	C	C	C	C
5	Built/poured	C	C	C	C

Cocktail

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

1	Spirit based	C	C	C	C
2	Non-alcoholic	C	C	C	C
3	Cream-based cocktail	C	C	C	C
4	Champagne-based cocktail	C	C	C	C
5	Gin/vodka-based cocktail	C	C	C	C
6	Tequila-based cocktail	C	C	C	C
7	Fruit-juice based cocktail	C	C	C	C
8	Sour cocktail	C	C	C	C

Accompaniments

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

1	Ice	C	C	C	C
2	Food garnish	C	C	C	C
3	Salt/sugar	C	C	C	C
4	Decorative items	C	C	C	C

Equipment

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

1	Pourers	C	C	C	C
2	Blenders	C	C	C	C
3	Shakers/mixers	C	C	C	C
4	Stirring equipment	C	C	C	C
5	Squeezers and strainers	C	C	C	C
6	Knives and chopping board	C	C	C	C
7	Glasses/jugs	C	C	C	C
8	Ice scoops	C	C	C	C

What you must know

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

Know how to prepare areas and equipment for serving cocktails (OUTCOME 2)

- | | Ref. |
|--|---|
| K1 Describe safe and hygienic working practices when preparing areas and equipment for making cocktails | K13 State why it is important to offer customers accurate information e.g. about strength of drinks and their basic characteristics |
| K2 State why it is important to keep preparation areas and equipment hygienic when preparing cocktails | K14 State why it is important to offer customers accurate information about special offers and promotions |
| K3 State what safe working practices should be followed when preparing cocktails | K15 State why correct information must be provided to customers at all times |
| K4 State why it is important to have all the ingredients ready before preparing cocktails | K16 State why it is important to recognise the name of different cocktails |
| K5 Outline the types of unexpected situations that may happen when preparing areas and equipment to make cocktails | K17 Describe the different techniques for mixing cocktails |

Understand how to serve cocktails (OUTCOME 4)

- | | Ref. |
|--|---|
| K6 State current relevant legislation relating to licensing and weights and measures legislation | K18 State different measures for different types of cocktails |
| K7 Describe safe and hygienic working practices when serving cocktails | K19 State why it is important to use the correct measures when preparing cocktails |
| K8 State why and to whom any customer incidents should be reported | K20 State when it is permissible to free-pour when making cocktails |
| K9 Describe how to respond to signs that someone might be under the influence of drugs or buying/selling drugs | K21 State what legal measures must be used to serve alcohol and why they must be used |
| K10 Describe how to deal with violent/disorderly customers | K22 State what the law is in relation to serving underage drinkers and how this affects the bar staff |
| K11 State what procedures to follow in response to people smoking in a non smoking area | K23 State what the law is in relation to the times of day/night that alcohol may be served |
| K12 State where and from whom health and safety and food legislation can be obtained | K24 Describe what symptoms indicate that a customer has drunk excessive amounts and what the legal responsibilities are in relation to this |

- | |
|---|
| K13 State why it is important to offer customers accurate information e.g. about strength of drinks and their basic characteristics |
| K14 State why it is important to offer customers accurate information about special offers and promotions |
| K15 State why correct information must be provided to customers at all times |
| K16 State why it is important to recognise the name of different cocktails |
| K17 Describe the different techniques for mixing cocktails |
| K18 State different measures for different types of cocktails |
| K19 State why it is important to use the correct measures when preparing cocktails |
| K20 State when it is permissible to free-pour when making cocktails |
| K21 State what legal measures must be used to serve alcohol and why they must be used |
| K22 State what the law is in relation to serving underage drinkers and how this affects the bar staff |
| K23 State what the law is in relation to the times of day/night that alcohol may be served |
| K24 Describe what symptoms indicate that a customer has drunk excessive amounts and what the legal responsibilities are in relation to this |
| K25 State under what circumstances customers must not be served with alcohol |
| K26 Outline the types of unexpected situations that may happen when preparing and serving cocktails and how to deal with these |

UNIT 214 (2BS4)

PREPARE AND SERVE WINES

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
serve wines**

August 2010 Version 1.0



PREPARE AND SERVE WINES

This unit is about preparing for wine service by checking equipment such as trays, corkscrews and ice buckets. It also covers the promotion of wines and taking orders. Finally it covers presenting wine to the customer and serving it at the correct temperature.

This unit has **six** outcomes:

Outcome 1

Be able to prepare service areas, equipment and stock for wine service

Outcome 2

Understand how to prepare service areas, equipment and stock for wine service

Outcome 3

Be able to determine customer requirements for wine

Outcome 4

Understand how to determine customer requirements for wine

Outcome 5

Be able to present and serve wine

Outcome 6

Understand how to present and serve wine

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

- making sure that sufficient stocks of wine are stored at the right temperature and are ready for service
- greeting customers, offering them the wine list and providing any information they may require
- taking customer orders and then serving wine
- replenishing customers' glasses as required
- keeping service areas clean

PREPARE AND SERVE WINES

Evidence

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

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

Photocopy if required

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

BE ABLE TO PREPARE SERVICE AREAS, EQUIPMENT AND STOCK FOR WINE SERVICE

(OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Make sure there are sufficient stocks of service linen, table items, service equipment and wine lists	C	C	C	C
2 Make sure service linen, table items, service equipment and wine lists are clean and ready for use	C	C	C	C
3 Make sure there is sufficient wine stock	C	C	C	C
4 Make sure the wine stock is free from damage, available for service and stored at the recommended serving temperature	C	C	C	C

What you must cover

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

Service equipment

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

1	Glassware	C	C	C	C
2	Trays	C	C	C	C
3	Service cloths/linen	C	C	C	C
4	Corkscrews/bottle opener	C	C	C	C
5	Ice buckets/stands	C	C	C	C
6	Chillers/coolers	C	C	C	C

Wine

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

1	Red	C	C	C	C
2	White/rosé	C	C	C	C
3	Sparkling/semi-sparkling	C	C	C	C
4	Dessert	C	C	C	C

BE ABLE TO DETERMINE CUSTOMER REQUIREMENTS FOR WINE (OUTCOME 3)

What you must do

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

Shaded numbers must be observed	1	2	3	4
5 Present the wine list to the customer when they are considering their order	C	C	C	C
6 Establish an effective rapport with the customer and maintain it throughout the service	C	C	C	C
7 Take the opportunity to maximise sales through up-selling in line with current best practice and or legislation	C	C	C	C
8 Give accurate wine list information to meet the requirements of the customer	C	C	C	C
9 Refer customer queries outside own area of responsibility to the proper person	C	C	C	C
10 Take customer orders according to organisation's procedures	C	C	C	C

What you must cover

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

Wine list information

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

1	Name and type of wine	C	C	C	C
2	Price	C	C	C	C
3	Style characteristics	C	C	C	C
4	Country of origin	C	C	C	C

Customer needs

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

1	Customer taste and style	C	C	C	C
2	Price	C	C	C	C
3	Occasion	C	C	C	C
4	Matching wine to menu items	C	C	C	C

BE ABLE TO PRESENT AND SERVE WINE (OUTCOME 5)

What you must do

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

Shaded numbers must be observed	1	2	3	4
--	----------	----------	----------	----------

11	Handle the wine and present it to the customer in a style and manner appropriate to the style of service	C	C	C	C
-----------	--	----------	----------	----------	----------

12	Open the wine using the appropriate method	C	C	C	C
-----------	--	----------	----------	----------	----------

13	Serve the wine at the recommended temperature using the correct service equipment	C	C	C	C
-----------	--	----------	----------	----------	----------

14	Deal with routine customer queries and comments	C	C	C	C
-----------	---	----------	----------	----------	----------

15	Refill customers' wine glasses in line with their requirements and establishment procedures	C	C	C	C
-----------	---	----------	----------	----------	----------

What you must cover

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

Service equipment

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

1	Glassware	C	C	C	C
2	Trays	C	C	C	C
3	Service cloths/linen	C	C	C	C
4	Corkscrews/bottle openers	C	C	C	C
5	Ice buckets/stands	C	C	C	C
6	Chillers/coolers	C	C	C	C

Wine

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

1	Red	C	C	C	C
2	White/rosé	C	C	C	C
3	Sparkling/semi-sparkling	C	C	C	C
4	Dessert	C	C	C	C

Style of service

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

1	By the glass	C	C	C	C
2	By the bottle	C	C	C	C
3	By the carafe/decanter	C	C	C	C

What you must know

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

Understand how to prepare service areas, equipment and stock for wine service (OUTCOME 2)

Ref.

K1 Describe safe and hygienic working practices when preparing service areas, equipment & stock for wine service

K2 State what equipment is necessary for different types of wine

K3 State what glassware is necessary for different types of wine

K4 State what temperatures different types of wine should be stored and maintained at before service

K5 State what organisational procedures relate to preparing service areas, equipment and stock

K6 Outline the types of unexpected situations that may happen when preparing service areas and how to deal with them

Understand how to determine customer requirements for wine (OUTCOME 4)

Ref.

K7 State current relevant legislation relating to trades description and legislation when serving wine

K8 Describe how to deal with and report customer incidents

K9 State the importance of maximising sales through up-selling & how to do this

K10 Explain how to interpret the wine label information

K11 Describe the basic characteristics of the wines available within the establishment

K12 State how to describe wine characteristics to the customer

K13 List what factors to consider when providing advice to customers on choice of wine

K14 State what techniques to use to promote wines to customers

K15 State what legal measures can be used to serve wine and which ones are most appropriate to the organisation

K16 State under what circumstances customer must not be served with alcohol

K17 Describe what symptoms indicate that a customer has drunk excessive amounts and what are the legal responsibilities in relation to this

K18 Describe how to refuse to serve customers displaying inappropriate behaviour

Understand how to present and serve wine (OUTCOME 6)

Ref.

K19 Describe safe and hygienic working practices, relevant licensing weights and trades description legislation

K20 Describe the various safety procedures involved in opening a bottle of champagne/sparkling wine

K21 Describe what the correct procedures for handling glassware are and which glassware is appropriate for use in the service of different types of wine

K22 State what the recommended temperatures for maintaining different types of wine during service are

K23 State what the correct method of service (etiquette) is for white wine, red wine and sparkling wine

K24 State how many measures of wine are obtainable from standard bottles of wine

K25 Describe the types of unexpected situations that may happen when serving wine & how to deal with them

K26 State what the indicators are when wine is not suitable for drinking

UNIT 215 (2BS5)

MAINTAIN CELLARS AND KEGS

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to maintain cellars
and kegs**

August 2010 Version 1.0



MAINTAIN CELLARS AND KEGS

This unit is about keeping cellars clean, ensuring that equipment such as refrigeration units is in working order, and that conditions are correct. The unit also covers connecting and disconnecting kegs and gas cylinders and checking to see that they are functioning properly.

This unit has **four** outcomes:

Outcome 1

Be able to maintain cellars

Outcome 2

Understand how to maintain cellars

Outcome 3

Be able to prepare kegs and gas for use

Outcome 4

Understand how to prepare kegs and gas for use

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

- making sure that all surfaces and equipment are free from dirt, rubbish, spillages and mould
- keeping cellars secure
- connecting and disconnecting kegs and gas cylinders
- checking kegs or gas cylinders and dealing with leakages

MAINTAIN CELLARS AND KEGS

Evidence

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

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

Photocopy if required

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

BE ABLE TO MAINTAIN CELLARS (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Make sure that cellar surfaces are free from dirt, rubbish, spillages and mould	C	C	C	C
2 Make sure that the floors are clean and that drains, gullies and sumps are free from blockages	C	C	C	C
3 Make sure that cellar equipment is clean and in good working order	C	C	C	C
4 Use the recommended cleaning equipment and materials and store them correctly after use	C	C	C	C
5 Maintain cellar environmental conditions in line with service operations	C	C	C	C
6 Secure the cellar against unauthorised access	C	C	C	C

What you must cover

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

Equipment

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

1	Racks/shelves/ Cradles	C	C	C	C
2	Refrigeration/ Cooling units	C	C	C	C
3	Environmental conditions	C	C	C	C
4	Cleaning systems	C	C	C	C
5	Equipment to control	C	C	C	C

Environmental conditions

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

1	Humidity	C	C	C	C
2	Ventilation	C	C	C	C
3	Lighting	C	C	C	C
4	Temperature	C	C	C	C

BE ABLE TO PREPARE KEGS AND GAS FOR USE (OUTCOME 3)

What you must do

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

Shaded numbers must be observed	1	2	3	4
7 Position the full keg or gas cylinder for convenience at the appropriate time	C	C	C	C
8 Disconnect empty keg or gas cylinder using the recommended method	C	C	C	C
9 Check that the new keg or gas cylinder contains the correct product and shows the correct date	C	C	C	C
10 Connect keg or gas cylinder using the recommended method	C	C	C	C
11 Check that new keg or gas cylinder is working properly	C	C	C	C
12 Store used keg or gas cylinder ready for dispatch	C	C	C	C
13 Deal with leakages in keg or gas cylinder effectively and inform the proper person where necessary	C	C	C	C

What you must cover

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

Kegs or gas cylinders

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

1	Beer	C	C	C	C	C
2	Cider	C	C	C	C	C
3	Lager	C	C	C	C	C
4	Real ales	C	C	C	C	C
5	Carbon dioxide/mixed gas cylinders	C	C	C	C	C
6	Bulk gas	C	C	C	C	C

What you must know

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

Understand how to maintain cellars (OUTCOME 2)

Ref.

- K1 Describe safe and hygienic practices when maintaining cellars
- K2 Explain why there are specific security procedures for going in and out of the cellar
- K3 State why cellars should be secured against unauthorised access at all times
- K4 State why the cellar should be kept clean and tidy at all times
- K5 State why the cellar must be kept at a recommended temperature and what that temperature should be
- K6 Outline the types of unexpected situations that may happen when maintaining cellars and how to deal with them

K12 State why it is essential to turn off the gas supply before disconnecting the keg

K13 State what the safety considerations are in dealing with mixed gases

K14 Describe procedures in an event of an emergency

K15 Describe how to determine if kegs/cylinders are leaking

K16 State why it is important to check date stamp on stock

K17 Describe how to tell if stock is out of condition

K18 Outline the types of situations that may happen when preparing kegs and gas cylinders and how to deal with them

Understand how to prepare kegs and gas for use (OUTCOME 4)

Ref.

- K7 Describe safe and hygienic working practices when preparing kegs and gas cylinders for use
- K8 Describe the risks of mishandling kegs and gas cylinders
- K9 State why the correct and safe lifting techniques must be used
- K10 State why gas cylinders for use must be chained or strapped to the wall
- K11 State why and to whom any signs of damage to kegs/cylinders must be reported

UNIT 216 (2BS6)

CLEAN DRINK DISPENSE LINES

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to clean drink
dispense lines**

August 2010 Version 1.0



CLEAN DRINK DISPENSE LINES

This unit is about using cleaning agents that are correctly diluted to clean pipes and taps, and checking that drink dispense lines are free from damage and in working order.

This unit has **two** outcomes:

Outcome 1

Be able to clean drink dispense lines

Outcome 2

Understand how to clean drink dispense lines

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

- preparing and cleaning the drink dispense lines
- checking that the lines are undamaged and not blocked
- checking the quality of the drinks being dispensed

CLEAN DRINK DISPENSE LINES

Evidence

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

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

Photocopy if required

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

BE ABLE TO CLEAN DRINK DISPENSE LINES

(OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Prepare the drink dispense line system ready for cleaning	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>
2 Clean drink dispense line using correctly diluted cleaning agents and recommended equipment	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>
3 Make sure that cleaned pipes and taps are free from debris, cleaning agent, detergent and water	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>
4 Make sure the cleaned drink dispense line system is free from damage and in good working order	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>
5 Ensure that the drink is of the correct quality for service	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>

What you must cover

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

Drink dispense line

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

1	Beer/stout/lager/cider dispense lines	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>
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What you must know

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

Understand how to clean drink dispense lines (OUTCOME 2)	Ref.
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K1	State current legislation regarding safe and hygienic working practices when cleaning drink dispense lines
----	--

K2	Explain why it is important to clean drink dispense lines
----	---

K3	Describe the dangers of mishandling kegs and gas cylinders
----	--

K4	State why it is important to make sure cleaning agents are correctly diluted
----	--

K5	Describe what equipment is needed to clean drink dispense lines
----	---

K6	State why on-line beverages should be tested after cleaning pipes and lines
----	---

K7	State why lines should be thoroughly rinsed with clean water after cleaning and before use
----	--

K8	Describe organisation's procedures for cleaning and maintaining post-mix dispense systems
----	---

K9	Describe the types of unexpected situations that may happen when cleaning lines and how to deal with them
----	---

UNIT 217 (2BS7)

**PREPARE AND SERVE
DISPENSED AND
INSTANT HOT DRINKS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
serve dispensed and instant hot drinks**

August 2010 Version 1.0



PREPARE AND SERVE DISPENSED AND INSTANT HOT DRINKS

This unit is about preparing basic equipment such as small dispensing machines, kettles, urns, coffee and tea pots. The unit also covers the preparation and service of hot drinks such as coffee, tea, and hot chocolate.

This unit has **four** outcomes:

Outcome 1

Be able to prepare equipment and work area for service

Outcome 2

Understand how to prepare equipment and work area for service

Outcome 3

Be able to prepare and serve hot drinks

Outcome 4

Understand how to prepare and serve hot drinks

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

- preparing equipment and work areas for service
- making sure you have sufficient supplies or drink ingredients and accompaniments
- giving customers information about drinks
- making and serving drinks
- cleaning and tidying.

PREPARE AND SERVE DISPENSED AND INSTANT HOT DRINKS

Evidence

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

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

Photocopy if required

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

BE ABLE TO PREPARE EQUIPMENT AND WORK AREA FOR SERVICE (OUTCOME 1)

What you must do

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

Shaded numbers must be observed

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

What you must cover

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

Preparation equipment

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

1	Small vending machines	C	C	C	C
2	Urns/kettles	C	C	C	C
3	Coffee pots	C	C	C	C
4	Tea pots	C	C	C	C

Service equipment

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

1	Cutlery	C	C	C	C
2	Glassware	C	C	C	C
3	Crockery	C	C	C	C
4	Trays	C	C	C	C

Other equipment

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

1	Dish washers	C	C	C	C
2	Fridges/freezers	C	C	C	C
3	Thermometers	C	C	C	C

Drink ingredients

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

1	Coffee bags/pods/capsules	C	C	C	C
2	Pre-ground coffee beans	C	C	C	C
3	Instant coffee	C	C	C	C
4	Syrups	C	C	C	C
5	Chocolate powder	C	C	C	C
6	Loose tea	C	C	C	C
7	Tea bags	C	C	C	C
8	Fruit/herb: l tea	C	C	C	C

Drink accompaniments

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

1	Sugar	C	C	C	C
2	Milk	C	C	C	C
3	Dusting/topping powder	C	C	C	C
4	Cream	C	C	C	C

BE ABLE TO PREPARE AND SERVE HOT DRINKS (OUTCOME 3)

What you must do

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

Shaded numbers must be observed	1	2	3	4
5 Identify customer requirements	C	C	C	C
6 Provide customers with accurate information on drinks as required	C	C	C	C
7 Promote company drinks to customers at all appropriate times	C	C	C	C
8 Make the drinks using the correct equipment and ingredients	C	C	C	C
9 Serve the drink in company style, offering the correct accompaniments	C	C	C	C
10 Clean preparation and service equipment after use and tidy the preparation and serving area	C	C	C	C

What you must cover

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

Drinks

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

1	Coffee	C	C	C	C
2	Hot chocolate	C	C	C	C
3	Tea	C	C	C	C

Preparation equipment

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

1	Small vending machines	C	C	C	C
2	Kettles	C	C	C	C
3	Urns	C	C	C	C
4	Coffee pots	C	C	C	C
5	Tea pots	C	C	C	C

Service equipment

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

1	Cutlery	C	C	C	C
2	Glassware	C	C	C	C
3	Crockery	C	C	C	C
4	Trays	C	C	C	C

Drink ingredients

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

1	Coffee bags/pods/capsules	C	C	C	C
2	Pre-ground coffee beans	C	C	C	C
3	Instant coffee	C	C	C	C
4	Syrups	C	C	C	C
5	Chocolate powder	C	C	C	C
6	Loose tea	C	C	C	C
7	Tea bags	C	C	C	C
8	Fruit/herbal tea	C	C	C	C

Drink accompaniments

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

1	Sugar	C	C	C	C
2	Milk	C	C	C	C
3	Dusting/topping powder	C	C	C	C
4	Cream	C	C	C	C

What you must know

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

Understand how to prepare equipment and work area for service (OUTCOME 2)

Ref.

-
- | | |
|-------|---|
| K1 | Describe safe and hygienic working practices when preparing and serving hot drinks |
| <hr/> | |
| K2 | State why drink, ingredients and accompaniments must be available and ready for immediate use |
| <hr/> | |
| K3 | State why it is important to check for damage in all work areas and service equipment before taking orders |
| <hr/> | |
| K4 | Outline the types of unexpected situation that may occur when preparing areas and equipment for the preparation of hot drinks and how to deal with them |
-

Understand how to prepare and serve hot drinks (OUTCOME 4)

Ref.

-
- | | |
|-------|---|
| K5 | Describe safe and hygienic working practices when preparing and serving hot drinks |
| <hr/> | |
| K6 | State why information about products given to customers should be accurate |
| <hr/> | |
| K7 | Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements |
| <hr/> | |
| K8 | State why and to whom all customer incidents should be reported |
| <hr/> | |
| K9 | Explain why and to whom all breakages and spillages should be reported |
| <hr/> | |
| K10 | State why customers and service areas should be kept clean, tidy and free from rubbish and used equipment |
-

UNIT 218 (2BS8)

**PREPARE AND SERVE
HOT DRINKS USING
SPECIALIST EQUIPMENT**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare and serve hot drinks using specialist equipment

August 2010 Version 1.0



PREPARE AND SERVE HOT DRINKS USING SPECIALIST EQUIPMENT

This unit is about preparing specialist equipment such as espresso machines, bean grinders and cafetières. The unit also covers the preparation and service of hot drinks such as coffee, tea, and hot chocolate, and giving customers accurate information about them. Finally the unit covers the maintenance of drink making equipment and checking the levels of stocks.

This unit has **four** outcomes:

Outcome 1

Be able to prepare work area and equipment for service

Outcome 2

Know how to prepare work area and equipment for service

Outcome 3

Be able to prepare and serve hot drinks

Outcome 4

Know how to prepare and serve hot drinks

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

- preparing equipment and work areas for service
- arranging promotional materials
- making sure you have sufficient supplies or drink ingredients and accompaniments
- giving customer's information about drinks
- making and serving drinks
- cleaning and tidying
- restocking supplies

PREPARE AND SERVE HOT DRINKS USING SPECIALIST EQUIPMENT

Evidence

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

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

Photocopy if required

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

BE ABLE TO PREPARE WORK AREA AND EQUIPMENT FOR SERVICE (OUTCOME 1)

What you must do

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

Shaded numbers must be observed

	1	2	3	4
1 Make sure that preparation, service and other equipment is clean, free from damage and ready for service	C	C	C	C
2 Clean work areas, leaving them tidy and ready for use	C	C	C	C
3 Arrange promotional and display materials correctly	C	C	C	C
4 Store sufficient drink ingredients and accompaniments ready for use	C	C	C	C

What you must cover

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

Preparation equipment

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

1	Espresso machine	C	C	C	C
2	Cream whipper	C	C	C	C
3	Knock out box	C	C	C	C
4	Bean grinders	C	C	C	C
5	Filter system	C	C	C	C
6	Cafetière	C	C	C	C
7	Blender	C	C	C	C

8	Steamer	C	C	C	C
9	Urn	C	C	C	C

Service equipment

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

1	Cutlery	C	C	C	C
2	Glassware	C	C	C	C
3	Crockery	C	C	C	C
4	Trays	C	C	C	C

Other equipment

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

1	Dish washers	C	C	C	C
2	Fridges/freezers	C	C	C	C
3	Thermometers	C	C	C	C
4	Temperature records	C	C	C	C

Promotional and display material

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

1	Menus	C	C	C	C
2	Leaflets	C	C	C	C
3	Posters	C	C	C	C

Drink ingredients

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

1	Freshly ground coffee beans	C	C	C	C
2	Pre-ground coffee beans	C	C	C	C
3	Syrups	C	C	C	C
4	Chocolate powder	C	C	C	C
5	Milk	C	C	C	C
6	Ice cream	C	C	C	C
7	Spray cream	C	C	C	C
8	Tea	C	C	C	C
9	Ice	C	C	C	C

Drink accompaniments

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

1	Sugar	C	C	C	C
2	Dusting/topping powder	C	C	C	C
3	Cream	C	C	C	C

BE ABLE TO PREPARE AND SERVE HOT DRINKS (OUTCOME 3)

What you must do

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

Shaded numbers must be observed		1	2	3	4
5	Identify customer requirements	C	C	C	C
6	Provide customers with accurate information on drinks as required	C	C	C	C
7	Maximise sales through up-selling	C	C	C	C
8	Make drinks using recommended equipment and ingredients	C	C	C	C
9	Serve the drink in company style, offering the correct accompaniments	C	C	C	C
10	Clean and maintain preparation and service equipment	C	C	C	C
11	Maintain stocks of drink ingredients and accompaniments	C	C	C	C

What you must cover

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

Information

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

1	Price	C	C	C	C
2	Relative strength	C	C	C	C
3	Ingredients	C	C	C	C
4	Origin of drink	C	C	C	C

Drinks

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

1	Coffee	C	C	C	C
2	Hot chocolate	C	C	C	C
3	Tea	C	C	C	C
4	Steamed milk drinks	C	C	C	C
5	Iced drinks (eg iced tea)	C	C	C	C

Preparation equipment

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

1	Espresso machine	C	C	C	C
2	Cream whipper	C	C	C	C
3	Knock out box	C	C	C	C
4	Bean grinders	C	C	C	C
5	Filter system	C	C	C	C
6	Cafetière	C	C	C	C
7	Blender	C	C	C	C
8	Steamer	C	C	C	C
9	Urn	C	C	C	C

Service equipment

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

1	Cutlery	C	C	C	C
2	Glassware	C	C	C	C
3	Crockery	C	C	C	C
4	Trays	C	C	C	C

Drink ingredients

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

1	Fresh ground coffee beans	C	C	C	C
2	Pre-ground coffee beans	C	C	C	C
3	Syrups	C	C	C	C
4	Chocolate powder	C	C	C	C
5	Milk	C	C	C	C
6	Ice cream	C	C	C	C
7	Spray cream	C	C	C	C
8	Tea	C	C	C	C
9	Ice	C	C	C	C

Drink accompaniments

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

1	Sugar	C	C	C	C
2	Dusting/topping powder	C	C	C	C
3	Cream	C	C	C	C

What you must know

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

Know how to prepare work area and equipment for service (OUTCOME 2)

K1 Describe safe and hygienic working practices when preparing preparation and service areas

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 preparation and service areas and how to deal with them

Know how to prepare and serve hot drinks (OUTCOME 4)

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

Ref.

K9 Describe how to deal safely with breakages and spillages

K10 State why and to whom all breakages/spillages must be reported

K11 Explain why customer and service areas should be kept clean, tidy and free from rubbish and used equipment

K12 Outline the types of unexpected situation that may occur when preparing and serving hot drinks and how to deal with them

K13 Describe safe and hygienic working practices when maintaining hot drink making equipment

K14 State why a constant level of stock must be maintained

K15 State to whom any stock deficiencies should be reported

K16 Describe how to use cleaning materials correctly

K17 State the dangers of misusing cleaning equipment

K18 State what tests should be carried out after cleaning preparation equipment

K19 Outline the types of unexpected situations that may occur when maintaining hot drinks equipment and how to deal with them

UNIT 219 (2BS9)

RECEIVE, STORE AND ISSUE DRINKS STOCK

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to receive, store
and issue drinks stock**

August 2010 Version 1.0



RECEIVE, STORE AND ISSUE DRINKS STOCK

This unit is about preparing for and checking drinks deliveries, filling in any necessary documents and safely transporting deliveries to storage areas. The unit also covers ongoing monitoring of the storage conditions and levels of stock.

This unit has **four** outcomes:

Outcome 1

Be able to receive drink deliveries

Outcome 2

Understand how to receive drink deliveries

Outcome 3

Be able to store and issue drinks stock

Outcome 4

Understand how to store and issue drinks stock

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

- cleaning, tidying and preparing storage areas to receive deliveries
- checking that deliveries tally with order documentation
- completing documentation and keeping accurate records
- keeping stock at the required levels

RECEIVE, STORE AND ISSUE DRINKS STOCK

Evidence

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

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

Photocopy if required

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

BE ABLE TO RECEIVE DRINK DELIVERIES

(OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Prepare receiving and storage areas for deliveries	C	C	C	C
2 Make sure that drink deliveries tally with documentation	C	C	C	C
3 Make sure that drink deliveries are undamaged, of good quality and do not exceed their expiry dates	C	C	C	C
4 Make sure that goods remain undamaged during transportation to the storage areas	C	C	C	C
5 Keep receiving areas clean, tidy, free from rubbish and secured against unauthorised access	C	C	C	C
6 Complete delivery documentation accurately and retain a copy for organisation's records	C	C	C	C

What you must cover

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

Deliveries

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

1	Crated bottled drinks	C	C	C	C
2	Boxed bottled drinks	C	C	C	C
3	Beer kegs	C	C	C	C
4	Gas cylinders	C	C	C	C
5	Bar equipment	C	C	C	C
6	Glasses	C	C	C	C

BE ABLE TO STORE AND ISSUE DRINKS STOCK

(OUTCOME 3)

What you must do

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

Shaded numbers must be observed		1	2	3	4
7	Maintain stock storage conditions and follow stock rotation procedures correctly	C	C	C	C
8	Maintain accurate records of drink items that have been received, stored and issued	C	C	C	C
9	Issue drinks items in line with operational requirements	C	C	C	C
10	Report low stock levels to proper person	C	C	C	C
11	Keep storage areas clean, tidy, free from rubbish and secured against unauthorised access	C	C	C	C

What you must cover

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

Storage conditions

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

1	Lighting	C	C	C	C
2	Ventilation	C	C	C	C
3	Temperature	C	C	C	C
4	Cleanliness	C	C	C	C

Drink items

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

1	Crated bottled drinks	C	C	C	C
2	Boxed bottled drinks	C	C	C	C
3	Bottled wines	C	C	C	C
4	Bottled spirits	C	C	C	C
5	Keg beers	C	C	C	C
6	Cask beers	C	C	C	C

What you must know

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

Understand how to receive drink deliveries (OUTCOME 2) Ref.

K1 Describe safe and hygienic working practices when receiving drink deliveries

K2 State why receiving areas should be secured from unauthorised access

K3 Explain why and to whom breakages should be reported

K4 State where and from whom health and safety information can be obtained

K5 Explain why deliveries should tally with both order and delivery documentation

K6 State what documentation must be retained for records

K7 Outline the types of unexpected situations that may occur when receiving drinks stock and how to deal with them

K12 State why correct and safe lifting techniques must be used

K13 State why stock should be stacked correctly

K14 Explain why a minimum stock of drink items must be maintained

K15 State to whom low level of stock should be reported and why

K16 State why the correct documentation must be received before stock is issued

K17 Outline the types of unexpected situations that may occur when storing drinks and how to deal with them

Understand how to store and issue drinks stock (OUTCOME 4) Ref.

K8 Describe safe and hygienic working practices when storing and issuing drinks

K9 State why storage areas should be secured from unauthorised access at all times

K10 Explain why correct storage and rotation procedures should be followed

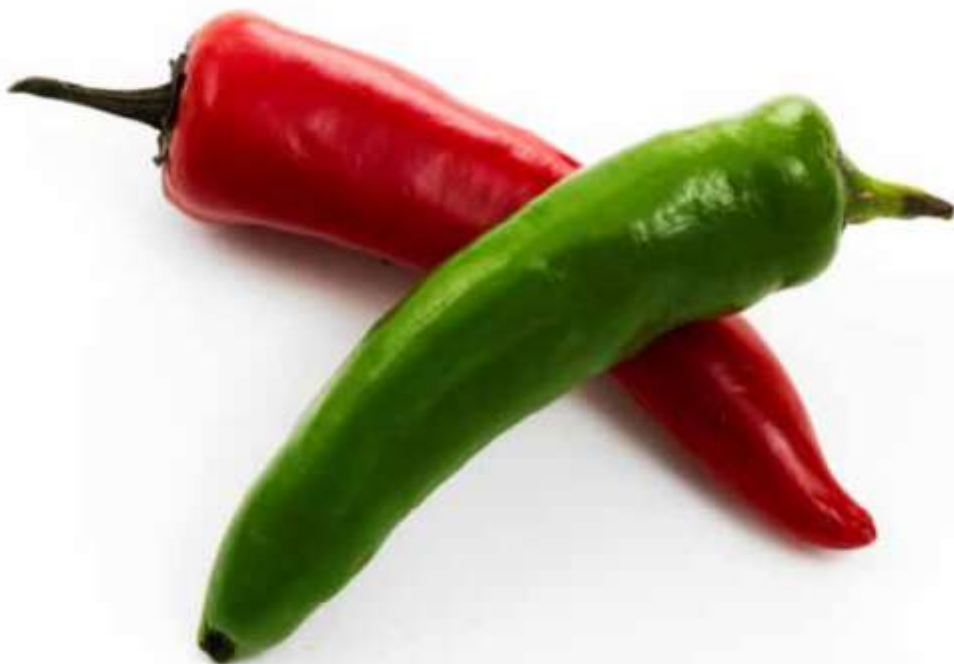
K11 State why broken bottles should be retained

UNIT 250 (2FPC15)

**PREPARE AND PRESENT
FOOD FOR COLD
PRESENTATION**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
present food for cold presentation**

August 2010 Version 1.0



PREPARE AND PRESENT FOOD FOR COLD PRESENTATION

This unit is about preparing and presenting cold products such as salads, bread products, pies, pâtés and cured meats. It also covers the holding of such foods to maintain effective food safety.

The food products covered include:

- bread products such as bread and rolls
- salads
- pre-prepared pies
- cooked meats
- fish
- pre-prepared terrines
- pre-prepared pâtés
- cured meats
- shellfish
- basic vinaigrette and cold sauces

This unit has **two** outcomes:

Outcome 1

Be able to prepare and present food for cold presentation

Outcome 2

Understand how to prepare and present food for cold presentation

PREPARE AND PRESENT FOOD FOR COLD PRESENTATION

Evidence

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

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

Photocopy if required

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

BE ABLE TO PREPARE AND PRESENT FOOD FOR COLD PRESENTATION (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Check the food and garnish ingredients meet requirements	C	C	C	C
2 Choose and use tools and equipment correctly	C	C	C	C
3 Prepare food products using the correct preparation methods	C	C	C	C
4 Make sure the food products have the correct flavour, colour, texture and quantity	C	C	C	C
5 Garnish and present the food products to meet requirements	C	C	C	C
6 Safely store any prepared food products not for immediate consumption	C	C	C	C

What you must cover

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

Food products

All must be covered. At least **6** of these must be observed by your assessor.

1	Bread products	C	C	C	C
2	Salads	C	C	C	C
3	Pre-prepared pies	C	C	C	C
4	Cooked red/white meat	C	C	C	C
5	Fish	C	C	C	C
6	Pre-prepared terrines	C	C	C	C
7	Pre-prepared pâtés	C	C	C	C
8	Cured meats	C	C	C	C
9	Shellfish	C	C	C	C
10	Vinaigrette	C	C	C	C
11	Cold sauces	C	C	C	C

Garnish ingredients

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

1	Fruit	C	C	C	C
2	Vegetables	C	C	C	C
3	Herbs	C	C	C	C

Preparation methods

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

1	Slicing	C	C	C	C
2	Dressing	C	C	C	C
3	Garnishing	C	C	C	C
4	Portioning	C	C	C	C
5	Whisking	C	C	C	C
6	Combining ingredients	C	C	C	C

What you must know

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

Understand how to prepare and present food for cold presentation **Ref.** (OUTCOME 2)

- | | |
|-----|--|
| K1 | Describe how to check that the food products and garnish ingredients meet requirements |
| K2 | State what quality points to look for in presentation of cooked, cured and prepared foods |
| K3 | Describe what to do if there are any problems with the food products or garnish ingredients |
| K4 | State the correct tools and equipment required to carry out different preparation methods |
| K5 | State the importance of using the correct tools, equipment and techniques |
| K6 | Describe how to prepare the food products and garnish ingredients for cold presentation |
| K7 | Describe how to produce basic vinaigrette and cold sauces |
| K8 | Describe how to identify when food products have the correct colour, flavour, texture and quantity |
| K9 | State why time and temperature are important + when preparing cooked, cured and prepared food for presentation |
| K10 | State why cooked, cured and prepared foods should be stored at the required temperature before presentation |
| K11 | State healthy eating options when preparing and presenting food for cold presentation |

UNIT 251 (2FOH1)

**DEAL WITH
COMMUNICATIONS AS
PART OF THE RECEPTION
FUNCTION**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to deal with communications as part of the reception function

August 2010 Version 1.0



DEAL WITH COMMUNICATIONS AS PART OF THE RECEPTION FUNCTION

This unit is about dealing with incoming communications, for example taking telephone calls and emails, and taking accurate messages and passing them on. It also covers dealing with outgoing communications, for example making telephone calls and leaving messages where appropriate.

This unit has **four** outcomes:

Outcome 1

Be able to deal with incoming communications

Outcome 2

Know how to deal with incoming communications

Outcome 3

Be able to deal with outgoing communications

Outcome 4

Know how to deal with outgoing communications

DEAL WITH COMMUNICATIONS AS PART OF THE RECEPTION FUNCTION

Evidence

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

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

Photocopy if required

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

BE ABLE TO DEAL WITH INCOMING COMMUNICATIONS (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Deal with communications promptly, politely and in line with organisational style	C	C	C	C
2 Identify the person, find out what their needs are and deal with these correctly	C	C	C	C
3 Answer enquiries accurately without giving any confidential information	C	C	C	C
4 Record clear and accurate messages and pass them on as requested	C	C	C	C
5 Deal correctly with any problems	C	C	C	C

What you must cover

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

Communications

All must be covered. All of these must be observed by your assessor.

1	By telephone	C	C	C	C
2	By letter or fax	C	C	C	C
3	Using email	C	C	C	C

Enquiries

All must be covered. **Both** of these must be observed by your assessor.

1	Those you can deal with yourself	C	C	C	C
2	Those that need to be passed/transferred to another person/department	C	C	C	C

BE ABLE TO DEAL WITH OUTGOING COMMUNICATIONS (OUTCOME 3)

What you must do

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

Shaded numbers must be observed		1	2	3	4
6	Choose the best method of communication with the person concerned	C	C	C	C
7	Use organisation's agreed style	C	C	C	C
8	Communicate in a way that gives a positive impression of self and the organisation	C	C	C	C
9	State personal identity and explain the reason why contact is being made	C	C	C	C
10	Give only non-confidential and relevant information to the person that has been contacted	C	C	C	C
11	Leave clear and accurate messages where needed	C	C	C	C
12	Deal with any problems correctly	C	C	C	C

What you must cover

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

Methods of communication

All must be covered. All of these must be observed by your assessor.

1	By telephone	C	C	C	C	C
2	By letter or fax	C	C	C	C	C
3	Using email	C	C	C	C	C

What you must know

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

Know how to deal with incoming communications (OUTCOME 2)

Ref.

K1 State the range of methods of communication that can be used to communicate with other organisations and people

K2 Describe how to use the communication equipment in organisation

K3 State organisational style when communicating with other organisations and people

K4 State why it is important to deal with everyone politely and helpfully

K5 Outline the types of unexpected situations and problems that may occur when communicating with others, and how to deal with these

K6 State why it is important to give only accurate and non-confidential information

K7 State organisational standards for answering telephone calls, and why these are important

K8 State why it is important to identify people who make enquiries and establish their needs

K9 State why it is important to relay messages promptly to those concerned, and the procedures that should be followed

Know how to deal with outgoing communications (OUTCOME 4)

Ref.

K10 State the importance of stating personal identity and explaining the purpose of making contact

K11 State why it is important to give only accurate and non-confidential information

K12 State why it is important to communicate clearly, using a tone and pace that can be easily understood

K13 Describe how to communicate both orally and in writing, in a way that gives a positive impression of self and the organisation

UNIT 252 (2FOH2)

DEAL WITH ARRIVAL OF CUSTOMERS

Successful assessment of the unit proves that the learner has achieved the national occupational standard to deal with arrival of customers

August 2010 Version 1.0



DEAL WITH ARRIVAL OF CUSTOMERS

This unit is about dealing with the arrival of customers, processing their registration documents and promoting the products and services of the organisation. Dealing with the arrival of customers is a vital part of the Front of House role. You are likely to be one of the first people the customer will meet, and you need to portray a professional, efficient and helpful image from the start.

This unit has **two** outcomes:

Outcome 1

Be able to deal with the arrival of customers

Outcome 2

Know how to deal with the arrival of customers

DEAL WITH ARRIVAL OF CUSTOMERS

Evidence

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

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

Photocopy if required

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

BE ABLE TO DEAL WITH THE ARRIVAL OF CUSTOMERS (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Correctly identify customer requirements	C	C	C	C
2 Retrieve any customer booking details from the booking system and check them with the customer	C	C	C	C
3 Offer alternatives for any services that are not available as requested	C	C	C	C
4 Complete the registration document correctly	C	C	C	C
5 Give accurate information which meets customer needs	C	C	C	C
6 Promote the services and facilities of organisation when appropriate	C	C	C	C
7 Pass on customer details to the relevant departments in line with organisation's procedures	C	C	C	C

What you must cover

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

Customers

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

1	Customers with routine requirements	C	C	C	C
2	Customers with special requirements	C	C	C	C
3	Customers without advanced bookings	C	C	C	C

Booking systems

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

1	Computerised system	C	C	C	C
2	Manual system	C	C	C	C

Information to customers

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

1	Location of room	C	C	C	C
2	Key security and safety procedures	C	C	C	C
3	Services and facilities available	C	C	C	C
4	Prices	C	C	C	C
5	Special offers and promotions available	C	C	C	C

Services and facilities

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

1	Business facilities	C	C	C	C
2	Leisure facilities	C	C	C	C
3	Food and beverage facilities	C	C	C	C

What you must know

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

Know how to deal with the arrival of customers (OUTCOME 2) **Ref.**

K1 State organisation's standards for customer care and why these are important

K2 State organisation's booking procedures, and why it is important to follow these correctly

K3 State organisation's checking in procedures, and why it is important to follow these

K4 State basic legal requirements relating to accommodation, goods and services for sale

K5 Outline the types of unexpected situations and problems that may occur when customers arrive, and how to deal with these

K6 State why registration documentation must be correctly completed by the customer

K7 State the specific requirements for registering overseas visitors

K8 State the organisation's procedure for allocation of rooms

K9 State why it is important to give accurate information to customers

K10 State why it is important to correctly identify customers' requirements

K11 State what registration information must be obtained in order to comply with legislation

K12 State why all correspondence relating to the booking should be available

UNIT 253 (2FOH3)

DEAL WITH BOOKINGS

Successful assessment of the unit proves that the learner has achieved the national occupational standard to deal with bookings

August 2010 Version 1.0



DEAL WITH BOOKINGS

This unit is about handling booking enquiries and taking bookings from customers. It also covers making amendments (for example, of date and time) to bookings, and keeping records up to date.

This unit has **four** outcomes:

Outcome 1

Be able to deal with booking enquiries

Outcome 2

Know how to deal with booking enquiries

Outcome 3

Be able to confirm, cancel and amend bookings

Outcome 4

Know how to confirm, cancel and amend bookings

DEAL WITH BOOKINGS

Evidence

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

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

Photocopy if required

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

BE ABLE TO DEAL WITH BOOKING ENQUIRIES

(OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Be polite and helpful when dealing with enquiries	C	C	C	C
2 Find out what the customer needs and give them accurate information	C	C	C	C
3 Take the opportunity to sell other products and services to the customer	C	C	C	C
4 Invite the customer to make a booking, and take and record their details correctly	C	C	C	C

What you must cover

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

Customers

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

1	With routine requests	C	C	C	C
2	With special needs	C	C	C	C

Enquiries

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

1	Face-to-face	C	C	C	C
2	Telephone	C	C	C	C
3	Letter or fax	C	C	C	C
4	Email	C	C	C	C
5	On-line booking systems	C	C	C	C

Information

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

1	Services and facilities available	C	C	C	C
2	Features and benefits or services and facilities	C	C	C	C
3	Prices	C	C	C	C
4	Special offers and promotions available	C	C	C	C

BE ABLE TO CONFIRM, CANCEL AND AMEND BOOKINGS (OUTCOME 3)

What you must do

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

Shaded numbers must be observed		1	2	3	4
5	Deal with confirmations in the booking systems	C	C	C	C
6	Identify, check and follow up unconfirmed bookings in the booking system	C	C	C	C
7	Deal with booking amendments and cancellations and maintain records of bookings in line with organisation's procedures	C	C	C	C

What you must cover

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

Customer

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

1	With routine requests	C	C	C	C
2	With special needs	C	C	C	C

Booking systems

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

1	Computerised systems	C	C	C	C
2	Manual systems	C	C	C	C
3	On-line systems	C	C	C	C

Booking amendments and cancellations

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

1	Change bookings	C	C	C	C
2	Cancel bookings	C	C	C	C

What you must know

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

Know how to deal with booking enquiries (OUTCOME 2)	Ref.	Know how to confirm, cancel and amend bookings (OUTCOME 4)	Ref.
K1 State the importance of dealing with customers politely and helpfully at all times		K9 State organisation's cancellation policies and procedures	
K2 State why it is important to give accurate spoken and written information to customers		K10 State why confirmations and deposits are required from customers	
K3 Outline the types of unexpected situations and problems that may occur with bookings, and how to deal with these		K11 State why it is essential to follow up unconfirmed bookings	
K4 State basic legal requirements relating to goods and services for sale when receiving, confirming, amending and cancelling booking enquiries			
K5 Describe organisation's booking procedures and systems			
K6 State the importance of up-selling, room/product rates and yield management and how these apply to own work role			
K7 State why it is important to get and record booking details accurately			
K8 State why it is important to take the opportunity to sell products and services			

Lined writing area consisting of multiple horizontal lines.

UNIT 254 (2FOH4)

**PREPARE CUSTOMER
ACCOUNTS AND DEAL
WITH DEPARTURES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare
customer accounts and deal with
departures**

August 2010 Version 1.0



PREPARE CUSTOMER ACCOUNTS AND DEAL WITH DEPARTURES

This unit is about maintaining customer accounts by entering charges and adjustments onto the account. It also covers dealing with departing customers by completing the relevant documentation and procedures, and recording customer comments.

This unit has **four** outcomes:

Outcome 1

Be able to prepare and maintain customer accounts

Outcome 2

Understand how to prepare and maintain customer accounts

Outcome 3

Be able to deal with the departure of customers

Outcome 4

Understand how to deal with the departure of customers

PREPARE CUSTOMER ACCOUNTS AND DEAL WITH DEPARTURES

Evidence

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

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

Photocopy if required

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

BE ABLE TO PREPARE AND MAINTAIN CUSTOMER ACCOUNTS (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Enter charges regularly and accurately against customer accounts in the accounts system	C	C	C	C
2 Record any account adjustments accurately against customer accounts	C	C	C	C
3 File and store account documents correctly at all times	C	C	C	C
4 Present accounts to customer	C	C	C	C
5 Make sure customer accounts cannot be accessed by unauthorised people	C	C	C	C

What you must cover

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

Account systems

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

1	Computerised systems	C	C	C	C
2	Manual systems	C	C	C	C
3	On-line systems	C	C	C	C

Account adjustments

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

1	Charges	C	C	C	C
2	Allowances/ discounts	C	C	C	C
3	Refunds	C	C	C	C
4	Deposits/ pre-payments	C	C	C	C
5	Transfers	C	C	C	C

BE ABLE TO DEAL WITH THE DEPARTURE OF CUSTOMERS (OUTCOME 3)

What you must do

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

Shaded numbers must be observed		1	2	3	4
6	Prepare documents and other necessary items before the customer departs	C	C	C	C
7	Present the account to the customer for confirmation	C	C	C	C
8	Check customer account details and request payment as required	C	C	C	C
9	Complete documentation and deal with it using the correct account or booking system	C	C	C	C
10	Complete all other procedures for customer departures	C	C	C	C
11	Record customer comments, complaints and suggestions and feed them back to appropriate person or department	C	C	C	C
12	Promote establishment services and facilities as appropriate	C	C	C	C

What you must cover

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

Customer account

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

1	Those where part payment is required	C	C	C	C
2	Those where full payment is required	C	C	C	C
3	Those where the account does not require immediate settlement	C	C	C	C

Account or booking system

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

1	Computerised	C	C	C	C
2	Manual	C	C	C	C
3	On-line systems	C	C	C	C

What you must know

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

Understand how to prepare and maintain customer accounts (OUTCOME 2)

Ref.

K1 Describe organisational standards for customer care, and why it is important to follow these

K2 State the basic legal requirements relating to preparing and maintaining customer accounts

K3 Describe organisational procedures for customer accounts, and why it is important to follow these

K4 Explain why customer accounts must be updated regularly with charges and adjustments

K5 State why it is important to give accurate verbal and written information to customers

K6 State why customer accounts must be secure from unauthorised access

K7 Outline the types of unexpected situations and problems that may occur with customer accounts, and how to deal with these correctly

K11 State why complaints, comments and suggestions should be recorded and fed back to the appropriate person

K12 State why details of any extra charges should be available to the customer

K13 Outline the types of unexpected situations and problems that may occur with customer departures and how to deal with these correctly

K14 Describe opportunities to promote the organisation when the customer is leaving

Understand how to deal with the departure of customers (OUTCOME 4)

Ref.

K8 State the basic legal requirements relating to accommodation, goods and services for sale

K9 Describe safe and hygienic working practices when dealing with the departure of customers

K10 State organisational procedures for customer departures

UNIT 255 (2FOH5)

**PRODUCE DOCUMENTS
IN A BUSINESS
ENVIRONMENT**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce
documents in a business environment**

August 2010 Version 1.0



PRODUCE DOCUMENTS IN A BUSINESS ENVIRONMENT

This unit is about producing high-quality, attractive documents to agreed specifications using the following specific skills:

- checking
- designing
- listening
- managing time
- negotiating
- organising
- questioning
- using technology
- writing

This unit has **five** outcomes:

Outcome 1

Understand the purpose of producing high-quality and attractive documents in a business environment

Outcome 2

Know the resources and technology available and how to use them when producing documents in a business environment

Outcome 3

Understand the purpose of following procedures when producing documents in a business environment

Outcome 4

Be able to prepare for tasks

Outcome 5

Be able to produce documents to agreed specifications

PRODUCE DOCUMENTS IN A BUSINESS ENVIRONMENT

Evidence

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

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

Photocopy if required

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

What you must do

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

BE ABLE TO PREPARE FOR TASKS (OUTCOME 4)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|----------|---|----------|----------|----------|----------|
| 1 | Confirm the purpose, content, style and deadlines for documents | C | C | C | C |
|----------|---|----------|----------|----------|----------|

BE ABLE TO PRODUCE DOCUMENTS TO AGREED SPECIFICATIONS (OUTCOME 5)

Shaded numbers must be observed 1 2 3 4

- | | | | | | |
|----------|---|----------|----------|----------|----------|
| 2 | Prepare resources needed to produce documents | C | C | C | C |
| 3 | Organise the content required to produce documents | C | C | C | C |
| 4 | Make use of technology, as required | C | C | C | C |
| 5 | Format and produce documents to an agreed style | C | C | C | C |
| 6 | Integrate non-text objects into an agreed layout, if required | C | C | C | C |
| 7 | Check texts for accuracy | C | C | C | C |
| 8 | Edit and correct texts, as required | C | C | C | C |

- | | | | | | |
|-----------|--|----------|----------|----------|----------|
| 9 | Clarify document requirements, when necessary | C | C | C | C |
| 10 | Store documents safely and securely following organisational procedures | C | C | C | C |
| 11 | Present documents to the required format and within the agreed deadlines | C | C | C | C |

What you must know

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

Understand the purpose of producing high-quality and attractive documents in a business environment (OUTCOME 1)

Ref.

K1 Outline different types of documents that may be produced and the different styles that could be used

K2 Describe different formats in which text may be presented

K3 Explain the purpose and benefits of producing high-quality and attractive documents

Know the resources and technology available and how to use them when producing documents in a business environment (OUTCOME 2)

Ref.

K4 Describe the types of resources available for producing high-quality and attractive documents

K5 Outline ways of using different resources to produce documents

K6 Describe different types of technology available for inputting, formatting and editing text, and their main features

Understand the purpose of following procedures when producing documents in a business environment (OUTCOME 3)

Ref.

K7 Explain the benefits of agreeing the purpose, content, style, and deadlines for producing documents

K8 Outline different ways of organising content needed for documents

K9 Outline ways of integrating and laying out text and non-text

K10 Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so

K11 Explain the purpose of storing documents safely and securely, and ways of doing so

K12 Explain the purpose of confidentiality and data protection when preparing documents

K13 Explain the purpose and benefits of meeting deadlines

UNIT 256 (2FOH6)

USE OFFICE EQUIPMENT

Successful assessment of the unit proves that the learner has achieved the national occupational standard to use office equipment

August 2010 Version 1.0



USE OFFICE EQUIPMENT

This unit is about how to use a range of office equipment (such as photocopiers, faxes, binders, laminators, printers or PCs) applying the necessary standards of health and safety and operating practice.

You will use the following specific skills:

- communicating
- organising
- planning
- problem solving
- using technology

This unit has **seven** outcomes:

Outcome 1

Know about different types of office equipment and its uses

Outcome 2

Understand the purpose of following instructions and health and safety procedures

Outcome 3

Understand how to use equipment in a way that minimises waste

Outcome 4

Know about the different types of problems that may occur when using equipment and how to deal with them

Outcome 5

Understand the purpose of meeting work standards and deadlines

Outcome 6

Understand the purpose of leaving equipment and the work area ready for the next user

Outcome 7

Be able to use office equipment

USE OFFICE EQUIPMENT

Evidence

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

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

Photocopy if required

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

BE ABLE TO USE OFFICE EQUIPMENT (OUTCOME 7)**What you must do**

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

Shaded numbers must be observed	1	2	3	4
1 Locate and select equipment needed for a task	C	C	C	C
2 Use equipment following manufacturer's and organisational guidelines	C	C	C	C
3 Use equipment minimising waste	C	C	C	C
4 Keep equipment clean and hygienic	C	C	C	C
5 Deal with equipment problems following manufacturer's and organisational procedures	C	C	C	C
6 Refer problems, if required	C	C	C	C
7 Make sure final work product meets agreed requirements	C	C	C	C
8 Make sure that product is delivered to agreed timescale	C	C	C	C
9 Make sure equipment, resources and work area are ready for the next user	C	C	C	C

What you must know

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

Know about different types of office equipment and its uses (OUTCOME 1)

Ref.

- K1 Identify different types of equipment and their uses
- K2 Describe the different features of different types of office equipment
- K3 Explain why different types of equipment are chosen for tasks
- K4 Explain the purpose of following manufacturer's instructions when using equipment

Know about the different types of problems that may occur when using equipment and how to deal with them (OUTCOME 4)

Ref.

- K12 Give examples of equipment problems
- K13 Explain the purpose of following manufacturer's instructions and organisational procedures when dealing with problems
- K14 Give examples of how to deal with problems

Understand the purpose of following instructions and health and safety procedures (OUTCOME 2)

Ref.

- K5 Explain the purpose of following organisational instructions when using equipment
- K6 Identify health and safety procedures for using different types of equipment
- K7 Explain the purpose of following health and safety procedures when using equipment
- K8 Explain the purpose of keeping equipment clean and hygienic

Understand the purpose of meeting work standards and deadlines (OUTCOME 5)

Ref.

- K15 Explain the purpose of meeting work standards and deadlines when using equipment

Understand the purpose of leaving equipment and the work area ready for the next user (OUTCOME 6)

Ref.

- K16 Explain the purpose of leaving equipment and the work area ready for the next user

Understand how to use equipment in a way that minimises waste (OUTCOME 3)

Ref.

- K9 Give examples of waste when using equipment
- K10 Give examples of ways to reduce waste
- K11 Explain the purpose of minimising waste

UNIT 259 (2FOH10)

STORE AND RETRIEVE INFORMATION

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to store and
retrieve information**

August 2010 Version 1.0



STORE AND RETRIEVE INFORMATION

This unit is about processing, storing, and retrieving information using different information systems, in line with organisational requirements.

You will use the following specific skills:

- communicating
- organising
- planning
- problem solving
- using technology

This unit has **three** outcomes:

Outcome 1

Understand processes and procedures for storing and retrieving information

Outcome 2

Be able to store information

Outcome 3

Be able to retrieve information

STORE AND RETRIEVE INFORMATION

Evidence

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

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

Photocopy if required

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

What you must do

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

BE ABLE TO STORE INFORMATION (Outcome 2)

Shaded numbers must be observed		1	2	3	4
1	Identify, confirm and collect information to be stored	C	C	C	C
2	Follow legal and organisational procedures for security and confidentiality of information to be stored	C	C	C	C
3	Store information in approved locations	C	C	C	C
4	Check and update stored information, if required	C	C	C	C
5	Delete stored information, if required	C	C	C	C
6	Deal with, or refer problems, if required	C	C	C	C

BE ABLE TO RETRIEVE INFORMATION (OUTCOME 3)

Shaded numbers must be observed		1	2	3	4
7	Confirm and identify information to be retrieved	C	C	C	C
8	Follow legal and organisational procedures for security and confidentiality of information	C	C	C	C

9	Locate and retrieve the required information	C	C	C	C
10	Check and update information, if required	C	C	C	C
11	Provide information in the agreed format and timescale	C	C	C	C
12	Deal with, or refer problems if required	C	C	C	C

What you must know

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

Understand processes and procedures for storing and retrieving information (OUTCOME 1)	Ref.
---	-------------

- | | |
|----|--|
| K1 | Explain the purpose of storing and retrieving required information |
| K2 | Describe different information systems and their main features |
| K3 | Explain the purpose of legal and organisational requirements for the security and confidentiality of information |
| K4 | Explain the purpose of confirming information to be stored and retrieved |
| K5 | Describe ways of checking information for accuracy |
| K6 | Explain the purpose of checking information for accuracy |
| K7 | Explain the purpose of providing information to agreed format and timescales |
| K8 | Describe the types of information that may be deleted |
| K9 | Describe problems that may occur with information systems and how to deal with them, when necessary |
-

UNIT 260 (2FOH8)

**HANDLE MAIL AND BOOK
EXTERNAL SERVICES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to handle mail and
book external services**

August 2010 Version 1.0



HANDLE MAIL AND BOOK EXTERNAL SERVICES

This unit is about collecting, sorting and distributing mail and booking external services such as transport.

This unit has **four** outcomes:

Outcome 1

Be able to handle mail and messages

Outcome 2

Know how to handle mail and messages

Outcome 3

Be able to book external services

Outcome 4

Know how to book external services

HANDLE MAIL AND BOOK EXTERNAL SERVICES

Evidence

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

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

Photocopy if required

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

BE ABLE TO HANDLE MAIL AND MESSAGES

(OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Collect mail and messages	C	C	C	C
2 Sort and distribute mail and messages to the correct person or place	C	C	C	C
3 Deal with mail and messages which have not been collected and distributed in line with workplace procedures	C	C	C	C
4 Make sure that mail and messages are kept secure	C	C	C	C

What you must cover

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

Mail

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

1	Letters	C	C	C	C
2	Parcels	C	C	C	C
3	Registered or courier-delivered post	C	C	C	C
4	Electronic	C	C	C	C

Messages

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

1	Faxes	C	C	C	C
2	Emails	C	C	C	C
3	Typed/handwritten memos	C	C	C	C

BE ABLE TO BOOK EXTERNAL SERVICES

(OUTCOME 3)

What you must do

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

Shaded numbers must be observed		1	2	3	4
5	Identify customer needs and requirements	C	C	C	C
6	Identify organisations correctly and contact them as requested	C	C	C	C
7	Book services which meet customer needs	C	C	C	C
8	Provide customers with accurate details of the booking and of any alternatives	C	C	C	C
9	Follow organisation's procedures for booking services	C	C	C	C

What you must cover

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

Services

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

1	Transport	C	C	C	C
2	Deliveries	C	C	C	C
3	Entertainment	C	C	C	C

What you must know

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

Know how to handle mail and messages (OUTCOME 2)	Ref.	Know how to book external services (OUTCOME 4)	Ref.
K1 State why it is important to communicate politely and helpfully		K9 State the types of services that might be asked to be booked and the procedures that should be followed	
K2 State the legal requirements for handling mail and messages		K10 State why it is important to give accurate verbal and written information to customers	
K3 Describe safe and hygienic working practices when handling mail, messages and written communications		K11 State why confirmation and deposits are required from customers	
K4 Describe organisation's procedures for handling and distributing mail and why these are important		K12 Outline the types of unexpected situations and problems that may occur and how to deal with these	
K5 State why suspicious items should be reported immediately			
K6 Explain why written communications should be secured against unauthorised access			
K7 State what the procedures are for recoding delivery and registered mail			
K8 Outline the types of unexpected situations and problems that may occur and how to deal with these			

UNIT 261 (2GEN5)

RESOLVE CUSTOMER SERVICE PROBLEMS

Successful assessment of the unit proves that the learner has achieved the national occupational standard to resolve customer service problems

August 2010 Version 1.0



RESOLVE CUSTOMER SERVICE PROBLEMS

This unit is about the effective handling of customer service problems. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers.

It is sometimes difficult to meet customer expectations. Even if the service you give is excellent, some customers experience problems. Part of your job is to help to resolve those problems. There is likely to be a problem if customer expectations are not met. This may be because your customer's expectations involve more than you can offer or because your service procedures have not been followed. Some problems are reported by customers and sometimes you spot the problem first and resolve it before your customer has even noticed. As soon as you are aware of a problem, you need to consider the options and then choose a way to put it right. This unit is particularly important in customer service because many customers judge how good the customer service of your organisation is by the way problems are handled.

This unit has **four** outcomes:

Outcome 1

Spot customer service problems

Outcome 2

Pick the best solution to resolve customer service problems

Outcome 3

Take action to resolve customer service problems

Outcome 4

Know how to resolve customer service problems

RESOLVE CUSTOMER SERVICE PROBLEMS

Evidence

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

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

Photocopy if required

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

What you must do

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

SPOT CUSTOMER SERVICE PROBLEMS

(OUTCOME 1)

Shaded numbers must be observed	1	2	3	4
1 Listen carefully to customers about any problem they have raised	C	C	C	C
2 Ask customers about the problem to check their understanding	C	C	C	C
3 Recognise repeated problems and alert the appropriate authority	C	C	C	C
4 Share customer feedback with others to identify potential problems before they happen	C	C	C	C
5 Identify problems with systems and procedures before they begin to affect customers	C	C	C	C

PICK THE BEST SOLUTION TO RESOLVE CUSTOMER SERVICE PROBLEMS

(OUTCOME 2)

Shaded numbers must be observed	1	2	3	4
6 Identify the options for resolving a customer service problem	C	C	C	C
7 Work with others to identify and confirm the options to resolve a customer service problem	C	C	C	C

What you must cover

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

Resolving problems

All must be covered.

1	A problem first identified by customers	C	C	C	C
2	A problem identified within the organisation before it has affected your customer	C	C	C	C
3	A problem caused by differences between your customer's expectations and what your organisation can offer	C	C	C	C
4	A problem caused by a system or procedure failure	C	C	C	C
5	A problem caused by a lack of resources or human error	C	C	C	C

- | | | | | | | |
|-----------|--|----------|----------|----------|----------|----------|
| 8 | Work out the advantages and disadvantages of each option for their customer and the organisation | C | C | C | C | C |
| 9 | Pick the best option for their customer and the organisation | C | C | C | C | C |
| 10 | Identify for their customer other ways that problems may be resolved if they are unable to help | C | C | C | C | C |

TAKE ACTION TO RESOLVE CUSTOMER SERVICE PROBLEM

(OUTCOME 3)

- | Shaded numbers must be observed | | 1 | 2 | 3 | 4 |
|---------------------------------|--|----------|----------|----------|----------|
| 11 | Discuss and agree the options for solving the problem with their customer | C | C | C | C |
| 12 | Take action to implement the option agreed with their customer | C | C | C | C |
| 13 | Work with others and their customer to make sure that any promises related to solving the problem are kept | C | C | C | C |
| 14 | Keep their customer fully informed about what is happening to resolve the problem | C | C | C | C |
| 15 | Check with their customer to make sure the problem has been resolved to the customer's satisfaction | C | C | C | C |
| 16 | Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction | C | C | C | C |

What you must know

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

Know how to resolve customer service problems (OUTCOME 4)	Ref.
--	-------------

- | | |
|----|---|
| K1 | Describe organisational procedures and systems for dealing with customer service problems |
| K2 | Explain how to defuse potentially stressful situations |
| K3 | Describe how to negotiate |
| K4 | Identify the limitations of what they can offer their customer |
| K5 | Describe types of action that may make a customer problem worse and should be avoided |
-

UNIT 263 (2FOH11)

**PROVIDE TOURISM
INFORMATION SERVICES
TO CUSTOMERS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to provide tourism
information services to customers**

August 2010 Version 1.0



PROVIDE TOURISM INFORMATION SERVICES TO CUSTOMERS

Customers visiting your premises will often have a range of enquiries regarding what is available to see and do while they are there. This unit is about providing tourism information to your guests. To do this you must be able to identify what it is your customers want and to source and provide that information.

This unit has **four** outcomes:

Outcome 1

Be able to work with customers on their tourism information needs

Outcome 2

Understand how to work with customers on their tourism information needs

Outcome 3

Be able to seek tourism information and offer advice to customers

Outcome 4

Understand how to seek tourism information and offer advice to customers

PROVIDE TOURISM INFORMATION SERVICES TO CUSTOMERS

Evidence

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

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

Photocopy if required

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

BE ABLE TO WORK WITH CUSTOMERS ON THEIR TOURISM INFORMATION NEEDS (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Politely welcome customers	C	C	C	C
2 Use open questioning techniques to identify the customer needs	C	C	C	C
3 Use active listening skills when identify the customer needs	C	C	C	C
4 Make clear any areas of uncertainty with the customer if appropriate	C	C	C	C
5 Confirm customer requirements	C	C	C	C
6 Ensure that the customer is willing to pay for any external tourism information services, if appropriate	C	C	C	C
7 Focus on the customers needs while recognising other customers that may be waiting	C	C	C	C

BE ABLE TO SEEK TOURISM INFORMATION AND OFFER ADVICE TO CUSTOMERS (OUTCOME 3)

What you must do

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

Shaded numbers must be observed	1	2	3	4
8 Identify sources that provide the information required by the customer	C	C	C	C
9 Ensure that the information identified is accurate, current and relates to the customer	C	C	C	C
10 Provide relevant information and advice to the customer based on their needs	C	C	C	C
11 Clearly explain any restrictions with information and/or products and services when appropriate	C	C	C	C
12 Offer information and advice that best fits the customer needs if several options are available	C	C	C	C
13 Confirm politely with the customer that they have understood the information and advice that has been provided	C	C	C	C

What you must cover

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

Information sources

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

1	Electronic sources	C	C	C	C
2	Brochures	C	C	C	C
3	Directories	C	C	C	C
4	Timetables	C	C	C	C
5	Maps	C	C	C	C
6	Guidebooks	C	C	C	C
7	External organisations	C	C	C	C
8	Leaflets	C	C	C	C

14 Give customers written and/or printed confirmation of the information they have sought, where appropriate

C C C C C

15 Ensure that the customer is happy with the service provided and politely conclude the customer enquiry

C C C C C

What you must know

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

Understand how to work with customers on their tourism information needs (OUTCOME 2)	Ref.	Understand how to seek tourism information and offer advice to customers (OUTCOME 4)	Ref.
K1 State why it is important to be helpful and polite		K11 Describe how to access and use a range of different information sources	
K2 Explain when and how to use open question techniques effectively		K12 List a range of other external organisations that provide tourism information and how to contact them	
K3 State why using active listening skills is helpful to the customer		K13 Describe company's procedures with regards to booking fees, liabilities and billing customers	
K4 State why it is essential to confirm the customer needs		K14 Describe how to effectively structure advice and what limitations there are to the advice provided	
K5 State why it is important to check the customer is happy with the service and how to deal with any dissatisfaction		K15 State the relevant parts of the disability discrimination legislation and its implications when giving advice and information to customers	
K6 State how to access information and sources		K16 State the methods available for providing written or printed information to customers	
K7 Describe what tourism information the organisation possesses and where this is stored		K17 Describe methods for politely concluding customer interactions	
K8 Describe arrangements organisations can negotiate with tourism organisations			
K9 State what information is available without charge and what information is available with a charge			
K10 Describe how to organise the customers in manner that ensures all customers will be dealt with effectively			

UNIT 264 (2HK1)

**CLEANING AND
SERVICING A RANGE OF
HOUSEKEEPING AREAS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to clean and
service a range of housekeeping areas**

August 2010 Version 1.0



CLEANING AND SERVICING A RANGE OF HOUSEKEEPING AREAS

This unit is about daily cleaning routines. It covers cleaning toilet and bathroom areas, floors, walls and mirrors. It also covers cleaning furnished areas and disposing of both hazardous and non-hazardous waste.

This unit has **six** outcomes:

Outcome 1

Be able to clean and service toilet and bathroom areas

Outcome 2

Understand how to clean and service toilet and bathroom areas

Outcome 3

Be able to clean and service furnished areas

Outcome 4

Understand how to clean and service furnished areas

Outcome 5

Be able to dispose of waste

Outcome 6

Know how to dispose of waste

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

- preparing for cleaning operations
- selecting and using the correct equipment
- completing documentation such as room status reports
- dealing with customers when you meet them
- disposing of waste

CLEANING AND SERVICING A RANGE OF HOUSEKEEPING AREAS

Evidence

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

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

Photocopy if required

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

BE ABLE TO CLEAN AND SERVICE TOILET AND BATHROOM AREAS (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Prepare bathroom and toilet areas for cleaning	C	C	C	C
2 Choose the correct cleaning equipment and materials for toilet and bathroom areas	C	C	C	C
3 Clean toilets and surrounding areas correctly	C	C	C	C
4 Clean bathroom appliances and surrounding areas correctly	C	C	C	C
5 Clean floors, walls, mirrors and other areas following correct procedures	C	C	C	C
6 Identify and report anything that needs maintenance or repair	C	C	C	C
7 Complete and pass on any records of work, when required	C	C	C	C
8 Carry out a final check of the area to ensure customer satisfaction	C	C	C	C

What you must cover

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

Preparations

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

1	Use of protective clothing	C	C	C	C
2	Put up hazard warning signs	C	C	C	C
3	Protect surrounding areas	C	C	C	C

BE ABLE TO CLEAN AND SERVICE FURNISHED AREAS (OUTCOME 3)

What you must do

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

Shaded numbers must be observed	1	2	3	4
9 Prepare furnished areas for cleaning	C	C	C	C
10 Choose the correct cleaning equipment and materials for each part of the area	C	C	C	C
11 Clean the floor covering according to workplace procedures	C	C	C	C
12 Clean the furniture according to workplace procedures	C	C	C	C
13 Clean mirrors, wall covering and any other surfaces and leave the whole area tidy	C	C	C	C
14 Identify and report anything that needs maintenance or repair	C	C	C	C
15 Complete and pass on any records of work correctly	C	C	C	C
16 Carry out a final check of the area to make sure it will satisfy the customer	C	C	C	C

What you must cover

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

Preparations

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

1	Use of protective clothing	C	C	C	C
2	Put up hazard warning signs	C	C	C	C
3	Protect vulnerable surrounding areas	C	C	C	C

BE ABLE TO DISPOSE OF WASTE (OUTCOME 5)**What you must do**

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

Shaded numbers must be observed	1	2	3	4
17 Wear appropriate personal protective clothing	C	C	C	C
18 Prepare the waste for despatch making sure it is handled carefully	C	C	C	C
19 Sanitise waste containers following workplace procedures	C	C	C	C

What you must cover

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

Waste

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

1	Hazardous waste	C	C	C	C
2	Non-hazardous waste	C	C	C	C

Collection methods

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

1	External collection	C	C	C	C
2	Incineration/ compression	C	C	C	C
3	Recycling	C	C	C	C

What you must know

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

Understand how to clean and service toilet and bathroom areas (OUTCOME 2)

Ref.

K1 Describe what to do if customers are present when cleaning rooms

K2 Explain why it is important to prepare the area and yourself before cleaning and disposing of waste

K3 Give examples of the types of items in bathrooms and bedrooms that may need maintenance and repair

K4 Explain why it is important to report items needing repair and who to report them to

K5 Identify the types of records that should be kept in relation to cleaning

K6 Identify why work areas need to be inspected on completion

K7 State organisational standards for cleaning toilets and bathroom areas

K8 State when hazard signs are sometimes needed in preparing the work areas

K9 State what materials and equipment are used for cleaning different areas of the bathroom and how to choose the correct one

K10 Describe the types of unexpected situations that may happen when cleaning bathrooms and toilets and how to deal with them

Understand how to clean and service furnished areas (OUTCOME 4)

Ref.

K11 State organisational standards for cleaning in furnished areas

K12 Describe safe lifting and carrying techniques and why these should always be used

K13 State what materials and equipment are used for cleaning different furnished areas and how to choose the correct one

K14 Explain why certain areas need to be kept secure from unauthorised access

K15 Describe the types of unexpected situations that may happen when cleaning furnished areas and how to deal with these

Know how to dispose of waste (OUTCOME 6)

Ref.

K16 Describe how to identify different sorts of waste and how different sorts of waste should be disposed of

K17 State what materials and equipment are used for waste disposal

K18 Describe the types of problems and unexpected situations that may happen when disposing of waste and how to deal with these

UNIT 265 (2HK2)

**USE OF DIFFERENT
CHEMICALS AND
EQUIPMENT IN
HOUSEKEEPING**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to use different
chemicals and equipment in housekeeping
August 2010 Version 1.0**



USE OF DIFFERENT CHEMICALS AND EQUIPMENT IN HOUSEKEEPING

This unit is about choosing the right cleaning chemicals, using the chemicals correctly and disposing of them safely. This unit also covers using manual equipment (such as wet mops, dry mops, dusters and buckets) and electrical equipment (such as suction cleaners and spray extractors).

This unit has **six** outcomes:

Outcome 1

Be able to work using different chemicals

Outcome 2

Understand how to work using different chemicals

Outcome 3

Be able to work using manual equipment

Outcome 4

Understand how to work using manual equipment

Outcome 5

Be able to work using electrical equipment

Outcome 6

Know how to work using electrical equipment

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

- selecting the correct chemicals for the job
- preparing and using chemicals
- storing chemicals
- selecting the correct equipment for the job
- using manual and electrical equipment correctly and safely
- storing equipment

USE OF DIFFERENT CHEMICALS AND EQUIPMENT IN HOUSEKEEPING

Evidence

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

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

Photocopy if required

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

BE ABLE TO WORK USING DIFFERENT CHEMICALS (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Choose correct chemicals for areas going to be cleaned	C	C	C	C
2 Wear appropriate protective clothing	C	C	C	C
3 Prepare and use chemicals in line with the manufacturers' instructions, using the correct equipment	C	C	C	C
4 Store chemicals securely	C	C	C	C
5 Complete relevant documentation in line with organisational procedures	C	C	C	C

What you must cover

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

Chemicals

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

1	Multi-surface cleaner	C	C	C	C
2	Toilet cleaner	C	C	C	C
3	Glass cleaner	C	C	C	C
4	Air freshener	C	C	C	C
5	Polish	C	C	C	C
6	Sanitizer	C	C	C	C
7	Other	C	C	C	C

BE ABLE TO WORK USING MANUAL EQUIPMENT (OUTCOME 3)

What you must do

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

Shaded numbers must be observed	1	2	3	4
6 Choose correct equipment for areas going to be cleaned	C	C	C	C
7 Prepare areas for cleaning	C	C	C	C
8 Use equipment safely, correctly and where appropriate using correct chemicals	C	C	C	C
9 Leave areas clean and tidy and free from debris	C	C	C	C
10 Store equipment in line with organisational procedures	C	C	C	C

What you must cover

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

Equipment

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

1	Mop systems for wet use	C	C	C	C
2	Mop systems for dry use	C	C	C	C
3	Colour-coded cloths	C	C	C	C
4	Duster	C	C	C	C
5	Bucket	C	C	C	C
6	Sponge/non-abrasive pad	C	C	C	C
7	Brushes	C	C	C	C
8	Dustpan	C	C	C	C
9	Abrasive pad	C	C	C	C

BE ABLE TO WORK USING ELECTRICAL EQUIPMENT

(OUTCOME 5)

What you must do

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

Shaded numbers must be observed		1	2	3	4
11	Choose the correct equipment and chemicals for the area to be cleaned	C	C	C	C
12	Check that equipment is safe to use	C	C	C	C
13	Select and use correct attachments for equipment	C	C	C	C
14	Use equipment, attachments and chemicals in line with manufacturers' instructions	C	C	C	C
15	Store equipment and attachments correctly in line with the manufactures' instructions	C	C	C	C

What you must cover

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

Equipment

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

1	Vacuum cleaners	C	C	C	C
2	Suction dryers	C	C	C	C
3	Polishers/ burnishers	C	C	C	C
4	Scrubbers	C	C	C	C
5	Spray extractors	C	C	C	C

Attachments

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

1	Hard/soft floor attachments	C	C	C	C
2	Upholstery attachments	C	C	C	C
3	Brushes/pads	C	C	C	C
4	Crevice tools	C	C	C	C
5	Spray extractors/nozzles	C	C	C	C
6	Hoses	C	C	C	C

Chemicals

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

1	Carpet shampoo	C	C	C	C
2	Foam inhibitor	C	C	C	C
3	Spray polish	C	C	C	C
4	Floor maintainer	C	C	C	C
5	Floor stripper	C	C	C	C
6	Degreasers	C	C	C	C
7	Greasy stain removers	C	C	C	C
8	Non-greasy stain removers	C	C	C	C
9	Cleaning granules	C	C	C	C

What you must know

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

Understand how to work using different chemicals (OUTCOME 2)

K1 State the basic legal requirements relating to safe working practices when using cleaning chemicals

K2 Describe the warning signs used on cleaning chemicals containers and what they mean

K3 State how to select appropriate chemicals for a full range of cleaning jobs

K4 Explain why it is important to wear protective clothing when using chemicals

K5 Explain why it is important to follow manufacturers' instructions for cleaning chemicals

K6 Explain why it is dangerous to mix certain types of chemicals together

K7 State what might happen if relevant legal requirements for this sort of work are not followed

K8 Explain why work routines and sequences need to be followed

K9 Describe what precautions should be made to the work area before using chemicals

K10 State documents that should be completed when using chemicals

K11 Outline the types of problems and unexpected situations that may happen when preparing and using chemicals and how to deal with these

Understand how to work using manual equipment (OUTCOME 4)

Ref.

K12 State the basic legal requirements relating to safe working practices when using manual cleaning equipment

K13 Explain how to choose manual cleaning equipment for the types of cleaning to be carried out

K14 State why it is important to follow manufacturers' instructions for manual equipment

K15 State why the equipment should be cleaned and stored correctly after use

K16 Outline the types of problems and unexpected situations that may happen when preparing and using manual cleaning equipment and how to deal with these

Know how to work using electrical equipment (OUTCOME 6)

Ref.

K17 State current relevant legislation relating to safe working practices when using cleaning chemicals and electrical equipment

K18 State the main dangers when using electrical equipment and how to avoid these

K19 Describe safe handling and lifting techniques

K20 Explain why safe carrying and lifting techniques should be used

K21 State what factors need to be taken into account when using electrical equipment

K22 Describe the types of problems and unexpected situations that may happen when preparing and using electrical cleaning equipment and how to deal with these

UNIT 266 (2HK3)

**MAINTAIN
HOUSEKEEPING
SUPPLIES**

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

August 2010 Version 1.0



MAINTAIN HOUSEKEEPING SUPPLIES

This unit is about receiving housekeeping supplies and checking for any discrepancies in deliveries. It also covers storing housekeeping supplies correctly and issuing the right supplies to other staff.

This unit has **four** outcomes:

Outcome 1

Be able to receive and check housekeeping supplies

Outcome 2

Understand how to receive and check housekeeping supplies

Outcome 3

Be able to store and issue housekeeping supplies

Outcome 4

Understand how to store and issue housekeeping supplies

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

- receiving and checking deliveries
- dealing with discrepancies
- completing documents
- handling and transporting supplies
- storing supplies
- issuing supplies
- rotating stock
- maintaining storage areas and keeping them locked

MAINTAIN HOUSEKEEPING SUPPLIES

Evidence

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

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

Photocopy if required

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

BE ABLE TO RECEIVE AND CHECK HOUSEKEEPING SUPPLIES (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Receive deliveries of housekeeping supplies and check that they are not damaged and are within their use-by-date	C	C	C	C
2 Match deliveries to order and delivery notes	C	C	C	C
3 Complete delivery documents accurately	C	C	C	C
4 Handle and move housekeeping supplies to storage areas safely and without damaging or losing any supplies	C	C	C	C
5 Keep receiving areas clean, tidy, hygienic and secure	C	C	C	C

What you must cover

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

Deliveries

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

1	External suppliers	C	C	C	C
2	Internal suppliers	C	C	C	C

Housekeeping supplies

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

1	Equipment	C	C	C	C
2	Materials	C	C	C	C
3	Customer supplies	C	C	C	C

BE ABLE TO STORE AND ISSUE HOUSEKEEPING SUPPLIES (OUTCOME 3)

What you must do

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

Shaded numbers must be observed	1	2	3	4
6 Store housekeeping supplies under the correct storage conditions	C	C	C	C
7 Issue housekeeping supplies ensuring they are handled in line with manufacturers' instructions	C	C	C	C
8 Follow stock rotation and issuing procedures	C	C	C	C
9 Report low levels of housekeeping supplies to the appropriate members of staff	C	C	C	C
10 Keep storage areas clean, tidy and hygienic, reporting signs of pest infestations immediately	C	C	C	C
11 Secure storage areas against unauthorised access	C	C	C	C
12 Refer all tasks outside own area of responsibility to the appropriate member of staff	C	C	C	C

What you must cover

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

Housekeeping supplies

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

1	Equipment	C	C	C	C
2	Materials	C	C	C	C
3	Customer supplies	C	C	C	C

Storage conditions

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

1	Lighting	C	C	C	C
2	Ventilation	C	C	C	C
3	Temperature	C	C	C	C
4	Cleanliness	C	C	C	C

What you must know

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

Understand how to receive and check housekeeping supplies (OUTCOME 2)

- | | Ref. |
|--|------|
| K1 State the basic legal requirements relating to safe working practices when handling housekeeping supplies | |
| K2 State why damaged goods should not be accepted and what to do if they are delivered | |
| K3 Describe safe lifting and handling techniques and why they are important | |
| K4 State why it is important to keep receiving areas clean and tidy | |
| K5 State why receiving areas need to be secure from unauthorised access | |
| K6 State procedures to follow when discrepancies in deliveries/delivery documentations have been identified | |
| K7 State procedures to follow to handle and transport goods safely to storage areas | |

Understand how to store and issue housekeeping supplies (OUTCOME 4)

- | | |
|--|--|
| K8 State why storage conditions are important and what effect they have on housekeeping supplies | |
| K9 State what procedures to follow | |

to correctly and safely store goods

- | | |
|---|--|
| K10 State why it is important to store housekeeping supplies under the correct conditions – including clean and tidy | |
| K11 State why storage areas need to be secure from unauthorised access | |
| K12 Describe what procedures to follow to proof storage areas for pest infestation | |
| K13 State why a constant stock of housekeeping supplies should be maintained | |
| K14 State what the minimum and maximum stock levels are | |
| K15 State why it is important to maintain accurate and complete records of items received , stored and issued | |
| K16 State why it is important to separate different kinds of stock, for example food and chemicals | |
| K17 Outline the types of problems and unexpected situations that may happen when storing goods and how to deal with these | |

UNIT 267 (2HK4)

**CLEAN, MAINTAIN AND
PROTECT SEMI-HARD
AND HARD FLOORS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to clean, maintain
and protect semi-hard and hard floors**

August 2010 Version 1.0



CLEAN, MAINTAIN AND PROTECT SEMI-HARD AND HARD FLOORS

This unit is about cleaning, maintaining and protecting semi-hard floors using manual equipment such as brushes, mops and vacuum cleaners. It covers assessing the amount of cleaning that is required, the most suitable cleaning agents and the necessary cleaning equipment.

It is also about employing the correct process when cleaning by removing ground-in dirt before applying the appropriate treatment and ensuring, when your work is complete, that the area is left dry.

It also covers the application of protective coatings, burnishing the floor using appropriate electrical equipment and then reinstating the work area when you have finished.

This unit has **six** outcomes:

Outcome 1

Understand how to prepare to clean semi-hard and hard floors

Outcome 2

Understand how to clean semi-hard and hard floors

Outcome 3

Understand how to treat semi-hard and hard floors

Outcome 4

Understand how to protect hard floors

Outcome 5

Be able to prepare to clean semi-hard and hard floors

Outcome 6

Be able to clean semi-hard and hard floors

Outcome 7

Be able to protect hard floors

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

- preparing working areas and equipment
- choosing cleaning chemicals and accessories
- using cleaning equipment and chemicals
- choosing and applying protective coatings
- burnishing floors

CLEAN, MAINTAIN AND PROTECT SEMI-HARD AND HARD FLOORS

Evidence

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

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

Photocopy if required

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

What you must do

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

BE ABLE TO PREPARE TO CLEAN SEMI-HARD AND HARD FLOORS

(OUTCOME 5)

Shaded numbers must be observed	1	2	3	4
1 Prepare the work area and equipment so that the task can be completed efficiently, correctly	C	C	C	C
2 Select the appropriate personal protective equipment for use when cleaning floors	C	C	C	C
3 Select the correct equipment for the work area and the most effective treatment to use	C	C	C	C
4 Report damaged and deteriorated floor surfaces that may require restoration	C	C	C	C
5 Identify and note any factors that may affect how the floor is cleaned	C	C	C	C
6 Identify any additional requirements that need to be applied other than supervisors instructions	C	C	C	C
7 Ventilate the area during cleaning	C	C	C	C

BE ABLE TO CLEAN SEMI-HARD AND HARD FLOORS (OUTCOME 6)

Shaded numbers must be observed	1	2	3	4
8 Remove large items of debris and loose dust carefully and safely without causing it to spread	C	C	C	C
9 Report any bodily fluid or spillages that cannot be identified according to organisational requirements	C	C	C	C
10 Select a method for clearing up spillages that is correct for: <ul style="list-style-type: none"> the floor the size of spillage the type of spillage 	C	C	C	C
11 Select equipment and cleaning agents that are right for the floor taking into account the amount of ground-in soil	C	C	C	C
12 Soften ground-in soil and stains before attempting to remove them	C	C	C	C
13 Conduct a test clean in an area where marks are least likely to be noticed	C	C	C	C
14 Apply the treatment safely according to manufacturer's instructions without over wetting or damaging the surface	C	C	C	C
15 Report stains that cannot be removed	C	C	C	C
16 Dispose of unused cleaning treatments and waste products in line with organisational requirements	C	C	C	C

BE ABLE TO PROTECT HARD FLOORS

(OUTCOME 7)

17	Select an appropriate protective coating and equipment for the floor surface	C C C C
18	Apply the correct number of protective coatings evenly and systematically to the floor, following manufacturer's instructions	C C C C
19	Leave the floor dry and free of dust	C C C C
20	Dispose of unused materials correctly and return items to the correct place	C C C C
21	Dispose of waste correctly	C C C C
22	Reinstate the work area	C C C C

What you must know

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

Understand how to prepare to clean semi-hard and hard floors (OUTCOME 1)

	Ref.
K1 State types of semi-hard and hard floors	K12 Describe the safe handling techniques which should be used for removing large items of debris
K2 Explain the process for preparing to clean hard floors	K13 State methods for removing loose dust and debris
K3 State the importance of maintaining personal hygiene when cleaning	K14 Explain how to select a method for removing loose dust and debris
K4 State the importance of removing personal items and where these should be stored	K15 State which containers to put dust and debris into
K5 State the importance of wearing appropriate personal protective equipment and for others to see it being worn	K16 Describe how different types of spillages can be identified
K6 State the importance of checking health and safety instructions against organisational requirements	K17 Describe the importance of reporting body fluids and spillages that you cannot identify
K7 Explain why it is important to follow the checks and restrictions for use of deep cleaning equipment	K18 Give reasons why body fluids or spillages that are unidentified should not be cleaned until instructions to do so have been issued
K8 State what could happen if the right safety measures are not taken	K19 State methods that could be used to remove spillages
K9 State the importance of colour coding	K20 Explain how to select a method to clean up spillages
K10 State factors which would affect how to clean a semi-hard or hard floor	K21 State the importance of disposing of unused cleaning solutions correctly

Understand how to clean semi-hard and hard floors (OUTCOME 2)

	Ref.
K11 State the importance of removing large items of debris by hand before beginning cleaning	

Understand how to treat semi-hard and hard floors (OUTCOME 3)

K22 State methods of treatment for semi-hard and hard floors and the most effective and economical to use for the task	
K23 Explain how to select the most appropriate place to carry out test cleans	
K24 Explain why test cleans should be carried out before applying treatments	

K25 Describe the circumstances under which equipment and surfaces should be pre-treated

K26 Explain why treatments should be applied evenly

K27 State the importance of reporting any stains that cannot be removed

K28 State the importance of leaving the floor:

- neutralised
 - free of ground in soil
 - free of protective coatings
-

Understand how to protect hard floors (OUTCOME 4) **Ref.**

K29 State the range of protective coatings available

K30 Describe how to select an appropriate protective coating

K31 Explain how to decide on the number of protective coatings which should be applied

K32 State the importance of applying the coating and burnishing evenly

K33 Describe the correct method of disposing of unused protective coatings

K34 State the importance of putting things back as you found them when cleaning is complete

UNIT 268 (2HK5)

**CLEAN AND MAINTAIN
SOFT FLOORS AND
FURNISHINGS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to clean and
maintain soft floors and furnishings**

August 2010 Version 1.0



CLEAN AND MAINTAIN SOFT FLOORS AND FURNISHINGS

This unit is about cleaning soft floors or furnishings, including the removal of stains and applying independent treatments to carpets and soft furnishings.

This unit covers a range of specialist methods including: dry suction, pile agitation, bonnet mopping absorption, dry powder extraction, water extraction, dry solvent application, shampooing, and pile realignment.

This unit is the same as the Unit C2 14 by Asset Skills, the Sector Skills Council (SSC) for facilities management, housing, property, planning, cleaning and parking.

This unit has **four** outcomes:

Outcome 1

Understand how to prepare soft floors or furnishings

Outcome 2

Understand how to maintain soft floors or furnishings

Outcome 3

Be able to prepare soft floors or furnishings for maintenance

Outcome 4

Be able to maintain soft floors or furnishings

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

- preparing working areas and equipment
- checking the type of material and choosing chemicals and cleaning methods that are suitable
- cleaning carpets and soft furnishings
- removing spots and stains.

CLEAN AND MAINTAIN SOFT FLOORS AND FURNISHINGS

Evidence

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

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

Photocopy if required

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

What you must do

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

BE ABLE TO PREPARE TO MAINTAIN SOFT FLOORS AND FURNISHINGS (OUTCOME 3)

Shaded numbers must be observed	1	2	3	4
1 Prepare the work area and equipment so that the task can be completed efficiently and safely	C	C	C	C
2 Examine the material to make sure it is suitable for the planned treatment given the: <ul style="list-style-type: none"> • type of soiling • position • amount of soiling 	C	C	C	C
3 Identify whether the material is colourfast and shrink resistant	C	C	C	C
4 Identify and report damaged and deteriorated surfaces that may require restoration	C	C	C	C
5 Identify and note any factors that may affect how the material is cleaned	C	C	C	C
6 Identify any additional requirements that need to be applied other than supervisor's instructions	C	C	C	C

7 Identify and move any portable objects that may hinder working	C	C	C	C
8 Ventilate the area during deep cleaning	C	C	C	C

BE ABLE TO MAINTAIN SOFT FLOORS AND FURNISHINGS (OUTCOME 4)

Shaded numbers must be observed	1	2	3	4
9 Remove loose dust and debris before applying the cleaning agent or treatment	C	C	C	C
10 Soften ground-in soil and stains before attempting to remove them	C	C	C	C
11 Conduct a test clean in an area where marks are least likely to be noticed	C	C	C	C
12 Apply the treatment safely according to manufacturer's instructions without over wetting or damaging the material	C	C	C	C
13 Assess the treated area and apply more treatment to remove stains safely where necessary	C	C	C	C
14 Leave surfaces with an even appearance when work is completed	C	C	C	C
15 Leave the material free of excess moisture and ground in soil when work is completed	C	C	C	C
16 Dispose of waste correctly	C	C	C	C
17 Reinststate the work area	C	C	C	C
18 Report stains that cannot be removed	C	C	C	C

What you must know

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

Understand how to prepare to clean soft floors and furnishings (OUTCOME 1)

Ref.

K1 Describe the importance of having an up-to-date cleaning specification and from where it can be obtained

K2 State the importance of maintaining personal hygiene when cleaning

K3 State the importance of removing personal items and where these should be stored

K4 State the importance of wearing the appropriate personal protective equipment and for others to see it being worn

K5 State the importance of checking health and safety instructions against organisational requirements

K6 Explain why it is important to follow the checks and restrictions for use of deep cleaning equipment

K7 Describe how to assess that the material is suitable for the planned treatment

Understand how to maintain soft floors and furnishings (OUTCOME 2)

Ref.

K8 State the importance of removing superficial dust and debris before commencing the cleaning process and how this is done

K9 Describe the best methods and materials for carrying out deep cleaning identifying possible alternatives

K10 Describe methods of softening ground-in soiling and stains and how to identify when the material is soft enough

K11 Explain how to select the most appropriate place to carry out test cleans

K12 Explain why test cleans should be carried out before applying treatments

K13 Describe the circumstances in which equipment and surfaces should be pre-treated

K14 Explain why treatments should be applied evenly

K15 Describe how to clean methodically to reduce dust spreading

K16 State ways to avoid damaging surfaces and the possible results of any damage

K17 State the importance of taking precautions in cleaning unsecured items such as rugs

K18 State the possible dangers of working at heights and how to do so safely

K19 Describe the importance of removing any excess moisture from the area which has been cleaned

UNIT 269 (2HK6)

PROVIDE A LINEN SERVICE

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

August 2010 Version 1.0



PROVIDE A LINEN SERVICE

This unit is about taking delivery of linen supplies, checking deliveries and completing any relevant forms. The unit also covers storing linen under the correct conditions and using stock rotation procedures.

This unit has **four** outcomes:

Outcome 1

Be able to receive and check linen

Outcome 2

Understand how to receive and check linen

Outcome 3

Be able to store and issue clean linen

Outcome 4

Understand how to store and issue clean linen

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

- receiving and checking linen
- dealing with discrepancies
- completing documents
- handling and transporting linen
- storing linen
- issuing linen
- rotating stock
- maintaining storage areas

PROVIDE A LINEN SERVICE

Evidence

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

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

Photocopy if required

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

BE ABLE TO RECEIVE AND CHECK LINEN

(OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Match deliveries of linen supplies orders and delivery notes	C	C	C	C
2 Complete delivery documentation accurately	C	C	C	C
3 Report discrepancies with deliveries to the appropriate person	C	C	C	C
4 Move clean linen safely to the storage area	C	C	C	C
5 Check linen meets presentation requirements and report any discrepancies to the appropriate person	C	C	C	C
6 Keep receiving areas clean, tidy, hygienic and secure	C	C	C	C

What you must cover

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

Deliveries

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

1	Internal linen supply	C	C	C	C
2	External linen supply	C	C	C	C

Presentation requirements

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

1	Clean	C	C	C	C
2	Free from stains	C	C	C	C
3	Free from fabric damage	C	C	C	C
4	Folded correctly	C	C	C	C

BE ABLE TO STORE AND ISSUE CLEAN LINEN

(OUTCOME 3)

What you must do

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

Shaded numbers must be observed	1	2	3	4
7 Store linen supplies under the correct conditions	C	C	C	C
8 Follow stock rotation procedures	C	C	C	C
9 Issue correct type and quantity of linen to staff	C	C	C	C
10 Keep accurate and complete records of items received, stored and issued	C	C	C	C
11 Report signs of missing stock immediately	C	C	C	C
12 Keep storage areas clean, dry and secure	C	C	C	C
13 Report any signs of pest infestation immediately	C	C	C	C

What you must cover

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

Conditions

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

1	Lighting	C	C	C	C
2	Ventilation	C	C	C	C
3	Temperature	C	C	C	C
4	Cleanliness	C	C	C	C

What you must know

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

Understand how to receive and check linen (OUTCOME 2)

Ref.

- | | |
|----|--|
| K1 | State current legislation relating to safe working practices when handling and storing linen |
| K2 | State why damaged goods should not be accepted |
| K3 | State procedures to follow if the amount delivered does not match orders and delivery notes |
| K4 | Describe what procedures to follow if the linen delivered does not meet the required standards of presentation |
| K5 | Describe what to do if bed bugs or other infestations are spotted in clean linen |
| K6 | State why receiving areas should be kept clean, tidy and free from rubbish |
| K7 | State why linen received should be checked if it is correctly folded |

K12	Describe why accurate records of clean linen items received, stored and issued should be maintained
-----	---

K13	State why it is important to secure linen stores against unauthorised access
-----	--

K14	State what procedures should be followed to make sure pest infestation does not occur
-----	---

K15	Describe what to do if pest infestation is identified
-----	---

K16	Describe the types of problems that may happen when storing linen and how to deal with these
-----	--

Understand how to store and issue clean linen (OUTCOME 4)

Ref.

- | | |
|-----|---|
| K8 | Explain why storage conditions are important and what effects they have on linen items in storage |
| K9 | Describe what procedures should be followed to store linen |
| K10 | Explain why stock rotation procedures are important |
| K11 | State procedures to follow to issue linen items to staff |

UNIT 270 (2HK7)

**CARRY OUT PERIODIC
ROOM SERVICING AND
DEEP CLEANING**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to carry out
periodic room servicing and deep cleaning**

August 2010 Version 1.0



CARRY OUT PERIODIC ROOM SERVICING AND DEEP CLEANING

This unit is about carrying out periodic deep cleaning of hotel rooms. It covers activities such as turning mattresses, changing curtains, high dusting, cleaning carpet edges, skirting boards and paintwork.

This unit has **four** outcomes:

Outcome 1

Be able to carry out periodic room servicing

Outcome 2

Understand how to carry out periodic room servicing

Outcome 3

Be able to carry out periodic deep cleaning

Outcome 4

Understand how to carry out periodic deep cleaning

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

- following your schedule for periodic room servicing and deep cleaning
- obtaining the necessary stock for replacing items in the rooms
- following the correct procedures for items you have replaced
- preparing areas for deep cleaning
- carrying out deep cleaning
- rearranging the room in the correct way
- identifying and reporting items and areas that may need specialist maintenance

CARRY OUT PERIODIC ROOM SERVICING AND DEEP CLEANING

Evidence

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

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

Photocopy if required

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

BE ABLE TO CARRY OUT PERIODIC ROOM SERVICING (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Make sure necessary information about the schedule and requirements for periodic room servicing is available	C	C	C	C
2 Obtain necessary stock to replace items in the room	C	C	C	C
3 Carry out required periodic room servicing	C	C	C	C
4 Leave the room in the required condition	C	C	C	C
5 Follow the correct procedures for items that have been replaced	C	C	C	C
6 Identify and report anything that needs specialist maintenance	C	C	C	C

What you must cover

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

Periodic room servicing

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

1	Turning mattresses	C	C	C	C
2	Changing curtains and drapes	C	C	C	C
3	Changing other soft furnishings as required	C	C	C	C

BE ABLE TO CARRY OUT PERIODIC DEEP CLEANING (OUTCOME 3)

What you must do

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

Shaded numbers must be observed	1	2	3	4
7 Make sure necessary information about the schedule and requirements for periodic deep cleaning are available	C	C	C	C
8 Prepare areas for periodic deep cleaning	C	C	C	C
9 Choose the correct cleaning equipment and materials for each part of the area	C	C	C	C
10 Carry out periodic deep cleaning	C	C	C	C
11 Leave rooms in required condition	C	C	C	C
12 Identify and report any items that need specialist maintenance	C	C	C	C

What you must cover

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

Preparations

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

1	Use of appropriate protective clothing	C	C	C	C
2	Move furniture to clean underneath	C	C	C	C
3	Protect vulnerable surrounding areas	C	C	C	C

Periodic deep cleaning

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

1	High dusting	C	C	C	C
2	Vacuum under furniture and carpet edges	C	C	C	C
3	Clean shower rails, plugs traps, drains, gulleys and behind pedestals	C	C	C	C
4	Clean pull cords, plugs and switches	C	C	C	C
5	Clean skirting boards and other paintwork	C	C	C	C
6	Clean air vents and extractors	C	C	C	C

What you must know

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

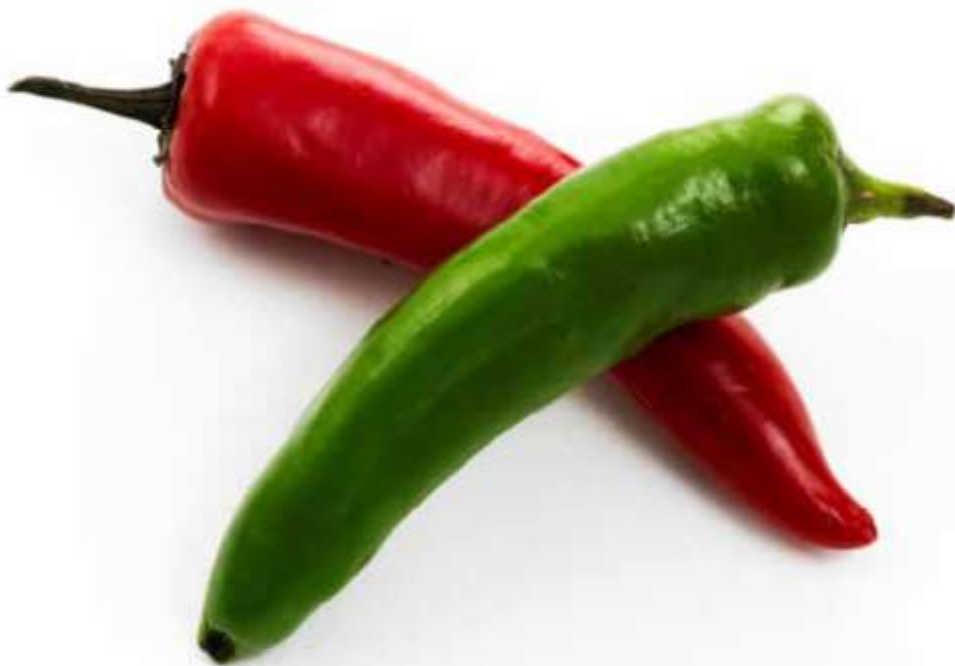
Understand how to carry out periodic room servicing (OUTCOME 2)	Ref.	Understand how to carry out periodic deep cleaning (OUTCOME 4)	Ref.
K1 Outline the schedule for periodic room servicing and deep clean in organisation		K8 Outline the preparations needed to carry out periodic deep cleaning and why these are important	
K2 State why it is important to follow this schedule		K9 State the equipment and materials needed for periodic deep cleaning and how to obtain them	
K3 State why the work area needs to be inspected on completion		K10 Describe how to use the equipment and materials efficiently and safely	
K4 State organisation's quality standards for the appearance and cleanliness of rooms		K11 State health and safety requirements for high dusting	
K5 State areas and items that may need specialist maintenance and how to report these			
K6 State how to identify items that need replacing and obtain the correct items			
K7 State the correct procedures for dealing with items that have been replaced			

UNIT 271 (2P&C1)

COMPLETE KITCHEN DOCUMENTATION

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to complete
kitchen documentation**

August 2010 Version 1.0



COMPLETE KITCHEN DOCUMENTATION

This unit is about completing documentation commonly used in kitchen environments, for example temperature charts, time sheets, accident report forms, food safety information and equipment fault reports.

This unit has **two** outcomes:

Outcome 1

Be able to complete kitchen documentation

Outcome 2

Understand how to complete kitchen documentation

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

- make sure you have an adequate supply of documents
- complete documents correctly
- hand on completed documents to the proper person
- copy and file documents
- respond to queries about documents

COMPLETE KITCHEN DOCUMENTATION

Evidence

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

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

Photocopy if required

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

BE ABLE TO COMPLETE KITCHEN DOCUMENTATION (OUTCOME 1)

What you must do

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

Shaded numbers must be observed	1	2	3	4
1 Ensure sufficient relevant documents are available and when necessary, obtain extra copies	C	C	C	C
2 Complete relevant documents accurately and legibly to meet organisational requirements	C	C	C	C
3 Ensure relevant documents arrive with proper person within time required	C	C	C	C
4 Copy and file relevant documents in line with organisational requirements	C	C	C	C
5 Respond to queries about completion of relevant documents, within the boundaries of authority	C	C	C	C

What you must cover

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

Relevant documents

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

1	Temperature charts	C	C	C	C
2	Food safety information	C	C	C	C
3	Accident report forms	C	C	C	C
4	Equipment fault reports	C	C	C	C
5	Stock usage reports	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to complete kitchen documentation (OUTCOME 2)	Ref.
---	-------------

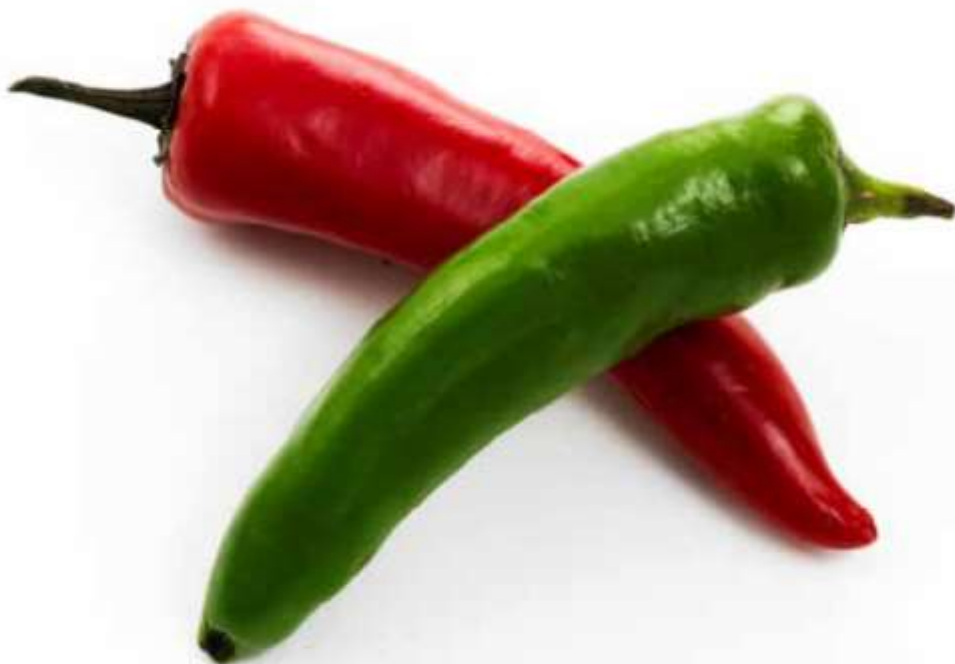
- | | |
|-----|---|
| K1 | State organisational documents that need to be completed |
| K2 | State why it is important to complete documentation |
| K3 | Describe how to complete particular documents |
| K4 | State where to obtain appropriate documents from |
| K5 | State when and where documentation is copied and kept |
| K6 | State who should be contacted when problems occur and explain why |
| K7 | Describe why kitchen documentation needs to remain confidential |
| K8 | Describe what information required by law within the kitchen is required to be noted and kept |
| K9 | State why it is important that information is accurate |
| K10 | State why it is important that documents are not fraudulently completed |
-

UNIT 272 (2P&C2)

SET UP AND CLOSE KITCHEN

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to set up and close
kitchen**

August 2010 Version 1.0



SET UP AND CLOSE KITCHEN

This unit is about ensuring that all equipment is ready for kitchen operations. It also covers ensuring that common ingredients are ready for the cooking process. Finally it details the skills required to shut down the kitchen at the end of the shift.

This unit has **six** outcomes:

Outcome 1

Be able to prepare kitchen for food operations

Outcome 2

Understand how to prepare kitchen for food operations

Outcome 3

Be able to prepare food items for operation and service

Outcome 4

Understand how to prepare food items for operation and service

Outcome 5

Be able to close kitchen after operations

Outcome 6

Understand how to close kitchen after operations

The typical day-to-day activities you might carry out for this unit include:

- checking food preparation tools and equipment
- turning on and setting up kitchen equipment
- checking ingredients
- cleaning and storing tools
- checking food storage areas prior to closure
- checking all equipment is turned off and safe
- reporting any problems

SET UP AND CLOSE KITCHEN

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE KITCHEN FOR FOOD OPERATIONS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Prioritise work and carry it out in an efficient manner	C	C	C	C
2 Check that food preparation and cooking tools and kitchen equipment are clean, and of the right type and in working order	C	C	C	C
3 Turn on appropriate kitchen equipment at the correct time and to correct setting	C	C	C	C
4 Report any unhygienic or defective tools or kitchen equipment, or other problems, to the proper person	C	C	C	C
5 Conduct work in line with legal requirements, work place procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for food operation	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Tools

All must be covered. At least **2** of these must be observed by your assessor.

1	Knives	C	C	C	C
2	Utensils	C	C	C	C

Kitchen equipment

All must be covered. At least **5** of these must be observed by your assessor.

1	Oven/combination oven	C	C	C	C
2	Grill	C	C	C	C
3	Hob	C	C	C	C
4	Fryer	C	C	C	C
5	Microwave	C	C	C	C
6	Steamer	C	C	C	C
7	Fridge/freezer	C	C	C	C

BE ABLE TO PREPARE FOOD ITEMS FOR OPERATION AND SERVICE (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
6 Prepare work and carry it out in an efficient manner	C	C	C	C
7 Ensure that there are sufficient ingredients in stock in line with establishment requirements	C	C	C	C
8 Prepare ingredients to the organisational needs and quality requirements	C	C	C	C
9 Report any ingredients that are not prepared to the correct quantity or quality to proper person	C	C	C	C
10 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing food items ready for operations	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Establishment requirements

All must be covered. At least **1** of these must be observed by your assessor.

1	Number of customers	C	C	C	C
2	Menu requirements	C	C	C	C

Ingredients

All must be covered. At least **2** of these must be observed by your assessor.

1	Vegetables	C	C	C	C
2	Garnishes	C	C	C	C
3	Frozen products	C	C	C	C
4	Fresh high-risk products	C	C	C	C

Prepare

All must be covered. At least **2** of these must be observed by your assessor.

1	Washing	C	C	C	C
2	Cutting	C	C	C	C
3	Defrosting	C	C	C	C
4	Weighing	C	C	C	C

BE ABLE TO CLOSE KITCHEN AFTER OPERATIONS (OUTCOME 5)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Shaded numbers must be observed		1	2	3	4
11	Prioritise work and carry it out in an efficient manner	C	C	C	C
12	Check that tools are cleaned and stored to organisational and legal requirements	C	C	C	C
13	Check food storage equipment meets organisational and legal requirements for kitchen closure	C	C	C	C
14	Check that cooking equipment is turned off, unplugged and cleaned following manufacture's and organisation's instructions	C	C	C	C
15	Report any un-cleaned tools, food storage or cooking equipment or problems to the appropriate person	C	C	C	C
16	Conduct work in line with legal requirements, work place procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Tools

All must be covered. At least **2** of these must be observed by your assessor.

1	Knives	C	C	C	C
2	Utensils	C	C	C	C

Food storage equipment

All must be covered. At least **2** of these must be observed by your assessor.

1	Fridge	C	C	C	C
2	Freezer	C	C	C	C
3	Dry store/larger	C	C	C	C

Cooking equipment

All must be covered. At least **4** of these must be observed by your assessor.

1	Oven/combination oven	C	C	C	C
2	Grill	C	C	C	C
3	Hob	C	C	C	C
4	Fryer	C	C	C	C
5	Microwave	C	C	C	C
6	Steamer	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare kitchen for food operations (OUTCOME 2)

Ref.

-
- K1 State why knives/utensils should be handled correctly
-
- K2 State why and to whom all incidents should be reported
-
- K3 Describe how to safely turn on different types of equipment
-
- K4 State why faulty equipment and maintenance requirements should be reported to the proper person
-
- K5 State why it is important to ensure all appropriate equipment is safely turned off
-

Understand how to close kitchen after operations (OUTCOME 6)

Ref.

-
- K9 State why tools and equipment should be cleaned and stored following use
-
- K10 Describe organisational and legal requirements for food storage equipment when kitchen is closed
-
- K11 State organisational and legal requirements for turning off, unplugging and cleaning cooking equipment following use
-
- K12 State who problems should be reported to
-

Understand how to prepare food items for operation and service (OUTCOME 4)

Ref.

-
- K6 State why machinery should be cleared between tasks
-
- K7 State why it is important to monitor the temperature of kitchen storage equipment and areas
-
- K8 Describe the organisational menu requirements in terms of the type, quality and number of ingredients
-

NOTES AND FEEDBACK

Lined writing area with horizontal lines for notes and feedback.

UNIT 273 (2GEN6)

PROMOTE ADDITIONAL SERVICES OR PRODUCTS TO CUSTOMERS

Successful assessment of the unit proves that the learner has achieved the national occupational standard to promote additional services or products to customers

August 2010 Version 1.0



PROMOTE ADDITIONAL SERVICES OR PRODUCTS TO CUSTOMERS

Services or products are continually changing in organisations to keep up with customers' expectations. By offering new or improved services or products your organisation can increase customer satisfaction. Many organisations must promote these to be able to survive in a competitive world. This unit is about your need to keep pace with new developments and to encourage your customers to take an interest in them. Customers expect more and more services or products to be offered to meet their own growing expectations; from offering dinner reservations at check-in to providing a coffee and liqueurs service at the end of a meal. They need to be made aware of what is available from your organisation.

This unit has **four** outcomes:

Outcome 1

Identify additional services or products that are available

Outcome 2

Inform customers about additional services or products

Outcome 3

Gain customer commitment to using additional services or products

Outcome 4

Understand how to promote additional services or products to customers

PROMOTE ADDITIONAL SERVICES OR PRODUCTS TO CUSTOMERS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

IDENTIFY ADDITIONAL SERVICES OR PRODUCTS THAT ARE AVAILABLE (OUTCOME 1)

Shaded numbers must be observed 1 2 3 4

1	Update and develop their knowledge of their organisation's services or products	C	C	C	C
2	Check with others when they are unsure about new service or product details	C	C	C	C
3	Identify appropriate services or products that may interest their customer	C	C	C	C
4	Spot opportunities for offering their customer additional services or products that will improve the customer experience	C	C	C	C

INFORM CUSTOMERS ABOUT ADDITIONAL SERVICES OR PRODUCTS (OUTCOME 2)

Shaded numbers must be observed 1 2 3 4

5	Choose the best time to inform their customer about additional services or products	C	C	C	C
----------	---	---	---	---	---

What you must cover

You must show that you have covered **ALL** of the following:

Additional services or products offered

All must be covered.

1	Use of services or products that are new to your customer	C	C	C	C
2	Additional use of services or products that your customer has used before	C	C	C	C

6	Choose the best method of communication to introduce their customer to additional services or products	C C C C C
7	Give their customer accurate and sufficient information to enable them to make a decision about the additional services or products	C C C C C
8	Give their customer time to ask questions about the additional services or products	C C C C C

13	Refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility	C C C C C
-----------	---	------------------

GAIN CUSTOMER COMMITMENT TO USING ADDITIONAL SERVICES OR PRODUCTS (OUTCOME 3)

Shaded numbers must be observed		1	2	3	4
9	Close the conversation if the customer shows no interest	C	C	C	C
10	Give information to move the situation forward when their customer shows interest	C	C	C	C
11	Secure customer agreement and check customer understanding of the delivery of the service or product	C	C	C	C
12	Take action to ensure prompt delivery of the additional services or products to their customer	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to promote additional services or products to customers (OUTCOME 4) **Ref.**

K1 Describe the organisation's procedures and systems for encouraging the use of additional services or products

K2 Explain how additional services or products will benefit their customers

K3 Explain how their customer's use of additional services or products will benefit their organisation

K4 Identify the main factors that influence customers to use their services or products

K5 Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products

K6 State how to give appropriate, balanced information to customers about services or products

UNIT 274 (2GEN7)

**DEAL WITH CUSTOMERS
ACROSS A LANGUAGE
DIVIDE**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to deal with
customers across a language divide**

August 2010 Version 1.0



DEAL WITH CUSTOMERS ACROSS A LANGUAGE DIVIDE

Customer service is frequently delivered across a language divide. In a multi-cultural society many customers may have a different first language from those delivering customer service to them. This language divide can present a real challenge to those who deliver customer service. This unit is about preparing to deliver customer service across a language divide and seeing through that delivery. The unit covers the steps that are needed to deal with customers with different language preferences without having full access to your customer's first language. You should choose this unit if you frequently deal across a language divide. Remember, customers can be both external and internal to your organisation.

This unit has **three** outcomes:

Outcome 1

Prepare to deal with customers with a different first language

Outcome 2

Deal with customers with a different first language to your own

Outcome 3

Know how to deal with customers across a language divide

DEAL WITH CUSTOMERS ACROSS A LANGUAGE DIVIDE

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

PREPARE TO DEAL WITH CUSTOMERS WITH A DIFFERENT FIRST LANGUAGE (OUTCOME 1)

Shaded numbers must be observed

	1	2	3	4
1 Identify the language or languages other than their own that they are most likely to come across when dealing with customers	C	C	C	C
2 Learn a greeting, an expression of thanks and a farewell phrase in the language they expect to encounter	C	C	C	C
3 Identify a source of assistance with a language they expect to encounter when delivering customer service	C	C	C	C
4 Agree with colleagues informal signing options that may be used for key aspects of their services or products when dealing with somebody with a different first language	C	C	C	C
5 Log useful words and phrases to support their dealings with a customer with a different first language	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Dealing with customers across a language divide

All must be covered.

1	During routine delivery of customer service	C	C	C	C
2	During a busy time in your job	C	C	C	C
3	During a quiet time in your job	C	C	C	C

6 Learn an appropriate phrase to explain to a customer in their first language that they do not speak that language fluently **C C C C C**

DEAL WITH CUSTOMERS WITH A DIFFERENT FIRST LANGUAGE TO THEIR OWN (OUTCOME 2)

Shaded numbers must be observed **1 2 3 4**

7 Identify the customer's first language and indicate to the customer that they are aware of this **C C C C C**

8 Establish the expectations of the customer regarding whether they expect to deal in the learner's first language or theirs **C C C C C**

9 Speak clearly and slowly if using a language which is not the first language for either them or their customer **C C C C C**

10 Maintain a consistent tone and volume when dealing with somebody across a language divide **C C C C C**

11 Listen closely to their customer to identify any words they may be using in a way that differs from the way the learner would generally use the same words **C C C C C**

12 Check their understanding of specific words with their customer using questions for clarification **C C C C C**

13 Seek appropriate assistance from colleagues if they are unable to complete a customer transaction because of language barriers **C C C C C**

14 Reword a question or explanation if their customer clearly does not understand their original wording **C C C C C**

15 Use a few words of their customer's first language to create a rapport **C C C C C**

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to deal with customers across a language divide (OUTCOME 3) **Ref.**

- K1 List the languages that they are most likely to encounter among groups of their customers

- K2 State how to greet, thank and say farewell to customers in their first languages

- K3 Explain the importance of dealing with customers in their first language if possible

- K4 Describe how to explain to a customer that they cannot hold an extended conversation in their first language

- K5 Explain the importance of tone, pace and volume when dealing with customers across a language divide

- K6 Identify possible sources of assistance to use when a language barrier demands additional language skills

UNIT 275 (2GEN8)

MAINTAIN CUSTOMER SERVICE THROUGH EFFECTIVE HANDOVER

Successful assessment of the unit proves that the learner has achieved the national occupational standard to maintain customer service through effective handover

August 2010 Version 1.0



MAINTAIN CUSTOMER SERVICE THROUGH EFFECTIVE HANDOVER

Customer service delivery in a team involves many situations when you are unable to see actions through and you pass on responsibility to a colleague, for example, during a shift change. This sharing of responsibility should be organised and follow a recognised pattern. Most of all you need to be sure that, when responsibility is passed on, the actions are seen through. This involves routinely checking with your colleagues that customer service actions have been completed. This unit is for you if your job involves service delivery as part of a team and you regularly pass on responsibility for completion of a customer service action to a colleague.

This unit has **three** outcomes:

Outcome 1

Agree joint responsibilities in a customer service team

Outcome 2

Check that customer service actions are seen through by working together with colleagues

Outcome 3

Understand how to maintain customer service through effective handover

MAINTAIN CUSTOMER SERVICE THROUGH EFFECTIVE HANDOVER

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

AGREE JOINT RESPONSIBILITIES IN A CUSTOMER SERVICE TEAM

(OUTCOME 1)

Shaded numbers must be observed 1 2 3 4

1	Identify services or products they are involved in delivering that rely on effective teamwork	C	C	C	C	C
2	Identify steps in the customer service delivery process that rely on exchange of information between them and their colleagues	C	C	C	C	C
3	Agree with colleagues when it is right to pass responsibility for completing a customer service action to another	C	C	C	C	C
4	Agree with colleagues on how information should be exchanged between them to enable another to complete a customer service action	C	C	C	C	C
5	Identify ways of reminding themselves when they have passed responsibility to a colleague for completing a customer service action	C	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Maintaining customer service through effective handover

All must be covered.

1	During routine delivery of customer service	C	C	C	C	C
2	During a busy time in your job	C	C	C	C	C
3	During a quiet time in your job	C	C	C	C	C
4	When people, systems or resources have let you down	C	C	C	C	C

**CHECK THAT
CUSTOMER SERVICE
ACTIONS ARE SEEN
THROUGH BY WORKING
TOGETHER WITH
COLLEAGUES** (OUTCOME 2)

Shaded numbers must be observed	1	2	3	4
6 Access reminders to identify when to check that a customer service action has been completed	C	C	C	C
7 Ensure that they are aware of all details of customer service actions their colleague was due to complete	C	C	C	C
8 Ask their colleague about the outcome of them completing the customer service action as agreed	C	C	C	C
9 Identify the next customer service actions if their colleagues have been unable to complete the actions they had previously agreed	C	C	C	C
10 Work with colleagues to review the way in which customer service actions are shared	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to maintain customer service through effective handover (OUTCOME 3) **Ref.**

K1 Explain their organisation's customer service procedures for the services or products they are involved in delivering

K2 Identify the appropriate colleagues to pass responsibility to for completing particular customer service actions

K3 Describe ways of ensuring that information is passed between them and their colleagues effectively

K4 Identify ways to remind themselves of actions that need to be checked when they have passed on responsibility to a colleague

K5 Explain the importance of checking tactfully with a colleague whether they have completed the customer service actions they were expecting

K6 Identify opportunities for contributing to review the way customer service actions are shared in customer service processes

UNIT 281 (2PR1)

PRODUCE BASIC FISH DISHES

Successful assessment of the unit proves that the learner has achieved the national occupational standard to produce basic fish dishes

August 2010 Version 1.0



PRODUCE BASIC FISH DISHES

This unit is about cooking and finishing basic fish dishes, for example:

- grilled salmon steaks
- battered fish
- fish cakes
- fish pies

The unit makes reference to a range of different forms in which the fish may be available, ie raw or processed.

This unit has **two** outcomes:

Outcome 1

Be able to produce basic fish dishes

Outcome 2

Understand how to produce basic fish dishes

PRODUCE BASIC FISH DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC FISH DISHES

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Check fish meets dish requirements	C	C	C	C
2 Choose and use the right tools and equipment correctly	C	C	C	C
3 Combine fish with other ingredients	C	C	C	C
4 Cook fish to meet dish requirements	C	C	C	C
5 Garnish and present the dish to meet requirements	C	C	C	C
6 Make sure dishes have the correct flavour, colour, consistency and quantity	C	C	C	C
7 Make sure dishes are at correct temperature for holding and serving	C	C	C	C
8 Safely store any cooked fish not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Fish

All must be covered. At least **2** of these must be observed by your assessor.

1	Raw fish portions	C	C	C	C
2	Processed fish products (ie fish cakes, coated fish portions)	C	C	C	C
3	Whole fish	C	C	C	C

Cooking by

All must be covered. At least **4** of these must be observed by your assessor.

1	Frying – deep	C	C	C	C
2	Frying – shallow	C	C	C	C
3	Grilling	C	C	C	C
4	Boiling (including boil in the bag)	C	C	C	C
5	Steaming	C	C	C	C
6	Baking	C	C	C	C
7	Microwaving	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic fish dishes (OUTCOME 2) **Ref.**

- | | |
|-----|--|
| K1 | Describe how to check the fish meets dish requirements |
| K2 | State what quality points to look for in fish |
| K3 | Describe what to do if there are any problems with the fish or other ingredients |
| K4 | State which tools and equipment to use for the relevant cooking method |
| K5 | State why it is important to use the correct tools and equipment |
| K6 | Explain why it is important to use the most appropriate cooking methods in relation to each type of fish |
| K7 | State the correct temperatures for cooking fish and why these temperatures are important |
| K8 | Describe how to garnish and present fish according to organisational requirements |
| K9 | Describe how to correct a dish to make sure it has the correct colour, consistency and flavour |
| K10 | State the correct temperature for holding and serving fish dishes |
| K11 | State healthy eating options when cooking and finishing fish |
-

UNIT 284 (2PR4)

**PRODUCE BASIC
VEGETABLE DISHES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce basic
vegetable dishes**

August 2010 Version 1.0



PRODUCE BASIC VEGETABLE DISHES

This unit is about cooking and finishing basic vegetable dishes, for example:

- vegetable curry
- roasted vegetables
- stuffed vegetables

It also covers the cooking and finishing of vegetables in a simple form, for example, boiled or steamed carrots, roast potatoes.

This unit has **two** outcomes:

Outcome 1

Be able to produce basic vegetable dishes

Outcome 2

Understand how to produce basic vegetable dishes

PRODUCE BASIC VEGETABLE DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC VEGETABLE DISHES

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Check the vegetables meet both quality and quantity requirements	C	C	C	C
2	Choose and use tools and equipment correctly	C	C	C	C
3	Combine vegetables with other ingredients	C	C	C	C
4	Cook vegetables to meet dish requirements	C	C	C	C
5	Make sure dish has the correct flavour, colour, texture and quantity	C	C	C	C
6	Finish and present dishes to meet requirements	C	C	C	C
7	Make sure dishes are at correct temperature for holding and serving	C	C	C	C
8	Safely store cooked vegetables not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Vegetables

All must be covered. At least **4** of these must be observed by your assessor.

1	Roots and tubers	C	C	C	C
2	Bulbs	C	C	C	C
3	Flower heads	C	C	C	C
4	Fungi	C	C	C	C
5	Seeds and pods	C	C	C	C
6	Leaves	C	C	C	C
7	Stems	C	C	C	C
8	Vegetable fruits	C	C	C	C

Format

All must be covered. At least **1** of these must be observed by your assessor.

1	Fresh	C	C	C	C
2	Frozen	C	C	C	C
3	Pre-prepared	C	C	C	C

Cooking by

All must be covered. At least **4** of these must be observed by your assessor.

1	Blanching	C	C	C	C
2	Boiling	C	C	C	C
3	Roasting	C	C	C	C
4	Baking	C	C	C	C
5	Grilling	C	C	C	C
6	Frying (deep/shallow/stir)	C	C	C	C
7	Steaming	C	C	C	C
8	Combination cooking methods	C	C	C	C
9	microwaving	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic vegetable dishes (OUTCOME 2) **Ref.**

- | | |
|-----|---|
| K1 | Describe how to check vegetables meet dish requirements |
| K2 | State what quality points to look for vegetables |
| K3 | Describe what to do if there are any problem with the vegetables or other ingredients |
| K4 | State what tools and equipment are needed to carry out the relevant cooking methods |
| K5 | Describe how each of the cooking methods should be followed to meet dish requirements |
| K6 | State the correct temperatures for cooking the relevant vegetable dishes |
| K7 | Describe how to maintain the nutritional value of vegetables during cooking and holding |
| K8 | State the main reasons for blanching vegetables |
| K9 | State which vegetables are suitable for high- and low-pressure steaming |
| K10 | Describe how to finish basic vegetable dishes |
| K11 | State the correct temperature for holding and serving vegetable dishes |
| K12 | State healthy eating options when cooking and finishing vegetable dishes |
-

UNIT 288 (2PR8)

**PRODUCE BASIC RICE,
PULSE AND GRAIN
DISHES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce basic
rice, pulse and grain dishes**

August 2010 Version 1.0



PRODUCE BASIC RICE, PULSE AND GRAIN DISHES

This unit is about cooking and finishing basic rice, pulse and grain dishes. This may include simple cooked rice and pulses to accompany other dishes, or in the form of specific rice and pulse dishes, for example dhal, moulded rice, grilled or set polenta.

This unit has **two** outcomes:

Outcome 1

Be able to produce basic rice, pulse and grain dishes

Outcome 2

Understand how to produce basic rice, pulse and grain dishes

PRODUCE BASIC RICE, PULSE AND GRAIN DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC RICE, PULSE AND GRAIN DISHES (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other

Shaded numbers must be observed		1	2	3	4
1	Check ingredients meet quality and quantity requirements	C	C	C	C
2	Choose and use tools and equipment correctly	C	C	C	C
3	Cook ingredients using the correct preparation and cooking methods	C	C	C	C
4	Make sure dishes have the correct flavour, colour, texture and quantity	C	C	C	C
5	Garnish and present food products to meet organisational standards	C	C	C	C
6	Make sure dishes are at the correct temperature for holding and serving	C	C	C	C
7	Make sure prepared food is stored safely that is not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Ingredients

All must be covered. All **3** of these must be observed by your assessor.

1	Rice	C	C	C	C
2	Peas, beans and lentils	C	C	C	C
3	Grain, including polenta	C	C	C	C

Preparation and cooking methods

All must be covered. At least **4** of these must be observed by your assessor.

1	Soaking and washing	C	C	C	C
2	Boiling	C	C	C	C
3	Braising	C	C	C	C
4	Steaming	C	C	C	C
5	Frying	C	C	C	C
6	Baking	C	C	C	C
7	Microwaving	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic rice, pulse and grain dishes Ref. (OUTCOME 2)

- | | |
|-----|---|
| K1 | Describe how to check ingredients meet the dish requirements |
| K2 | State what quality points to look for in rice, pulses and grains |
| K3 | Describe what to do if there are problems with rice, pulses and grains |
| K4 | State the correct tools and equipment to carry out relevant preparation methods |
| K5 | State why it is important to use the correct equipment and techniques |
| K6 | Describe how to determine the correct cooking methods |
| K7 | Describe how to identify when rice, pulse and grain dishes have the correct colour, flavour, texture and quantity |
| K8 | State the correct temperature for holding and serving rice, pulse and grain dishes |
| K9 | Describe how to cool rice, pulse and grain dishes to ensure effective food safety |
| K10 | State healthy eating options when making rice, pulse and grain based dishes |
-

UNIT 289 (2PR9)

PRODUCE BASIC PASTA DISHES

Successful assessment of the unit proves that the learner has achieved the national occupational standard to produce basic pasta dishes

August 2010 Version 1.0



PRODUCE BASIC PASTA DISHES

This unit is about preparing, cooking and finishing basic pasta dishes, for example:

- meat- and vegetable-based lasagne
- macaroni cheese
- spaghetti bolognaise
- tagliatelle based dishes
- stuffed pasta dishes, ie cannelloni, ravioli, tortellini

This unit has **two** outcomes:

Outcome 1

Be able to produce basic pasta dishes

Outcome 2

Understand how to produce basic pasta dishes

PRODUCE BASIC PASTA DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC PASTA DISHES

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

Shaded numbers must be observed	1	2	3	4
1 Check pasta and other ingredients meet dish requirements	C	C	C	C
2 Choose and use the correct tools and equipment correctly	C	C	C	C
3 Prepare and cook the pasta and other ingredients to meet the dish requirements	C	C	C	C
4 Make sure pasta dish is of the correct flavour, colour, texture and quantity	C	C	C	C
5 Present and garnish the pasta dish to meet requirements	C	C	C	C
6 Make sure the temperature is correct for holding and serving pasta dishes	C	C	C	C
7 Safely store any cooked pasta dishes not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Pasta

All must be covered. At least **3** of these must be observed by your assessor.

1	Stuffed pasta	C	C	C	C
2	Shaped pasta	C	C	C	C
3	Lasagne	C	C	C	C
4	Dried pasta	C	C	C	C
5	Pre-prepared fresh pasta	C	C	C	C

Preparation and cooking methods

All must be covered. At least **3** of these must be observed by your assessor.

1	Blanching	C	C	C	C
2	Straining	C	C	C	C
3	Mixing	C	C	C	C
4	Boiling	C	C	C	C
5	Baking	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic pasta dishes (OUTCOME 2) **Ref.**

K1 Describe how to check the pasta and other ingredients meet dish requirements

K2 State what quality points to look for in pasta and other ingredients used in the dish

K3 Describe what to do if there are any problems with the pasta or other ingredients

K4 State why time and temperature are important when cooking and finishing pasta dishes

K5 Explain which tools and equipment to use for the relevant preparation and cooking methods

K6 Describe how to carry out the relevant preparation and cooking methods

K7 State why it is important to use the correct equipment and techniques

K8 Describe how to identify when pasta has the correct flavour, colour, texture and quantity

K9 State the correct temperature for holding and serving pasta dishes

K10 Describe how to cool pasta to ensure effective food safety prior to storage

K11 Describe how to safely store cooked pasta dishes

K12 State healthy eating options when making pasta dishes

Appendix 1 Summary of City & Guilds assessment policies

Health and Safety

All N/SVQ centres have to make sure that they provide a safe and healthy environment for training, including induction and assessment. City & Guilds external verifiers check this when they visit assessment sites.

You are responsible for making sure that you understand, and comply with, the Health and Safety practice and policies in the workplace where you will be assessed. Your assessment may be stopped if you do not comply, and your assessor will explain the reason why to you. You may need to retake your assessment at a later date.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website www.cityandguilds.com, City & Guilds Customer Relations Team or from your centre.

Access to assessment

City & Guilds qualifications are open to all learners, whatever their gender, race, creed, age or special needs. Some learners may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special assessment requirements, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website www.cityandguilds.com, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. For example, you may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information from the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can contact City & Guilds.

Our complaints policy is on our website www.cityandguilds.com or is available from the City & Guilds Customer Relations Team or your centre.

Appendix 2 Observation sheets

Observation sheet - Food and Beverage Service



Learner:	Assessor:	Ref:
-----------------	------------------	-------------

Activity observed

101/1GEN1

- 1 Personal Hygiene(204.1)
- 1,2 Clean smart footwear
- 3.Clean smart headgear
- 8.Follow health, hygiene and safety practices

201/2GEN1

- 2.Greet customers
- 3.Respect/friendly
- 3.Customer valued
- 4. Customer expectation identified
- 5.Courteous
- 6.Keep informed
- 7.Adapt to different behaviour
- 8.Respond promptly and positively
- 14.Provide information
- 15. Check customer understanding

104/1GEN4

- 4.Plan work/tasks
- 5.Organise work effectively
- 6.Clean tidy work areas
- 7.Keep waste to a minimum
- 9.Work to deadlines

204/2GEN4

- 4.Wash hands
- 3.Change clothes
- 8.Surfaces and equipment are clean
- 15 Food within use by date & undamaged
- 16.Store food correctly
- 20.Follow stock rotation
- 23.Protect food from hazards
- 25.Maintained time temperature for food safety

Duration of assessment	Service period	Breakfast	Lunch	Dinner	Function
Number of covers	Type of service	a la carte	Table d hote	Function	
Counter.....					

Observation sheet - Food and Beverage Service

Questions asked during observation with answers

Feedback

Learner signature.....

Assessor signature..... Date:

Observation sheet - Candidate:	Assessor:	Ref:
---------------------------------------	------------------	-------------

Activity observed

101/1GEN1

- O 1 Personal Hygiene(204.1)
- O 1,2 Clean smart footwear
- O 3.Clean smart headgear
- O 8.Follow health, hygiene and safety practices

102/1GEN2

- O 2. Clean knives
- O 3.Sharpen knives
- O 4. Knife appropriate to task
- O 6.Knives used safely
- O 7.Knives cleaned and stored correctly

OPTIONAL UNITS

- O 1. Check ingredients are fir for preparation/cooking
- O2. Check & use correct techniques ,tools and equipment
- O 3. Combine the food to meet requirements
- O4 Cook food to meet requirements of the dish
- O 5/7Finish food as required for the dish
- O 6. Ensure dish is at correct temperature for holding& storing
- 8. Safely store food not for immediate use

104/1GEN4

- O 4.Plan work/tasks
- O 5.Organise work effectively
- O 6.Clean tidy work areas
- O 7.Keep waste to a minimum
- O 9.Work to deadlines

203/2GEN3

- O 5.Wash hands
- O 4..Change clothes
- O 9.Surfaces and equipment are clean
- O 10.Clean clothes used
- O 18. Food within use by date & undamaged
- O 20.Prepare food for storage
- O 21. Store food quickly
- O 23 Avoid cross contamination
- O 27 Check food for hazards
- O 29. Avoid allergic contamination
- O 30. Prevent contamination across different types of food
- O 31. Time and temperature

Duration of assessment	Service period	Breakfast	Lunch	Dinner	Function
Number of covers	Type of service	a la carte	Table d hote	Function	
Counter... ..					

Observation sheets - Cookery

Questions asked during observation with answers

Feedback

Learner signature..

Assessor signature..

Date:

Observation sheet – Front of House - Reception

Candidate:	Assessor:	Ref:
-------------------	------------------	-------------

Activity observed

101/1GEN1

- O 1 Personal Hygiene(204.1)
- O 1,2 Clean smart footwear
- O 3.Clean smart headgear
- O 8.Follow health, hygiene and safety practices

104/1GEN4

- O 4.Plan work/tasks
- O 5.Organise work effectively
- O 6.Clean tidy work areas
- O 7.Keep waste to a minimum
- O 9.Work to deadlines

201/2GEN1

- O 2.Greet customers
- O 3.Respect/friendly
- O 3.Customer valued
- O 4. Customer expectation identified
- O 5.Courteous
- O 6.Keep informed
- O 7.Adapt to different behaviour
- O 8.Respond promptly and positively
- O 14.Provide information
- O15. Check customer understanding

Duration of assessment	Activity	Check in	Check out
Number of customers			

Observation sheet – Front of House - Reception

Questions asked during observation with answers

Feedback

Learner signature.....

Assessor signature..... Date:

Observation sheet – Diploma in Housekeeping

Candidate:	Assessor:	Ref:
-------------------	------------------	-------------

Activity observed

101/1GEN1

- 1 Personal Hygiene(204.1)
- 1,2 Clean smart footwear
- 3.Clean smart headgear
- 8.Follow health, hygiene and safety practices

104/1GEN4

- 4.Plan work/tasks
- 5.Organise work effectively
- 6.Clean tidy work areas
- 7.Keep waste to a minimum
- 9.Work to deadlines

264/2HK1

- 1. Prepare bathroom/toilet area
- 2. Select equipment & materials
- 3. Clean toilet correct sequence
- 4 Clean bathroom correct sequence
- 5. Clean floors, walls & other areas correct sequence
- 8 Prepare furnished area
- 11. Clean floor/furnishing
- 17. PPE worn
- 18. Dispose of waste
- 19 Sanitise waste containers

Duration of assessment

Number of rooms serviced

Type of service

new arrival

Stay over

Feedback

Learner signature..... Date:.....

Assessor signature..... Date:

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

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Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

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Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

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If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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Published by City & Guilds
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