Level 2 NVQ Diploma in Hospitality (7132)

Qualification handbook for centres
All routes
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## Level 2 NVQ Diploma in Hospitality (7132)

### All routes

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<td>7132-10</td>
<td>500/9978/4</td>
</tr>
<tr>
<td>Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine)</td>
<td>7132-11</td>
<td>500/9980/2</td>
</tr>
<tr>
<td>Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine)</td>
<td>7132-12</td>
<td>500/9977/2</td>
</tr>
<tr>
<td>Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine)</td>
<td>7132-13</td>
<td>500/9870/6</td>
</tr>
<tr>
<td>Level 2 NVQ Diploma in Kitchen Services</td>
<td>7132-14</td>
<td>500/9542/0</td>
</tr>
</tbody>
</table>

**Registration and certification**

Consult the Walled Garden/Online Catalogue for last dates.
The Level 2 NVQ Diplomas in Hospitality (7132) aim to:

- meet the needs of candidates who work or want to work in:
  - A kitchen environment
  - Food and beverage service
    - (Food service)
    - (Beverage service)
  - Accommodation
    - (Reception)
    - (Housekeeping)
  - Hospitality
  - Professional cookery
    - (Preparation and cooking)
  - Food production
  - Asian and Oriental cooking

- Meet the needs of candidates who may work across a number of areas
  - Hospitality Services

- provide broad coverage of the requirements of staff working in job roles within these areas of the hospitality industry.
1.1 Qualification structure

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

Level 2 NVQ Diploma in Front of House Reception

To achieve the full qualification candidates must attain a minimum of 37 credits in total. This comprises of:

- All of the mandatory units (11 credits)
- A minimum of 3 credits from section A
- The remaining credits from either section A or B

### MANDATORY UNITS

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance of a safe, hygienic and secure working environment</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Working effectively as part of a hospitality team</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Give customers a positive impression of self and your organisation (ICS)</td>
<td>5</td>
<td>33</td>
</tr>
</tbody>
</table>

### SECTION A FRONT OF HOUSE RECEPTION OPTIONAL UNITS

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deal with communications as part of the reception function</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Deal with arrival of customers</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Deal with bookings</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Prepare customer accounts and deal with departures</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Provide tourism information services to customers</td>
<td>5</td>
<td>50</td>
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</table>

### SECTION B OPTIONAL UNITS

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce documents in a business environment (CfA)</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Use office equipment (CfA)</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Communicate in a business environment (CfA)</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Handle mail and book external services</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>Provide reception services (CfA)</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Store and retrieve information (CfA)</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Resolve customer service problems (ICS)</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Promote additional services or products to customers (ICS)</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Deal with customers across a language divide (ICS)</td>
<td>8</td>
<td>53</td>
</tr>
<tr>
<td>Maintain customer service through effective handover (ICS)</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>Maintain and deal with payments</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Employment rights &amp; responsibilities in the hospitality, leisure, travel and tourism sector</td>
<td>2</td>
<td>16</td>
</tr>
</tbody>
</table>

Level 2 NVQ Diploma in Housekeeping
To achieve the full qualification candidates must attain a minimum of 37 credits in total. This comprises of:

- All of the mandatory units (9 credits)
- The remaining credits from section A

### MANDATORY UNITS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1GEN1</td>
<td>101</td>
<td>Maintenance of a safe, hygienic and secure working environment</td>
</tr>
<tr>
<td>1GEN4</td>
<td>104</td>
<td>Working effectively as part of a hospitality team</td>
</tr>
<tr>
<td>2HK1</td>
<td>264</td>
<td>Cleaning and servicing a range of housekeeping areas</td>
</tr>
</tbody>
</table>

### SECTION A HOUSEKEEPING OPTIONAL UNITS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1HK1</td>
<td>137</td>
<td>Collect linen and make beds</td>
</tr>
<tr>
<td>1HK2</td>
<td>138</td>
<td>Clean windows from the inside</td>
</tr>
<tr>
<td>2HK2</td>
<td>265</td>
<td>Use of different chemicals and equipment in housekeeping</td>
</tr>
<tr>
<td>2HK3</td>
<td>266</td>
<td>Maintain housekeeping supplies</td>
</tr>
<tr>
<td>2HK4</td>
<td>267</td>
<td>Clean, maintain and protect hard floors (Asset Skills)</td>
</tr>
<tr>
<td>2HK5</td>
<td>268</td>
<td>Clean and maintain soft floors and furnishings (Asset Skills)</td>
</tr>
<tr>
<td>2HK6</td>
<td>269</td>
<td>Providing a linen service</td>
</tr>
<tr>
<td>2HK7</td>
<td>270</td>
<td>Carry out periodic room servicing and deep cleaning</td>
</tr>
<tr>
<td>2GEN1</td>
<td>201</td>
<td>Give customers a positive impression of self and your organisation (ICS)</td>
</tr>
<tr>
<td>2GEN7</td>
<td>274</td>
<td>Deal with customers across a language divide (ICS)</td>
</tr>
<tr>
<td>2GEN8</td>
<td>275</td>
<td>Maintain customer service through effective handover (ICS)</td>
</tr>
<tr>
<td>PERR</td>
<td>666</td>
<td>Employment rights &amp; responsibilities in the hospitality, leisure, travel and tourism sector</td>
</tr>
</tbody>
</table>
Level 2 NVQ Diploma in Food Service

To achieve the full qualification candidates must attain a minimum of 37 credits in total. This comprises of:
- All of the mandatory units (15 credits)
- A minimum of 8 credits from section A
- The remaining credits from either section A or B

### MANDATORY UNITS

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance of a safe, hygienic and secure working environment (1GEN1)</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Working effectively as part of a hospitality team (1GEN4)</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Give customers a positive impression of self and your organisation (ICS) (2GEN1)</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>Maintain food safety when storing, holding and serving food (2GEN4)</td>
<td>4</td>
<td>31</td>
</tr>
</tbody>
</table>

### SECTION A FOOD SERVICE OPTIONAL UNITS

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a counter and takeaway service (1FS4)</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>Prepare and clear areas for table service (2FS1)</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Serve food at the table (2FS2)</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Provide a silver service (2FS3)</td>
<td>6</td>
<td>51</td>
</tr>
<tr>
<td>Provide a buffet and carvery service (2FS4)</td>
<td>4</td>
<td>32</td>
</tr>
</tbody>
</table>

### SECTION B OPTIONAL UNITS

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare and clear areas for counter and takeaway service (1FS3)</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Prepare and clear the bar area (2BS1)</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>Prepare and serve wines (2BS4)</td>
<td>5</td>
<td>41</td>
</tr>
<tr>
<td>Prepare and serve dispensed and instant hot drinks (2BS5)</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Prepare and serve hot drinks using specialist equipment (2BS8)</td>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td>Resolve customer service problems (ICS) (2GEN5)</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Promote additional services or products to customers (ICS) (2GEN6)</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Deal with customers across a language divide (ICS) (2GEN7)</td>
<td>8</td>
<td>53</td>
</tr>
<tr>
<td>Maintain customer service through effective handover (ICS) (2GEN8)</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>Maintain and deal with payments (2GEN9)</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Employment rights &amp; responsibilities in the hospitality, leisure, travel and tourism sector (PERR)</td>
<td>2</td>
<td>16</td>
</tr>
</tbody>
</table>
Level 2 NVQ Diploma in Beverage Service

To achieve the full qualification candidates must attain a minimum of 37 credits in total. This comprises of:

- All of the mandatory units (11 credits)
- A minimum of 7 credits from section A
- The remaining credits from either section A or B

<table>
<thead>
<tr>
<th>MANDATORY UNITS</th>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1GEN1</td>
<td>Maintenance of a safe, hygienic and secure working environment</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>1GEN4</td>
<td>Working effectively as part of a hospitality team</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>2GEN1</td>
<td>Give customers a positive impression of self and your organisation (ICS)</td>
<td>5</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION A BEVERAGE SERVICE OPTIONAL UNITS</th>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2BS1</td>
<td>Prepare and clear the bar area</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>2BS2</td>
<td>Serve alcoholic and soft drinks</td>
<td>5</td>
<td>46</td>
</tr>
<tr>
<td>2BS3</td>
<td>Prepare and serve cocktails</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>2BS4</td>
<td>Prepare and serve wines</td>
<td>5</td>
<td>41</td>
</tr>
<tr>
<td>2BS7</td>
<td>Prepare and serve dispensed and instant hot drinks</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>2BS8</td>
<td>Prepare and serve hot drinks using specialist equipment</td>
<td>4</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION B OPTIONAL UNITS</th>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2BS5</td>
<td>Maintain cellars and kegs</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>2BS6</td>
<td>Clean drinks dispense lines</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>2BS9</td>
<td>Receive, store and issue drinks stock</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>2GEN5</td>
<td>Resolve customer service problems (ICS)</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>2GEN6</td>
<td>Promote additional services or products to customers (ICS)</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>2GEN7</td>
<td>Deal with customers across a language divide (ICS)</td>
<td>8</td>
<td>53</td>
</tr>
<tr>
<td>2GEN8</td>
<td>Maintain customer service through effective handover (ICS)</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>2GEN9</td>
<td>Maintain and deal with payments</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>PERR</td>
<td>Employment rights &amp; responsibilities in the hospitality, leisure, travel and tourism sector</td>
<td>2</td>
<td>16</td>
</tr>
</tbody>
</table>
Level 2 NVQ Diploma in Food and Beverage Service

To achieve the full qualification candidates must attain a minimum of 37 credits in total. This comprises of:

- All of the mandatory units (15 credits)
- A minimum of 3 credits from Section A
- A minimum of 3 credits from Section B
- The remaining credits can come from either Section A, B or C

**MANDATORY UNITS**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1GEN1</td>
<td>Maintenance of a safe, hygienic and secure working environment</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>1GEN4</td>
<td>Working effectively as part of a hospitality team</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>2GEN1</td>
<td>Give customers a positive impression of self and your organisation (ICS)</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>2GEN4</td>
<td>Maintain food safety when storing, holding and serving food</td>
<td>4</td>
<td>31</td>
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</tbody>
</table>

**SECTION A FOOD SERVICE OPTIONAL UNITS**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1FS4</td>
<td>Provide a counter and takeaway service</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>2FS2</td>
<td>Serve food at the table</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>2FS3</td>
<td>Provide a silver service</td>
<td>6</td>
<td>51</td>
</tr>
<tr>
<td>2FS4</td>
<td>Provide a buffet and carvery service</td>
<td>4</td>
<td>32</td>
</tr>
</tbody>
</table>

**SECTION B BEVERAGE SERVICE OPTIONAL UNITS**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2BS2</td>
<td>Serve alcoholic and soft drinks</td>
<td>5</td>
<td>46</td>
</tr>
<tr>
<td>2BS3</td>
<td>Prepare and serve cocktails</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>2BS4</td>
<td>Prepare and serve wines</td>
<td>5</td>
<td>41</td>
</tr>
<tr>
<td>2BS7</td>
<td>Prepare and serve dispensed and instant hot drinks</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>2BS8</td>
<td>Prepare and serve hot drinks using specialist equipment</td>
<td>4</td>
<td>36</td>
</tr>
</tbody>
</table>

**SECTION C OPTIONAL UNITS**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1FS3</td>
<td>Prepare and clear areas for counter and takeaway service</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>2FS1</td>
<td>Prepare and clear areas for table service</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>2BS1</td>
<td>Prepare and clear the bar area</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>2BS5</td>
<td>Maintain cellars and kegs</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>2BS6</td>
<td>Clean drinks dispense lines</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>2BS9</td>
<td>Receive, store and issue drinks stock</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>2GEN5</td>
<td>Resolve customer service problems (ICS)</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>2GEN6</td>
<td>Promote additional services or products to customers (ICS)</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>2GEN7</td>
<td>Deal with customers across a language divide (ICS)</td>
<td>8</td>
<td>53</td>
</tr>
<tr>
<td>2GEN8</td>
<td>Maintain customer service through effective handover (ICS)</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>2GEN9</td>
<td>Maintain and deal with payments</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>PERR</td>
<td>Employment rights &amp; responsibilities in the hospitality, leisure, travel and tourism sector</td>
<td>2</td>
<td>16</td>
</tr>
</tbody>
</table>
Level 2 NVQ Diploma in Food Production and Cooking

The Level 2 NVQ Diploma in Food Production and Cooking is suggested for candidates working within local authority catering, school meals, residential and care homes, the National Health Service, either as contractors or direct caterers, and licensed retail outlets.

To achieve the full qualification candidates must attain a minimum of 40 credits in total.

- All of the mandatory units (10 credits)
- A minimum of 16 credits from Section A
- A minimum of 14 credits from Section B

**MANDATORY UNITS**

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

**SECTION A OPTIONAL UNITS**

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2PR1 Produce basic fish dishes</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>2PR2 Produce basic meat dishes</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>2PR3 Produce basic poultry dishes</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>2PR4 Produce basic vegetable dishes</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>2PR5 Cook-chill food</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>2PR6 Cook-freeze food</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>2PR7 Produce basic hot sauces</td>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td>2PR8 Produce basic rice, pulse and grain dishes</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>2PR9 Produce basic pasta dishes</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>2PR11 Produce basic bread and dough products</td>
<td>4</td>
<td>38</td>
</tr>
<tr>
<td>2PR12 Produce basic pastry products</td>
<td>5</td>
<td>43</td>
</tr>
<tr>
<td>2PR13 Produce basic cakes, sponges and scones</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>2PR14 Produce basic hot and cold desserts</td>
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<td>2PR15 Produce cold starters and salads</td>
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<td>2PR16 Produce flour, dough and tray-baked products</td>
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**SECTION B OPTIONAL UNITS**

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<td>2PR17 Produce healthier dishes</td>
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<tr>
<td>2PR19 Maintain an efficient use of food resources</td>
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<tr>
<td>2PR20 Maintain an efficient use of resources in the kitchen</td>
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<td>2PR22 Liaise with care team to ensure that an individuals’ nutritional needs are met</td>
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<td>1PR23 Prepare meals for distribution</td>
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<td>Modify the content of dishes</td>
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<td>Prepare and cook food to meet the requirements of allergy sufferers</td>
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<td>Prepare meals to meet relevant nutritional standards set for school meals</td>
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<td>Promote new menu items</td>
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<td>Present menu items according to a defined brand standard</td>
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<td>Give customers a positive impression of self and your organisation</td>
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<td>Maintain and deal with payments</td>
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<td>Provide a counter/takeaway service</td>
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<tr>
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<td>111</td>
<td>Convert a room for dining</td>
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<td>Complete kitchen documentation</td>
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<tr>
<td>2P&amp;C2</td>
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<td>Set up and close kitchen</td>
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<tr>
<td>PERR</td>
<td>666</td>
<td>Employment rights &amp; responsibilities in the hospitality, leisure, travel and tourism sector</td>
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Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking)

To achieve Level 2 NVQ Diploma in Professional Cookery candidates must achieve a total of 58 credits.

Candidates must achieve:

- All of the mandatory units (13 credits)
- A minimum of 13 credits from Section A
- A minimum of 12 credits from Section B
- A minimum of 3 credits from Section C and
- The remaining credits from Section D

### MANDATORY UNITS

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<td>Working effectively as part of a hospitality team</td>
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<tr>
<td>Maintain food safety when storing, preparing and cooking food</td>
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<td>Maintain, handle and clean knives</td>
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### SECTION A OPTIONAL UNITS

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<td>Cook and finish basic poultry dishes</td>
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### SECTION B OPTIONAL UNITS

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### SECTION D OPTIONAL UNITS

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<td>Prepare poultry for basic dishes</td>
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<td>Prepare game for basic dishes</td>
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<td>Prepare offal for basic dishes</td>
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<td>Prepare vegetables for basic dishes</td>
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<td>Process dried ingredients prior to cooking</td>
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<td>Prepare and mix spice and herb blends</td>
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<td>Cook and finish simple bread and dough products</td>
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<td>Liaise with care team to ensure that individual nutritional needs are met</td>
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Level 2 NVQ Diploma in Professional Cookery

To achieve the full qualification candidates must achieve a total of 58 credits.

Candidates must achieve:
- All of the mandatory units (13 credits)
- A minimum of 45 credits from Section A

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<td>Employment rights &amp; responsibilities in the hospitality, leisure, travel and tourism sector</td>
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</table>
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 optional units in Section A
- For candidates WORKING with food – 15 credits from the mandatory units and 22 credits from the optional units in Section A

- 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:

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FOOD SERVICE or FOOD PREPARATION MANDATORY OPTIONAL UNITS
The candidate must achieve a minimum of 4 credits from the following units:

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SECTION A OPTIONAL UNITS
The candidate must achieve their remaining credits from the following units:

WORKING with food units:

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<td>2F54</td>
<td>209</td>
<td>Provide a buffet and carvery service</td>
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<td>2BS1</td>
<td>211</td>
<td>Prepare and clear the bar area</td>
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<td>212</td>
<td>Serve alcoholic and soft drinks</td>
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<td>Prepare and serve cocktails</td>
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<td>Prepare and serve wines</td>
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<td>Maintain cellars and kegs</td>
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<td>Clean drinks dispense lines</td>
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<td>Prepare and serve dispensed and instant hot drinks</td>
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<td>Prepare and serve hot drinks using specialist equipment</td>
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<td>Receive, store and issue drinks stock</td>
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<td>Prepare and finish simple salad and fruit dishes</td>
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<td>Prepare and cook fish</td>
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<td>Prepare and cook meat and poultry</td>
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<td>Prepare hot and cold sandwiches</td>
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<tr>
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<td>271</td>
<td>Complete kitchen documentation</td>
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<tr>
<td>2P&amp;C2</td>
<td>272</td>
<td>Set up and close kitchen</td>
</tr>
<tr>
<td>2FPC15</td>
<td>250</td>
<td>Prepare and present food for cold presentation</td>
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<td>281</td>
<td>Produce basic fish dishes</td>
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<td>2PR4</td>
<td>284</td>
<td>Produce basic vegetable dishes</td>
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<tr>
<td>2PR8</td>
<td>288</td>
<td>Produce basic rice, pulse and grain dishes</td>
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<td>2PR9</td>
<td>289</td>
<td>Produce basic pasta dishes</td>
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<tr>
<td>1PR10</td>
<td>143</td>
<td>Produce basic egg dishes</td>
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<td></td>
<td><strong>NOT working with food units:</strong></td>
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<tr>
<td>1HK1</td>
<td>137</td>
<td>Collect linen and make beds</td>
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<tr>
<td>1HK2</td>
<td>138</td>
<td>Clean windows from the inside</td>
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<tr>
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<td>264</td>
<td>Cleaning and servicing a range of housekeeping areas</td>
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<tr>
<td>2HK2</td>
<td>265</td>
<td>Use of different chemicals and equipment in housekeeping</td>
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<tr>
<td>2HK3</td>
<td>266</td>
<td>Maintain housekeeping supplies</td>
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<tr>
<td>2HK4</td>
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<td>Clean, maintain and protect hard floors (Asset Skills)</td>
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<td>2HK5</td>
<td>268</td>
<td>Clean and maintain soft floors and furnishings (Asset Skills)</td>
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<td>2HK6</td>
<td>269</td>
<td>Providing a linen service</td>
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<td>Carry out periodic room servicing and deep cleaning</td>
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<td>2FOH2</td>
<td>252</td>
<td>Deal with arrival of customers</td>
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<tr>
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<td>253</td>
<td>Deal with bookings</td>
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<tr>
<td>2FOH4</td>
<td>254</td>
<td>Prepare customer accounts and deal with departures</td>
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<tr>
<td>2FOH1</td>
<td>251</td>
<td>Deal with communications as part of the reception function</td>
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<tr>
<td>2FOH5</td>
<td>255</td>
<td>Produce documents in a business environment (CfA)</td>
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<tr>
<td>2FOH6</td>
<td>256</td>
<td>Use office equipment (CfA)</td>
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<tr>
<td>2FOH8</td>
<td>260</td>
<td>Handle mail and book external services</td>
</tr>
<tr>
<td>2FOH9</td>
<td>258</td>
<td>Provide reception services (CfA)</td>
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### Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine)

To achieve Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine) candidates must achieve a total of 58 credits.

Candidates must achieve:
- All of the mandatory units (13 credits)
- A minimum of 6 credits from Section A
- A minimum of 16 credits from Section B and
- The remaining credits from Option C

#### MANDATORY UNITS

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
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</thead>
<tbody>
<tr>
<td>Maintenance of a safe, hygienic and secure working environment</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Working effectively as part of a hospitality team</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Maintain food safety when storing, preparing and cooking food</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Maintain, handle and clean knives</td>
<td>3</td>
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#### SECTION A OPTIONAL UNITS

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
<th>GLH</th>
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<tbody>
<tr>
<td>Prepare and mix spice and herb blends (Indian cuisine)</td>
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<tr>
<td>Prepare and cook food using a Tandoor in Indian cuisine</td>
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#### SECTION B OPTIONAL UNITS

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<td>Cook and finish basic fish dishes</td>
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<td>Cook and finish basic poultry dishes</td>
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<td>Cook and finish basic shellfish dishes</td>
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<td>Prepare, cook and finish basic rice dishes</td>
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#### SECTION C OPTIONAL UNITS

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<td>Prepare game for basic dishes</td>
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<td>2FP6</td>
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<td>Prepare offal for basic dishes</td>
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<td>Prepare vegetables for basic dishes</td>
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<td>Process dried ingredients prior to cooking</td>
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<td>Prepare and mix spice and herb blends</td>
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<td>Cook-chill food</td>
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<td>Prepare, cook and finish basic bread and dough products</td>
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<td>Prepare, cook and finish basic pastry products</td>
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<td>Prepare, cook and finish basic cakes, sponges, biscuits and scones</td>
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<td>2FPC14</td>
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<td>Prepare, cook and finish basic cold and hot desserts</td>
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<td>Prepare, cook and finish Dim Sum</td>
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<td>Prepare, cook and finish noodle dishes</td>
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<td>Complete kitchen documentation</td>
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<td>Order stock</td>
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<td>Liaise with care team to ensure that individual nutritional needs are met</td>
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<td>Prepare meals to meet the requirements set for school meals</td>
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## Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine)

To achieve Level 2 NVQ Diploma in Professional Cookery candidates must achieve a total of 58 credits.

Candidates must achieve
- All of the mandatory units (13 credits)
- A minimum of 2 credits from Section A
- A minimum of 18 credits from Section B and
- The remaining credits from Section C

### MANDATORY UNITS

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<tr>
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<tr>
<td>Maintenance of a safe, hygienic and secure working environment</td>
<td>3</td>
<td>25</td>
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<tr>
<td>Working effectively as part of a hospitality team</td>
<td>3</td>
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</tr>
<tr>
<td>Maintain food safety when storing, preparing and cooking food</td>
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</tr>
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<td>Maintain, handle and clean knives</td>
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### SECTION A

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<td>2FC4</td>
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<td>2FC5</td>
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<td>Cook and finish basic vegetable dishes</td>
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<td>Prepare, cook and finish basic hot sauces</td>
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<tr>
<td>2FPC2</td>
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<td>Prepare cook and finish basic soups</td>
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<td>2FPC3</td>
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<td>Make basic stock</td>
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<td>2FPC4</td>
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<td>Prepare and present food for cold presentation</td>
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<td>Cook and finish simple bread and dough products</td>
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<td>Liaise with care team to ensure that individual nutritional needs are met</td>
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<tr>
<td>1PR26</td>
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<td>Prepare meals to meet the requirements set for school meals</td>
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<tr>
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<td>Employment rights &amp; responsibilities in the hospitality, leisure, travel and tourism sector</td>
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Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine)

To achieve Level 2 NVQ Diploma in Professional Cookery candidates must achieve a total of 58 credits.

Candidates must achieve:
- All of the mandatory units (13 credits)
- A minimum of 11 credits from Section A
- A minimum of 18 credits from Section B and
- The remaining credits from Section C

### MANDATORY UNITS

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<thead>
<tr>
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<td>Working effectively as part of a hospitality team</td>
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<td>Maintain food safety when storing, preparing and cooking food</td>
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<td>Maintain, handle and clean knives</td>
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### SECTION A

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Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine)

To achieve Level 2 NVQ Diploma in Professional Cookery candidates must achieve a total of 58 credits.

Candidates must achieve
- All of the mandatory units (13 credits)
- A minimum of 6 credits from Section A
- A minimum of 16 credits from Section B and
- The remaining credits from Section C

**MANDATORY UNITS**

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<td>2P&amp;C1</td>
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<td>Complete kitchen documentation</td>
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<td>Set up and close kitchen</td>
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<td>1FPC8</td>
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<td>Cook and finish simple bread and dough products</td>
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<tr>
<td>2PR22</td>
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<td>Liaise with care team to ensure that individual nutritional needs are met</td>
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<td>Prepare meals to meet the requirements set for school meals</td>
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<tr>
<td>PERR</td>
<td>666</td>
<td>Employment rights &amp; responsibilities in the hospitality, leisure, travel and tourism sector</td>
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</table>
Level 2 NVQ Diploma in Kitchen Services

To achieve Level 2 NVQ Diploma in Professional Cookery candidates must achieve a total of 37 credits.

Candidates must achieve
- All of the mandatory units (10 credits)
- A minimum of 11 credits from Section A
- A minimum of 16 credits from Section B

### MANDATORY UNITS

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<td>Maintain Food Safety when storing, preparing and cooking food</td>
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</tr>
<tr>
<td>Working effectively as part of a hospitality team</td>
<td>3</td>
<td>25</td>
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<tr>
<td>Maintenance of a safe, hygienic and secure working environment</td>
<td>3</td>
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### SECTION A

<table>
<thead>
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<td>Prepare and cook fish</td>
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<td>Prepare hot and cold sandwiches</td>
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<td>Provide a counter and takeaway service</td>
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<td>Maintain an efficient use of resources in the kitchen</td>
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### SECTION B

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<td>Produce cold starters and salads</td>
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<td>Produce healthier dishes</td>
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<tr>
<td>Maintain an efficient use of food resources</td>
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<td>Prepare, operate and clean specialist food preparation and cooking equipment</td>
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<td>Promote new menu items</td>
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<td>Complete kitchen documentation</td>
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<td>Set up and close the kitchen</td>
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<td>Employment rights &amp; responsibilities in the hospitality, leisure, travel and tourism sector</td>
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**Total Qualification Time**

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

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Mapping old standards to new
This NVQ Diploma is a redevelopment of the Level 2 NVQ in Hospitality (7082). The mapping table below identifies the changes that have been made to the standards

<table>
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<tr>
<th>NVQ 2 HOSPITALITY AND CATERING (7082)</th>
<th>NEW NVQ DIPLOMA IN HOSPITALITY AND CATERING (7132)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLD standards unit title</td>
<td>NEW standards unit title</td>
</tr>
<tr>
<td>501 1GEN1 Maintain a safe, hygienic and secure working environment</td>
<td>101 1GEN1 Maintenance of a safe, hygienic and secure working environment</td>
</tr>
<tr>
<td>502 1GEN2 Maintain and deal with payments</td>
<td>205 2GEN9 Maintain and deal with payments</td>
</tr>
<tr>
<td>504 1GEN4 Contribute to effective teamwork</td>
<td>104 1GEN4 Working effectively as part of a hospitality team</td>
</tr>
<tr>
<td>505 1GEN5 Clean and store crockery and cutlery</td>
<td>N/A N/A No map</td>
</tr>
<tr>
<td>506 1GEN6 Maintain a vending machine</td>
<td>N/A N/A No map</td>
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<tr>
<td>N/A N/A No map</td>
<td>102 1GEN7 Maintain, handle and clean knives</td>
</tr>
<tr>
<td>509 1FS3 Prepare and clear areas for counter/takeaway service</td>
<td>109 1FS3 Prepare and clear areas for counter/takeaway service</td>
</tr>
<tr>
<td>510 1FS4 Provide a counter/takeaway service</td>
<td>110 1FS4 Provide a counter/takeaway service</td>
</tr>
<tr>
<td>515 1FP1 Prepare vegetables</td>
<td>N/A N/A No map</td>
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<tr>
<td>516 1FP2 Prepare and finish simple salad and fruit dishes</td>
<td>116 1FP2 Prepare and finish simple salad and fruit dishes</td>
</tr>
<tr>
<td>517 1FP3 Prepare hot and cold sandwiches</td>
<td>117 1PR1 Prepare hot and cold sandwiches</td>
</tr>
<tr>
<td>519 1FPC1 Prepare and cook fish</td>
<td>119 1FPC1 Prepare and cook fish</td>
</tr>
<tr>
<td>520 1FPC2 Prepare and cook meat and poultry</td>
<td>120 1FPC2 Prepare and cook meat &amp; poultry</td>
</tr>
<tr>
<td>526 1FPC8 Prepare and cook simple bread and dough products</td>
<td>126 1FPC8 Cook and finish simple bread and dough products</td>
</tr>
<tr>
<td>535 1R9 Prepare, service and clear meeting and conference rooms</td>
<td>N/A N/A No map</td>
</tr>
<tr>
<td>537 1HK1 Collect linen and make beds</td>
<td>137 1HK1 Collect linen and make beds</td>
</tr>
<tr>
<td>538 1HK2 Clean windows from the inside</td>
<td>138 1HK2 Clean windows from the inside</td>
</tr>
<tr>
<td>541 1P&amp;C1 Package food for delivery</td>
<td>N/A N/A No map</td>
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<tr>
<td>601 2GEN1 Give customers a positive impression self &amp; your organisation</td>
<td>201 2GEN1 Give customers a positive impression of self and your organisation (ICS)</td>
</tr>
<tr>
<td>NVQ 2 HOSPITALITY AND CATERING (7082) OLD standards unit title</td>
<td>NEW NVQ DIPLOMA IN HOSPITALITY AND CATERING (7132) NEW standards unit title</td>
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<tr>
<td>602 2GEN2 Order stock</td>
<td>202 2GEN2 Order Stock</td>
</tr>
<tr>
<td>603 2GEN3 Maintain food safety when storing, preparing and cooking food</td>
<td>203 2GEN3 Maintain food safety when preparing, storing and cooking food</td>
</tr>
<tr>
<td>604 2GEN4 Maintain food safety when storing, holding serving food</td>
<td>204 2GEN4 Maintain food safety when storing, holding and serving food</td>
</tr>
<tr>
<td>606 2FS1 Prepare and clear areas for table service</td>
<td>206 2FS1 Prepare and clear areas for table service</td>
</tr>
<tr>
<td>607 2FS2 Serve food at the table</td>
<td>207 2FS2 Serve food at the table</td>
</tr>
<tr>
<td>608 2FS3 Provide a silver service</td>
<td>208 2FS3 Provide a silver service</td>
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<tr>
<td>609 2FS4 Provide a buffet/carvery service</td>
<td>209 2FS4 Provide a buffet/carvery service</td>
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<tr>
<td>610 2FS5 Convert a room for dining</td>
<td>210 2FS5 Convert a room for dining</td>
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<tr>
<td>611 2DS1 Prepare and clear the bar area</td>
<td>211 2BS1 Prepare and clear the bar area</td>
</tr>
<tr>
<td>612 2DS2 Serve alcoholic &amp; soft drinks</td>
<td>212 2BS2 Serve alcoholic and soft drinks</td>
</tr>
<tr>
<td>613 2DS3 Prepare and serve cocktails</td>
<td>213 2BS3 Prepare and serve cocktails</td>
</tr>
<tr>
<td>614 2DS4 Prepare and serve wines</td>
<td>214 2BS4 Prepare and serve wines</td>
</tr>
<tr>
<td>615 2DS5 Maintain cellars and kegs</td>
<td>215 2BS5 Maintain cellars and kegs</td>
</tr>
<tr>
<td>616 2DS6 Clean drinks dispense lines</td>
<td>216 2BS6 Clean drink dispense lines</td>
</tr>
<tr>
<td>617 2DS7 Prepare and serve dispensed and instant hot drinks</td>
<td>217 2BS7 Prepare and serve dispensed and instant hot drinks</td>
</tr>
<tr>
<td>618 2DS8 Prepare and serve hot drinks using specialist equipment</td>
<td>218 2BS8 Prepare and serve hot drinks using specialist equipment</td>
</tr>
<tr>
<td>619 2DS9 Receive store and issue drinks stock</td>
<td>219 2BS9 Receive, store and issue drinks stock</td>
</tr>
<tr>
<td>620 2FP1 Prepare fish for basic dishes</td>
<td>220 2FP1 Prepare fish for basic dishes</td>
</tr>
<tr>
<td>621 2FP2 Prepare shellfish for basic dishes</td>
<td>221 2FP2 Prepare shellfish for basic dishes</td>
</tr>
<tr>
<td>622 2FP3 Prepare meat for basic dishes</td>
<td>222 2FP3 Prepare meat for basic dishes</td>
</tr>
<tr>
<td>623 2FP4 Prepare poultry for basic dishes</td>
<td>223 2FP4 Prepare poultry for basic dishes</td>
</tr>
<tr>
<td>624 2FP5 Prepare game for basic dishes</td>
<td>224 2FP5 Prepare game for basic dishes</td>
</tr>
<tr>
<td>625 2FP6 Prepare offal for basic dishes</td>
<td>225 2FP6 Prepare offal for basic dishes</td>
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<td>Old standards unit title</td>
<td>New standards unit title</td>
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<tr>
<td>626 2FP7 Prepare vegetables for basic dishes</td>
<td>226 2FP7 Prepare vegetables for basic dishes</td>
</tr>
<tr>
<td>627 2FC1 Cook and finish basic fish dishes</td>
<td>227 2FC1 Cook and finish basic fish dishes</td>
</tr>
<tr>
<td>628 2FC2 Cook and finish basic shellfish dishes</td>
<td>228 2FC2 Cook and finish basic shellfish dishes</td>
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<tr>
<td>629 2FC3 Cook and finish basic meat dishes</td>
<td>229 2FC3 Cook and finish basic meat dishes</td>
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<tr>
<td>630 2FC4 Cook and finish basic poultry dishes</td>
<td>230 2FC4 Cook and finish basic poultry dishes</td>
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<tr>
<td>631 2FC5 Cook and finish basic game dishes</td>
<td>231 2FC5 Cook and finish basic game dishes</td>
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<tr>
<td>632 2FC6 Cook and finish basic offal dishes</td>
<td>232 2FC6 Cook and finish basic offal dishes</td>
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<tr>
<td>633 2FC7 Cook and finish basic vegetable dishes</td>
<td>233 2FC7 Cook and finish basic vegetable dishes</td>
</tr>
<tr>
<td>634 2FC8 Cook chill food</td>
<td>285 2PR5 Cook-chill food</td>
</tr>
<tr>
<td>635 2FC9 Cook freeze food</td>
<td>286 2PR6 Cook-freeze food</td>
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<tr>
<td>636 2FPC1 Prepare, cook and finish basic hot sauces</td>
<td>236 2FPC1 Prepare, cook and finish basic hot sauces</td>
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<tr>
<td>637 2FPC2 Prepare, cook and finish basic soups</td>
<td>237 2FPC2 Prepare, cook and finish basic soups</td>
</tr>
<tr>
<td>638 2FPC3 Make basic stock</td>
<td>238 2FPC3 Make basic stocks</td>
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<tr>
<td>639 2FPC4 Prepare cook and finish basic rice dishes</td>
<td>239 2FPC4 Prepare, cook and finish basic rice dishes</td>
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<tr>
<td>640 2FPC5 Prepare, cook and finish basic pasta dishes</td>
<td>240 2FPC5 Prepare, cook and finish basic pasta dishes</td>
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<tr>
<td>641 2FPC6 Prepare, cook and finish basic pulse dishes</td>
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<tr>
<td>642 2FPC7 Prepare, cook and finish basic vegetable protein</td>
<td>242 2FPC7 Prepare, cook and finish basic vegetable protein dishes</td>
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<tr>
<td>643 2FPC8 Prepare and cook basic egg dishes</td>
<td>243 2FPC8 Prepare, cook and finish basic egg dishes</td>
</tr>
<tr>
<td>644 2FPC9 Prepare, cook and finish basic bread and dough products</td>
<td>244 2FPC9 Prepare, cook and finish basic bread and dough products</td>
</tr>
<tr>
<td>645 2FPC10 Prepare, cook and finish basic pastry products</td>
<td>245 2FPC10 Prepare, cook and finish basic pastry products</td>
</tr>
<tr>
<td>646 2FPC11 Prepare, cook and finish basic cakes sponges and scones</td>
<td>246 2FPC11 Prepare, cook and finish basic cakes, sponges, biscuits and scones</td>
</tr>
<tr>
<td>647 2FPC12 Prepare, cook and finish basic grain dishes</td>
<td>247 2FPC12 Prepare, cook and finish basic grain dishes</td>
</tr>
<tr>
<td>NVQ 2 HOSPITALITY AND CATERING (7082) OLD standards unit title</td>
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<tr>
<td>648 2FPC13 Prepare, cook and finish healthier dishes</td>
<td>296 2PR17 Produce healthier dishes</td>
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<tr>
<td>649 2FPC14 Prepare, cook and finish basic hot and cold desserts</td>
<td>249 2FPC14 Prepare, cook and finish basic cold and hot desserts</td>
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<tr>
<td>650 2FPC15 Prepare and present food for cold presentation</td>
<td>250 2FPC15 Prepare and present food for cold presentation</td>
</tr>
<tr>
<td>651 2R1 Deal with communications</td>
<td>251 2FOH1 Deal with communications as part of the reception function</td>
</tr>
<tr>
<td>652 2R2 Deal with the arrival of customers</td>
<td>252 2FOH2 Deal with the arrival of customers</td>
</tr>
<tr>
<td>653 2R3 Deal with bookings</td>
<td>253 2FOH3 Dealing with bookings</td>
</tr>
<tr>
<td>654 2R4 Prepare customer accounts and deal with departures</td>
<td>254 2FOH4 Prepare customer accounts and deal with departures</td>
</tr>
<tr>
<td>657 2R5 Exchange foreign cash and travellers’ cheques</td>
<td>N/A N/A No map</td>
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<tr>
<td>658 2R6 Prepare and print documents using a computer</td>
<td>N/A N/A No map</td>
</tr>
<tr>
<td>659 2R7 Record, store and supply information using a paper-based filing</td>
<td>N/A N/A No map</td>
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<tr>
<td>660 2R8 Handle mail and book external services</td>
<td>260 2FOH8 Handle mail and book external services</td>
</tr>
<tr>
<td>661 2R9 Resolve customer service problems</td>
<td>261 2GEN5 Resolve customer service problems (ICS)</td>
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<tr>
<td>662 2R10 Enter, retrieve and print data in a database</td>
<td>N/A N/A No map</td>
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<tr>
<td>663 2R11 Identify and provide tourism related information &amp; advice</td>
<td>263 2FOH11 Provide tourism information services to customers</td>
</tr>
<tr>
<td>664 2HK1 Clean and service a range of areas</td>
<td>264 2HK1 Clean and service a range of housekeeping areas</td>
</tr>
<tr>
<td>665 2HK2 Work using different chemicals and equipment</td>
<td>265 2HK2 Use of different chemicals and equipment in housekeeping</td>
</tr>
<tr>
<td>666 2HK3 Maintain housekeeping supplies</td>
<td>266 2HK3 Maintain housekeeping supplies</td>
</tr>
<tr>
<td>667 2HK4 Clean and protect floors</td>
<td>267 2HK4 Clean, maintain and protect hard floors (Asset Skills)</td>
</tr>
<tr>
<td>668 2HK5 Clean carpets and soft furnishings</td>
<td>268 2HK5 Clean and maintain soft floors and furnishings (Asset Skills)</td>
</tr>
<tr>
<td>OLD standards unit title</td>
<td>NEW standards unit title</td>
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</tr>
<tr>
<td>669 2HK6 Providing a linen service</td>
<td>269 2HK6 Providing a linen service</td>
</tr>
<tr>
<td>670 2HK7 Carry out periodic room servicing and deep cleaning</td>
<td>270 2HK7 Carry out periodic room servicing and deep cleaning</td>
</tr>
<tr>
<td>671 2P&amp;C1 Complete kitchen documentation</td>
<td>271 2P&amp;C1 Complete kitchen documentation</td>
</tr>
<tr>
<td>672 2P&amp;C2 Set up and close a kitchen</td>
<td>272 2P&amp;C2 Set up and close kitchen</td>
</tr>
<tr>
<td>673 2P&amp;C3 Process, cook, finish and present flour dough and tray-bake products</td>
<td>295 2PR16 Produce flour, dough and tray-baked products</td>
</tr>
<tr>
<td>001 (HSL1) Supervise the work of staff</td>
<td>N/A N/A No map</td>
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<td>N/A N/A No map</td>
<td>107 1FS1 Prepare and clear areas for table and tray service</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>118 1FC1 Cook vegetables</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>273 2GEN6 Promote additional services or products (ICS)</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>274 2GEN7 Deal with customers across a language divide (ICS)</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>275 2GEN8 Maintain customer service through an effective handover (ICS)</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>276 2FP8 Process dried ingredients prior to cooking</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>277 2FP9 Prepare and mix spice and herb blends</td>
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<tr>
<td>N/A N/A No map</td>
<td>278 2FPC16 Prepare, cook and finish Dim Sum</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>279 2FPC17 Prepare, cook and finish noodle dishes</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>280 2FPC18 Prepare and cook food using a Tandoor</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>281 2PR1 Produce basic fish dishes</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>282 2PR2 Produce basic meat dishes</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>283 2PR3 Produce basic poultry dishes</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>284 2PR4 Produce basic vegetable dishes</td>
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<tr>
<td>N/A N/A No map</td>
<td>287 2PR7 Produce basic hot sauces</td>
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<tr>
<td>N/A N/A No map</td>
<td>288 2PR8 Produce basic rice, pulse and grain dishes</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>289 2PR9 Produce basic pasta dishes</td>
</tr>
<tr>
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<tr>
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<tr>
<td>N/A N/A No map</td>
<td>143 1PR10 Produce basic egg dishes</td>
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<td>N/A N/A No map</td>
<td>290 2PR11 Produce basic bread and dough products</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>291 2PR12 Produce basic pastry products</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>292 2PR13 Produce basic cakes, sponges and scones</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>293 2PR14 Produce basic hot and cold desserts</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>294 2PR15 Produce cold starters and salads</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>297 2PR19 Maintain an efficient use of food resources</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>298 2PR20 Maintain an efficient use of resources in the kitchen</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>299 2PR21 Prepare, operate and clean specialist food preparation and cooking equipment</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>248 2PR22 Liaise with care team to ensure that an individual’s nutritional needs are met</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>144 1PR23 Prepare meals for distribution</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>262 2PR24 Modify the content of dishes</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>234 2PR25 Prepare and cook food to meet the requirements of allergy sufferers</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>145 1PR26 Prepare meals to meet relevant nutritional standards set for school meals</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>235 2PR27 Promote new menu items</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>146 1PR28 Present menu items according to a defined brand standard</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>255 2FOH5 Produce documents in a business environment (CfA)</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>256 2FOH6 Use office equipment (CfA)</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>257 2FOH7 Communicate in a business environment (CfA)</td>
</tr>
<tr>
<td>N/A N/A No map</td>
<td>258 2FOH9 Provide reception services (CfA)</td>
</tr>
<tr>
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<td>NEW NVQ DIPLOMA IN HOSPITALITY AND CATERING (7132) NEW standards unit title</td>
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<td>N/A</td>
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</tbody>
</table>
1.2 Opportunities for progression
On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:
- Level 3 NVQ Diploma in Professional Cookery (7133)
  - (Preparation and Cooking)
  - (Patisserie and Confectionary)
- Level 3 Diploma in Hospitality Supervision and Leadership (NVQ) (7250)
- Level 3 Diploma in Advanced Professional Cookery (VRQ) (7100)

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

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

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

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

Centres already offering City & Guilds qualifications in this subject area

Centres currently approved to offer the qualification Level 2 NVQ in Hospitality (7082) will receive approval for the new Level 2 Diplomas in Hospitality (7132) using the fast track approval form, available from the City & Guilds website. Centres may apply to offer the new qualifications using the fast track form:

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard Qualification Approval Process. It is the centre’s responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Physical resources and site agreements

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

Human resources

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

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

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

Assessors and internal verifiers

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

Continuing professional development (CPD)

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

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

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

Age restrictions

Age restrictions will apply if this is a legal requirement of the process or the environment.

<table>
<thead>
<tr>
<th>Qualification title</th>
<th>Number</th>
<th>Age</th>
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<tbody>
<tr>
<td>Level 2 NVQ Diploma in Front of House Reception</td>
<td>7132-01</td>
<td>Pre 16, 16+</td>
</tr>
<tr>
<td>Level 2 NVQ Diploma in Housekeeping</td>
<td>7132-02</td>
<td>Pre 16, 16+</td>
</tr>
<tr>
<td>Level 2 NVQ Diploma in Food Service</td>
<td>7132-03</td>
<td>16+</td>
</tr>
<tr>
<td>Level 2 NVQ Diploma in Beverage Service</td>
<td>7132-04</td>
<td>16+</td>
</tr>
<tr>
<td>Level 2 NVQ Diploma in Food and Beverage Service</td>
<td>7132-05</td>
<td>16+</td>
</tr>
<tr>
<td>Level 2 NVQ Diploma in Food Production and Cooking</td>
<td>7132-06</td>
<td>Pre 16, 16+</td>
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<tr>
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<td>7132-07</td>
<td>Pre 16, 16+</td>
</tr>
<tr>
<td>Level 2 NVQ Diploma in Professional Cookery</td>
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<tr>
<td>Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine)</td>
<td>7132-10</td>
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<tr>
<td>Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine)</td>
<td>7132-11</td>
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<tr>
<td>Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine)</td>
<td>7132-12</td>
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<tr>
<td>Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine)</td>
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</tr>
<tr>
<td>Level 2 NVQ Diploma in Kitchen Services</td>
<td>7132-14</td>
<td>Pre 16, 16+</td>
</tr>
</tbody>
</table>
3 Units

Availability of units

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

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

Structure of units

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

- City & Guilds unit number
- Title
- Level
- UAN number
- Credit value
- Guided learning hours
- Unit aim
- Endorsement by a sector or other appropriate body
- Learning outcomes which are comprised of a number of assessment criteria
- Information on assessment
Unit 101  Maintenance of a safe, hygienic and secure working environment (1GEN1)

Level:  1
UAN:  F/601/4218
Credit value:  3
GLH:  25

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to maintain personal health and hygiene
2. Know how to maintain personal health and hygiene
3. Be able to help maintain a hygienic, safe and secure workplace
4. Know how to maintain a hygienic, safe and secure workplace

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 101   Maintenance of a safe, hygienic and secure working environment (1GEN1)
Learning outcomes and assessment criteria

Outcome 1  Be able to maintain personal health and hygiene
The learner can:
1. Wear clean, smart and appropriate clothing, footwear and headgear
2. Keep hair neat and tidy and wear it in line with organisational standards
3. Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards
4. Get any cuts, grazes and wounds treated by the appropriate person
5. Report illness and infections promptly to the appropriate person

Outcome 2  Know how to maintain personal health and hygiene
The learner can:
K1. State own responsibilities under the Health and Safety at Work Act
K2. State general rules on hygiene that must be followed
K3. State correct clothing, footwear and headgear that should be worn at all times
K4. State the importance of maintaining good personal hygiene
K5. Describe how to deal with cuts, grazes and wounds and why it is important to do so

Outcome 3  Be able to help maintain a hygienic, safe and secure workplace
The learner can:
6. Identify any hazards or potential hazards and deal with these correctly
7. Report any accidents or near accidents quickly and accurately to the proper person
8. Follow health, hygiene and safety procedures during work
9. Practise emergency procedures correctly
10. Follow organisational security procedures
Unit 101  Maintenance of a safe, hygienic and secure working environment (1GEN1)
Learning outcomes and assessment criteria

What you must cover:

1. **Hazards**  
   a) Relating to equipment  
   b) Relating to areas where you work  
   c) Relating to personal clothing

2. **Ways of dealing with hazards**  
   a) Putting them right  
   b) Reporting them to appropriate colleagues  
   c) Warning other people

3. **Emergency procedures**  
   a) Fire  
   b) Threat  
   c) Security

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

The learner can:

K6. State the importance of working in a healthy, safe and hygienic way  
K7. State where information about Health and Safety in your workplace can be obtained  
K8. Describe the types of hazard in the workplace that may occur and how to deal with these  
K9. State hazards that can be dealt with personally and hazards that must be reported to someone else  
K10. State how to warn other people about hazards and why this is important  
K11. State why accidents and near accidents should be reported and who these should be reported to  
K12. Describe the type of emergencies that may happen in the workplace and how to deal with these  
K13. State where to find first aid equipment and who the registered first-aider is in the workplace  
K14. State safe lifting and handling techniques that should be followed  
K15. State other ways of working safely that are relevant to own position and why these are important  
K16. Describe organisational emergency procedures, in particular fire, and how these should be followed  
K17. State the possible causes for fire in the workplace  
K18. Describe how to minimise the risk of fire  
K19. State where to find fire alarms and how to set them off  
K20. State why a fire should never be approached unless it is safe to do so  
K21. State the importance of following fire safety laws  
K22. Describe organisational security procedures and why these are important  
K23. State the correct procedures for dealing with customer property  
K24. State the importance of reporting all usual/non-routine incidents to the appropriate person
## Unit 101  Maintenance of a safe, hygienic and secure working environment (1GEN1)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1GEN1</th>
<th>Maintain a safe, hygienic and secure working environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to maintain personal health and hygiene</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 &amp; 2 by directly observing the candidate’s work. The assessor may assess assessment criteria 3, 4 &amp; 5 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>Be able to help to maintain a hygienic, safe and secure workplace</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 3</strong></td>
<td>The assessor must assess assessment criteria 6, 8, 9 and 10 by directly observing the candidate's work. The assessor may assess assessment criteria 7 through questioning, witness testimony or simulation if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for Outcome 3** | There must be performance evidence, gathered through observing the candidate's work, for:  
- at least one from hazards  
  a) relating to equipment  
  b) relating to areas where you work  
  c) relating to personal clothing  
- one from ways of dealing with hazards  
  a) putting them right self  
  b) reporting them to appropriate colleagues  
  c) warning other people  
- at least one from emergency procedures  
  a) fire  
  b) threat  
  c) security  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning, witness testimony or simulation. |
Unit 102  Maintain, handle and clean knives (1GEN7)

Level: 1
UAN: K/601/5041
Credit value: 3
GLH: 25

Unit aim
This unit is about using and caring for knives within professional kitchens. Knives may include both straight and serrated bladed from small vegetable knives to cleavers. The unit also refers to the use of scissors and secateurs.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to maintain, handle and clean knives
2. Know how to maintain, handle and clean knives

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 102 Maintain, handle and clean knives (1GEN7)
Learning outcomes and assessment criteria

Outcome 1 Be able to maintain, handle and clean knives
The learner can:
1. Prioritise work and carry it out in an organised and efficient manner
2. Ensure knives are clean
3. Sharpen knives using safe sharpening methods
4. Select knives appropriate to the task to be undertaken
5. Ensure that the cutting edge is firm and secure and appropriate for the task
6. Safely handle knives while undertaking tasks
7. Clean and store knives according to organisational requirements
8. Report damage to knives to the appropriate person

What you must cover:
1. Knives
   a) Straight bladed knives and cleavers
   b) Serrated blades
   c) Scissors/secateurs
2. Tasks
   a) Preparing basic vegetable cuts
   b) Preparing meat, poultry and fish
   c) Preparing bread
   d) Opening packaging
   e) Sharpening
   f) Washing and cleaning knives after use

Outcome 2 Know how to maintain, handle and clean knives
The learner can:
K1. State why knives should be kept sharp
K2. State why knives should be stored safely
K3. Explain why and to whom all accidents should be reported
K4. Explain why the appropriate knife should be selected for specific task
K5. State why handles of knives should not be allowed to become greasy during use
K6. Explain why knives should be handled and carried correctly
K7. State why cutting surfaces should be firm and secure
K8. Explain why knives should be cleaned between dealing with different food groups
K9. Describe what risk there are of contamination from poorly maintained knives
K10. State why surfaces should be clean
K11. Explain why damaged knives should not be used
K12. Describe what action can be taken to prevent allergenic reactions amongst consumers when handling and cleaning knives
Unit 102  
**Maintain, handle and clean knives (1GEN7)**

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1GEN7</th>
<th>Maintain, handle and clean knives</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must **DO <strong>for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6 and 7 by directly observing the candidate’s work. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td>**What you must **COVER <strong>for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work, for:</td>
</tr>
<tr>
<td></td>
<td>- at least two from knives</td>
</tr>
<tr>
<td></td>
<td>a) straight bladed knives and cleavers</td>
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<td></td>
<td>b) serrated blades</td>
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<td></td>
<td>c) scissors/secateurs</td>
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<tr>
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<td>- at least five from tasks</td>
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<tr>
<td></td>
<td>a) preparing basic vegetable cuts</td>
</tr>
<tr>
<td></td>
<td>b) preparing meat, poultry and fish</td>
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<tr>
<td></td>
<td>c) preparing bread</td>
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<tr>
<td></td>
<td>d) opening packaging</td>
</tr>
<tr>
<td></td>
<td>e) sharpening</td>
</tr>
<tr>
<td></td>
<td>f) washing and cleaning knives after use</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 104  Working effectively as part of a hospitality team (1GEN4)

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

Unit aim
This unit is about making a useful contribution to the work of a team, ie the people you work with. ‘Team’ includes your line manager or supervisor as well as other people in your team working at the same level as self. 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 self.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to plan and organise own work
2. Be able to work effectively with team members
3. Be able to develop own skills
4. Know how to plan and organise own work
5. Know how to work effectively with team members
6. Know how to develop own skills

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 104 Working effectively as part of a hospitality team (1GEN4)
Learning outcomes and assessment criteria

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

Outcome 2 Be able to work effectively with team members
The learner can:
10. Give team members help when they ask for it
11. Ensure the help given to team members is within the limits of own job role
12. Ensure the help given to team members does not prevent own work being completed on time
13. Pass on important information to team members as soon as possible
14. Maintain good working relationships with team members
15. Report any problems with working relationships to the relevant person
16. Communicate clearly and effectively with team members

Outcome 3 Be able to develop own skills
The learner can:
17. Seek feedback on own work and deal with this feedback positively
18. Identify with the relevant person aspects of own work which are up to standard and areas that could be improved
19. Agree what has to be done to improve their work
20. Agree a learning plan with the relevant person
21. Seek opportunities to review and develop learning plan
Unit 104 Working effectively as part of a hospitality team (1GEN4)
Learning outcomes and assessment criteria

Outcome 4 Know how to plan and organise own work
The learner can:
K1. State why it is essential to understand the requirements of the work
K2. List the benefits of planning and organising work
K3. Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions
K4. List the benefits of keeping everything needed for own work organised and available
K5. State why it is important to keep work areas clean and tidy
K6. State why it is important to keep waste to a minimum
K7. State when to ask for help and who can be asked

Outcome 5 Know how to work effectively with team members
The learner can:
K8. State the importance of effective teamwork
K9. State the people in own team and explain how they fit into the organisation
K10. List the responsibilities of the team and why it is important to the organisation as a whole
K11. Describe how to maintain good working relationships with team members
K12. State how to determine if helping a team member will prevent own work from being completed on time
K13. State the limits of own job role and what can and cannot be done when helping team members
K14. State why essential information needs to be passed on to a team member as soon as possible
K15. List the types of behaviour that help teams to work effectively and behaviours that do not
K16. State why problems with working relationships should be reported to the relevant person
K17. Describe how to communicate clearly and why it is important to do so

Outcome 6 Know how to develop own skills
The learner can:
K18. State the importance of improving own knowledge and skills
K19. Describe how to get feedback from team members and how this is helpful
K20. Describe how a learning plan can improve own work
K21. State why it is important to regularly review own learning plan
### Unit 104  Working effectively as part of a hospitality team (1GEN4)

Evidence requirements

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

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

<table>
<thead>
<tr>
<th>Contingencies Outcome 1</th>
<th>Alternative assessment methods</th>
<th>Examples of evidence</th>
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<tbody>
<tr>
<td>8. Ask for help from the relevant person if you need it</td>
<td>Simulation</td>
<td>Observation sheet</td>
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<td>Oral questions</td>
<td>Question/answer sheets</td>
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<td>Written questions</td>
<td>Records of professional discussion</td>
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<tr>
<td></td>
<td>Professional discussion</td>
<td></td>
</tr>
</tbody>
</table>


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

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

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

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare and clear areas for table/tray service
2. Understand how to prepare and clear areas for table/tray service
3. Be able to prepare customer dining areas for table/tray service
4. Know how to prepare customer dining areas for table/tray service
5. Be able to clear dining and service areas after service
6. Know how to clear dining and service areas after service

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 107  Prepare and clear areas for table and tray service (1F51)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and clear areas for table/tray service
The learner can:
1. Check the service areas are hygienic, clean, free from damage and ready for use in line with service style
2. Check that service equipment is clean, free from damage, located where it should be and switched on ready for use
3. Check that sufficient stock of service items are clean, free from damage and stored ready for service
4. Prepare and store condiments and accompaniments for service
5. Check that refuse and waste food containers are hygienic, empty and ready for use

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

Outcome 2 Understand how to prepare and clear areas for table/tray service
The learner can:
K1. Describe safe and hygienic working practices for preparing service areas and equipment for table/tray service
K2. State organisational service style
K3. State why waste must be handled and disposed of correctly
K4. State why condiments and accompaniments should be prepared ready for service
K5. State when to prepare service areas and equipment for table/tray service
K6. State why a constant stock of food service items should be maintained
K7. Outline the types of unexpected situations that may occur when preparing and clearing areas for service and how to deal with them
Unit 107  Prepare and clear areas for table and tray service (1FS1)
Learning outcomes and assessment criteria

Outcome 3 Be able to prepare customer dining areas for table/tray service
The learner can:
6. Check the service area ensuring that it is clean, free from damage and correctly laid out in
term with the service style
7. Check that service items are clean, free from damage and located ready for customer use
8. Lay up tables and trays in line with service style
9. Check menus and promotional items and ensure that they are ready for customer use

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

Outcome 4 Know how to prepare customer dining areas for table/tray service
The learner can:
K8. Describe safe and hygienic working practices for preparing customer service areas for
    table/tray service
K9. State why all items should be checked before service
K10. State why menus and promotional items should be checked before use
K11. Outline the types of unexpected situations that may occur when preparing and clearing
     areas and equipment and how to deal with them
Unit 107  
Prepare and clear areas for table and tray service (1FS1)
Learning outcomes and assessment criteria

Outcome 5  Be able to clear dining and service areas after service
The learner can:
10. Collect all the service items for clearing or storage
11. Prepare used or soiled linen for laundry or dispose of it following recommended procedures
12. Store food items, condiments and accompaniments which will be used in the future as required
13. Dispose of rubbish and waste food following recommended procedures
14. Ensure that service equipment is clean, correctly stored and turned off where appropriate
15. Ensure that dining furniture is clean and ready for future use
16. Leave dining and service areas tidy and ready for cleaning

What you must cover:
1. Service items
   a) Trays
   b) Crockery
   c) Cutlery
   d) Glassware
   e) Linen (table/service)
   f) Disposable table coverings
   g) Disposable napkins
   h) Decorative items
   i) Condiments and accompaniments

2. Condiments and accompaniments
   a) Seasonings
   b) Sugars and sweeteners
   c) Prepared sauces/dressings
   d) Prepared bread items

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

Outcome 6  Know how to clear dining and service areas after service
The learner can:
K12. Describe safe and hygienic working practices for clearing dining and service areas after service
K13. State why all food service areas should be left clean after service
K14. State why certain electrical equipment should be turned off after service
K15. Outline what types of unexpected situations may occur with areas after service and how to deal with them
### Unit 107

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

**Evidence requirements**

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

**What you must DO for Outcome 1**

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

**What you must COVER for Outcome 1**

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

- at least one from *service style*
  a) table service
  b) tray service
- at least two from *service equipment*
  a) hot/cold beverage serving containers
  b) refrigeration units
  c) heated units
  d) service utensils
  e) trolleys
- at least five from *service items*
  a) trays
  b) crockery
  c) promotional items
  d) disposable table coverings
  e) decorative items
  f) disposable napkins
  g) linen
  h) cutlery
  i) menu
- at least two from *condiments and accompaniments*
  a) seasonings
  b) sugars and sweeteners
  c) prepared sauces/dressings
  d) prepared bread items

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

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to prepare customer dining areas for table/tray service</th>
</tr>
</thead>
</table>

**What you must DO for Outcome 3**

The assessor must assess assessment criteria 6-9 by directly observing the candidate’s work.

**What you must COVER for Outcome 3**

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

- at least one from *service style*
  a) table service
  b) tray service
- at least five from *service items*
  a) trays
  b) crockery
  c) promotional items
  d) disposable table coverings
  e) decorative items

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| f) disposable napkins  
| g) linen  
| h) cutlery  
| i) menu  

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

| Outcome 5 | Be able to clear dining and service areas after service  
| What you must **DO** for Outcome 5 | The assessor must assess assessment criteria 10 - 16 by directly observing the candidate’s work.  
| What you must **COVER** for Outcome 5 | There must be performance evidence, gathered through observing the candidate’s work, for:  
| | • at least **five** from **service items**  
| | a) trays  
| | b) crockery  
| | c) cutlery  
| | d) glassware  
| | e) linen (table/service)  
| | f) disposable table coverings  
| | g) disposable napkins  
| | h) decorative items  
| | i) condiments and accompaniments  
| | • at least **two** from **condiments and accompaniments**  
| | a) seasonings  
| | b) sugars and sweeteners  
| | c) prepared sauces/dressings  
| | d) prepared bread items  
| | • at least **two** from **service equipment**  
| | a) hot/cold beverage serving containers  
| | b) refrigeration units  
| | c) heated units  
| | d) service utensils  
| | e) trolleys  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 109

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

Level: 1
UAN: F/601/4994
Credit value: 3
GLH: 25

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to prepare areas for counter and takeaway service
2. Know how to prepare areas for counter and takeaway service
3. Be able to clear areas for counter and takeaway service
4. Know how to clear areas for counter and takeaway service

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 109  
Prepare and clear areas for counter and takeaway service (1FS3) 
Learning outcomes and assessment criteria

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

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

Outcome 2 Know how to prepare areas for counter and takeaway service
The learner can:
K1. Describe safe and hygienic working practices when preparing take-away areas for counter/take-away service and why these are important
K2. State why waste must be handled and disposed of correctly
K3. State why presentation standards must be maintained in the display of food
K4. State how to display hot and cold food safely and why this is important
K5. State why it is important to check expiry dates on appropriate food and drink items
K6. State why all promotional material should be checked before use
K7. State why it is important to have the correct serving equipment available for service
K8. Outline the types of unexpected situations that may occur when preparing areas and how to deal with them

Unit 109  
Prepare and clear areas for counter and takeaway service (1FS3)
Learning outcomes and assessment criteria

Outcome 3 Be able to clear areas for counter and takeaway service
The learner can:
8. Deal with service equipment according to workplaces procedures
9. Assemble for cleaning or store any reusable service items from the food service
10. Store condiments and accompaniments for future use in line with food hygienic legislation where appropriate
11. Dispose of rubbish, used disposables and waste food following recommended procedures
12. Check that the work area and service equipment are clean, free from damage and ready for future use

What you must cover:
1. Re-usable service items
   a) Trays
   b) Service utensils
   c) Food containers
   d) Crockery
   e) Cutlery
2. Condiments and accompaniments
   a) Seasonings
   b) Sugars and sweeteners
   c) Prepared sauces and dressings
3. Work area
   a) Serving area
   b) Seated area
   c) Waiting area
4. Service equipment
   a) Display units
   b) Heated units
   c) Refrigerated units
   d) Beverage equipment

Outcome 4 Know how to clear areas for counter and takeaway service
The learner can:
K9. Describe safe and hygienic working practices when clearing areas for counter/take-away and why these are important
K10. State why certain electrical and gas equipment should be turned off after service
K11. State why waste must be handled and disposed of correctly
K12. State why all perishable food and drink items should be returned to the kitchen and storage area immediately after service
K13. State why service areas should be left clean after service
K14. Outline the types of unexpected situations that may occur when clearing areas and how to deal with them
## Unit 109

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

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1FS3</th>
<th>Prepare and clear areas for counter/takeaway service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to prepare areas for counter/takeaway service</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>What you must <strong>DO</strong> for Outcome 1</th>
<th>The assessor must assess assessment criteria 1, 2, 3, 6 and 7 by directly observing the candidate's work. The assessor may assess assessment criteria 4 and 5 through questioning or witness testimony if no naturally occurring evidence is available.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must <strong>COVER</strong> for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td></td>
<td>• at least two from work area</td>
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<tr>
<td></td>
<td>a) serving area</td>
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<tr>
<td></td>
<td>b) seated area</td>
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<td></td>
<td>c) waiting area</td>
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<tr>
<td></td>
<td>• at least two from service equipment</td>
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<tr>
<td></td>
<td>a) display units</td>
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<tr>
<td></td>
<td>b) heated units</td>
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<td></td>
<td>c) refrigerated units</td>
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<td></td>
<td>d) beverage equipment</td>
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<tr>
<td></td>
<td>• at least four from service items</td>
</tr>
<tr>
<td></td>
<td>a) trays</td>
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<td>b) straws</td>
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<td></td>
<td>c) service utensils</td>
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<td></td>
<td>d) food containers</td>
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<td></td>
<td>e) take-away food packaging</td>
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<td>f) disposable serviettes</td>
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<td>g) crockery</td>
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<td>h) cutlery</td>
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<td>• at least one from condiments and accompaniments</td>
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<td>a) seasonings</td>
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<td>b) sugars and sweeteners</td>
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<td>c) prepared sauces and dressings</td>
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<td></td>
<td>• at least one from promotional materials</td>
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<td></td>
<td>a) menus</td>
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<td>b) posters</td>
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<td></td>
<td>c) black/white board</td>
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<td></td>
<td>d) illustrated menus board</td>
</tr>
<tr>
<td></td>
<td>e) promotional materials showing special offers</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to clear areas for counter/takeaway service</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcome 3</td>
<td>The assessor must assess assessment criteria 8, 9, 11 and 12 by directly observing the candidate's work. The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td>What you must COVER for Outcome 3</td>
<td>There must be performance evidence, gathered through observing the candidate’s work, for:</td>
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<tr>
<td>----------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• at least two from <strong>re-usable service items</strong></td>
</tr>
<tr>
<td></td>
<td>a) trays</td>
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<tr>
<td></td>
<td>b) service utensils</td>
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<td>c) food containers</td>
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<td>d) crockery</td>
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<td>e) cutlery</td>
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<td>• one from <strong>condiments and accompaniments</strong></td>
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<td>a) seasonings</td>
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<td>b) sugars and sweeteners</td>
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<tr>
<td></td>
<td>c) prepared sauces and dressings</td>
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<tr>
<td></td>
<td>• at least two from <strong>work areas</strong></td>
</tr>
<tr>
<td></td>
<td>a) serving area</td>
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<tr>
<td></td>
<td>b) seated area</td>
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<tr>
<td></td>
<td>c) waiting area</td>
</tr>
<tr>
<td></td>
<td>• at least two from <strong>service equipment</strong></td>
</tr>
<tr>
<td></td>
<td>a) display units</td>
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<tr>
<td></td>
<td>b) heated units</td>
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<tr>
<td></td>
<td>c) refrigerated units</td>
</tr>
<tr>
<td></td>
<td>d) beverage equipment</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 110 Provide a counter and takeaway service (1FS4)

Level: 1
UAN: L/601/5016
Credit value: 3
GLH: 30

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to serve customers at the counter
2. Know how to serve customers at the counter
3. Be able to maintain counter and service areas
4. Know how to maintain counter and service areas

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 110 Provide a counter and takeaway service (1FS4)
Learning outcomes and assessment criteria

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

What you must cover:
1. Customers
   a) Customers with routine needs
   b) Customers with non-routine needs
2. Information
   a) Items available
   b) Ingredients
   c) Prices, special offers and promotions
3. Food and drink items
   a) Hot food
   b) Cold food
   c) Hot drinks
   d) Cold drinks
4. Condiments and accompaniments
   a) Seasonings
   b) Sugars/sweeteners
   c) Prepared sauces/dressings

Outcome 2 Know how to serve customers at the counter
The learner can:
K1. Describe safe and hygienic working practices for serving customers and why these are important
K2. State why it is important to use separate serving equipment for each food item
K3. State why portions must be controlled when serving customers
K4. State why food and drink items must be served at the correct temperature
K5. State why information given to customers must be accurate
K6. Outline the types of unexpected situations that may occur when serving customers and how to deal with them
Unit 110  Provide a counter and takeaway service (1FS4)
Learning outcomes and assessment criteria

Outcome 3  Be able to maintain counter and service areas
The learner can:
6. Keep work area tidy, hygienic and free from rubbish and food debris during service
7. Maintain enough stock of clean service items
8. Restock with **food and drink items** when necessary
9. Display and store food and drink items in line as required
10. Clear work area of used and non-required **service items** at the appropriate times
11. Dispose of rubbish, used disposable items and food waste as required

What you must cover:
1. **Service items**
   a) Service utensils
   b) Food containers/dispensers
   c) Trays
   d) Crockery
   e) Cutlery
   f) Disposable items
2. **Food and drink items**
   a) Hot food
   b) Cold food
   c) Hot drinks
   d) Cold drinks

Outcome 4  Know how to maintain counter and service areas
The learner can:
K7. Describe safe and hygienic working practices for clearing and why these are important
K8. State why food which is prepared first should be served first
K9. State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service
K10. State why waste must be handled and disposed of correctly
K11. State why a constant stock of service items should be maintained
K12. State why maintaining food at the correct temperature is important and how this can be ensured
K13. Outline the types of unexpected situations that may occur when clearing away and how to deal with them
## Unit 110 Provide a counter and takeaway service (1FS4)

### Evidence requirements

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

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

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Level 2 NVQ Diploma in Hospitality (7132) 69
Unit 116  Prepare and finish simple salad and fruit dishes (1FP2)

Level: 1
UAN: H/601/4843
Credit value: 2
GLH: 16

Unit aim
This unit is about preparing and finishing simple salad and fruit dishes.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to prepare simple salad and fruit dishes
2. Understand how to prepare simple salad and fruit dishes
3. Be able to finish simple salad and fruit dishes
4. Understand how to finish simple salad and fruit dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 116  
Prepare and finish simple salad and fruit dishes (1FP2)  
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare simple salad and fruit dishes  
The learner can  
1. Check the **ingredients** to make sure they are fit for preparation  
2. Choose the correct tools and equipment  
3. Prepare the ingredients correctly for the dish

What you must cover:  
1. **Ingredients**  
   a) Frozen fruit  
   b) Fresh fruit  
   c) Fresh salad  
   d) Prepared fruit  
   e) Prepared salad  
2. Prepared by  
   a) Peeling  
   b) Trimming  
   c) Washing  
   d) Soaking  
   e) Cutting  
   f) Mixing

Outcome 2 Understand how to prepare simple salad and fruit dishes  
The learner can:  
K1. State how to store salad and fruit before preparation  
K2. Describe how to check the salad, fruit or other ingredients to make sure they are fit for use  
K3. Describe what to do if there is a problem with the salad, fruit or other ingredients  
K4. State what tools and equipment are needed to carry out the relevant cooking methods  
K5. State why it is important to use the correct tools and equipment  
K6. State why it is important to avoid cross contamination with meat and fish products and how to do so

Outcome 3 Be able to finish simple salad and fruit dishes  
The learner can:  
4. Present the dish to meet requirements  
5. Safely store any prepared items not for immediate use

Outcome 4 Understand how to finish simple salad and fruit dishes  
The learner can:  
K7. Describe how to store prepared salads and fruit that is not for immediate use
## Unit 116  Prepare and finish simple salad and fruit dishes (1FP2)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1FP2</th>
<th>Prepare and finish simple salad and fruit dishes</th>
</tr>
</thead>
</table>
| **What you must **DO **for** Outcome 1 and 3 | The assessor must assess assessment criteria 1, 2, 3 & 4 by directly observing the candidate’s work.  
  
  The assessor may assess assessment criteria 5 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must **COVER **for** Outcome 1 and 3 | There must be performance evidence, gathered through observing the candidate’s work for:  
  
  - at least three from *ingredients*  
    a) frozen fruit  
    b) fresh fruit  
    c) fresh salad  
    d) prepared fruit  
    e) prepared salad  
  
  - at least three from *prepare by*  
    a) peeling  
    b) trimming  
    c) washing  
    d) soaking  
    e) cutting  
    f) mixing  
  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 117  Prepare hot and cold sandwiches (1PR1)

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

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

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare hot and cold sandwiches
2. Understand how to prepare hot and cold sandwiches

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 117 Prepare hot and cold sandwiches (1PR1)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare hot and cold sandwiches
The learner can:
1. Check the bread and fillings to make sure that they meet quality and quantity requirements
2. Choose the right tools and equipment
3. Prepare sandwiches as required
4. Safely store any sandwich and fillings not for immediate use

What you must cover:
1. **Bread**
   a) Sliced bread
   b) Un-sliced bread
   c) Wraps
   d) Bread rolls
2. **Fillings**
   a) Fats/pastes/spreads
   b) Cooked meat and poultry
   c) Cooked fish
   d) Dairy products
   e) Salad/vegetables/fruit
   f) Sauces/dressings/relishes

3. **Preparation methods**
   a) Slicing
   b) Preparing fillings
   c) Garnishing
   d) Heating/toasting

Outcome 2 Understand how to prepare hot and cold sandwiches
The learner can:
K1. Explain how to check that bread and fillings are fit for purpose
K2. State the correct tools and equipment for making sandwiches
K3. Describe how to present sandwiches and bread products attractively
K4. State the correct methods of storage to avoid spoiling sandwiches and bread products between preparation and consumption
## Unit 117

**Prepare hot and cold sandwiches (1PR1)**

### Evidence requirements

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

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

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 118  Cook vegetables (1FC1)

Level:  1  
UAN:  A/601/5559  
Credit value:  3  
GLH:  22  

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

Learning outcomes  
There are two learning outcomes to this unit. The learner will:  
1. Be able to cook vegetables  
2. Understand how to cook vegetables

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 118        Cook vegetables (1FC1)
Learning outcomes and assessment criteria

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

What you must cover:
1. Vegetables
   a) Frozen
   b) Pre-prepared fresh
2. Cooking by
   a) Boiling
   b) Frying
   c) Grilling
   d) Microwaving

Outcome 2 Understand how to cook vegetables
The learner can:
K1. Describe how to store frozen and unfrozen vegetables before cooking
K2. Describe what to look for in vegetables before cooking
K3. Describe what to do if there are any problems with the vegetables
K4. State what tools and equipment to use for cooking vegetables
K5. State why it's important to use correct tools and equipment
K6. Describe how to carry out cooking methods for vegetables correctly
K7. Describe why it may be necessary to avoid contamination from meat and fish products and how to do so
K8. State how to store vegetables that are not for immediate use
### Unit 118  
**Cook vegetables (1FC1)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 1FC1</th>
<th>Cook vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must ** <strong>DO</strong> for Outcome 1</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3, 4 and 5 by directly observing the candidate’s work. The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must ** **COVER** for Outcome 1** | There must be performance evidence, gathered through observing the candidate’s work, for:  
  - at least **one** from vegetables  
    a) frozen  
    b) pre-prepared fresh  
  - at least **two** from cooking methods  
    a) boiling  
    b) frying  
    c) grilling  
    d) microwaving  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 119  Prepare and cook fish (1FPC1)

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

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

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare and cook fish
2. Understand how to prepare and cook fish

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 119 Prepare and cook fish (1FPC1)
Learning outcomes and assessment criteria

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

What you must cover:
1. Fish
   a) Coated
   b) Uncoated
   c) Frozen
   d) Unfrozen
2. Preparation methods
3. Cooking methods
   a) De-frosting
   b) Coating
   c) Deep frying
   d) Grilling
   e) Baking

Outcome 2 Understand how to prepare and cook fish
The learner can:
K1. Describe how to store frozen and unfrozen fish correctly before cooking
K2. Describe how to check that coated and uncoated fish, frozen and unfrozen, is fit for preparation and cooking
K3. Describe how to decide whether fish needs de-frosting before cooking and why it is important
K4. State how to de-frost pre-prepared fish
K5. Describe what to do if there are any problems with fish or other ingredients
K6. State the right temperatures and cooking times for different types of fish
K7. State the right tools and equipment to prepare and cook fish
K8. State why it is important to use the right tools and equipment
K9. State the correct cooking methods to use
K10. Describe how to decide when different types of fish are properly cooked
K11. Describe how to garnish and present cooked fish
## Unit 119  Prepare and cook fish (1FPC1)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1FPC1</th>
<th>Prepare and cook fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcome 1</td>
<td>The assessor must assess assessment criteria 3, 4, 6, 7 and 8 by directly observing the candidate’s work. The assessor may assess assessment criteria 1, 2 and 5 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for Outcome 1 | There must be performance evidence, gathered through observing the candidate’s work for:  
   - at least two from fish  
     a) coated  
     b) uncoated  
     c) frozen  
     d) unfrozen  
   - at least two from preparation methods  
     a) de-frosting  
     b) coating  
   - at least two from cooking methods  
     a) deep frying  
     b) grilling  
     c) baking  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 120  Prepare and cook meat and poultry (1FPC2)

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

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

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare and cook meat/poultry
2. Understand how to prepare and cook meat/poultry

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 120  Prepare and cook meat and poultry (1FPC2)
Learning outcomes and assessment criteria

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

What you must cover:
1.  Meat/poultry
   a)  Pre-prepared
   b)  Uncoated
   c)  Steaks
   d)  Chops
   e)  Chicken cuts
2.  Preparation methods
   a)  Defrosting
   b)  Seasoning
3.  Cooking methods
   a)  Grilling/griddling
   b)  Shallow frying
   c)  Deep frying
   d)  Microwaving

Outcome 2  Understand how to prepare and cook meat/poultry
The learner can:
K1.  Describe how to store fresh and frozen meat/poultry correctly before cooking
K2.  Describe how to check that meat/poultry is fit for preparation and cooking
K3.  Describe what to do if there are problems with the meat/poultry or other ingredients
K4.  Describe how to decide when meat/poultry needs defrosting before cooking and why this is important
K5.  State the right tools and equipment for: defrosting, seasoning and storing meat/poultry
K6.  Describe how to prepare meat/poultry using different cooking methods
K7.  State the correct tools and equipment for different cooking methods
K8.  State why it is important to use correct tools and equipment
K9.  Describe how to carry out different cooking methods
K10.  Describe how to finish and season meat/poultry according to requirements
K11.  State the correct temperatures for holding meat/poultry
### Unit 120  Prepare and cook meat and poultry (1FPC2)

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1FPC2</th>
<th>Prepare and cook meat and poultry</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcome 1</td>
<td>The assessor must assess assessment criteria 3, 4, 6, 7 and 8 by directly observing the candidate’s work. The assessor may assess assessment criteria 1, 2 and 5 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td>What you must <strong>COVER</strong> for Outcome 1</td>
<td>There must be performance evidence, gathered through observing the candidate’s work, for:</td>
</tr>
<tr>
<td></td>
<td>• at least two from <strong>meat/poultry:</strong></td>
</tr>
<tr>
<td></td>
<td>a) pre-prepared</td>
</tr>
<tr>
<td></td>
<td>b) uncoated</td>
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<tr>
<td></td>
<td>c) steaks</td>
</tr>
<tr>
<td></td>
<td>d) chops</td>
</tr>
<tr>
<td></td>
<td>e) chicken cuts</td>
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<tr>
<td></td>
<td>• one from <strong>preparation methods:</strong></td>
</tr>
<tr>
<td></td>
<td>a) defrosting</td>
</tr>
<tr>
<td></td>
<td>b) seasoning</td>
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<tr>
<td></td>
<td>• at least two from <strong>cooking methods:</strong></td>
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<tr>
<td></td>
<td>a) grilling/griddling</td>
</tr>
<tr>
<td></td>
<td>b) shallow frying</td>
</tr>
<tr>
<td></td>
<td>c) deep frying</td>
</tr>
<tr>
<td></td>
<td>d) microwaving</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 126  Cook and finish simple bread and dough products (1FPC8)

Level: 1
UAN: J/601/5662
Credit value: 3
GLH: 25

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

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to cook simple bread and dough products
2. Understand how to cook simple bread and dough products
3. Be able to finish simple bread and dough products
4. Understand how to finish simple bread and dough products
5. Be able to store bread and dough products
6. Understand how to store bread and dough products

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 126       Cook and finish simple bread and dough products (1FPC8)
Learning outcomes and assessment criteria

Outcome 1 Be able to cook simple bread and dough products
The learner can:
1. Check the products to make sure they are fit for cooking
2. Chooses the correct tools and equipment to prepare and bake bread and dough products
3. Prepare the products as required

Outcome 2 Understand how to cook simple bread and dough products
The learner can:
K1. State how to check to make sure bread and dough products are fit for preparation and baking
K2. Describe what to do if there any problems with the products
K3. State the correct tools and equipment to use for different preparation methods
K4. State the importance of using the correct tools and equipment
K5. Describe how to carry out different cooking methods correctly

Outcome 3 Be able to finish simple bread and dough products
The learner can:
4. Finish the product as required
5. Make sure the bread and dough product is at the correct temperature for holding and serving

Outcome 4 Understand how to finish simple bread and dough products
The learner can:
K6. State the correct tools and equipment for different finishing methods
K7. Describe how to use different finishing methods correctly
K8. State the correct temperature for holding and serving simple bread and dough products

Outcome 5 Be able to store bread and dough products
The learner can:
6. Safely store any cooked bread and dough product not for immediate use

Outcome 6 Understand how to store bread and dough products
The learner can:
K9. State how to store uncooked bread and dough products

What you must cover (Outcomes 1/3/5):
1. Bread and dough product
   a) Freshly made dough
   b) Ready made par-cooked dough
2. Preparation and finishing methods
   a) Baking
   b) Reheating
   c) Glazing
## Unit 126  Cook and finish simple bread and dough products (1FPC8)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1FPC8</th>
<th>Cook and finish simple bread and dough products</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcome 1, 3, 5</td>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3, 4 &amp; 5 by directly observing the candidate's work. The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for Outcome 1, 3, 5 | There must be performance evidence, gathered through observing the candidate's work, for:  
- at least **one** from bread and dough products  
  a) freshly made dough  
  b) ready made par-cooked dough  
- at least **two** from preparation and finishing methods  
  a) baking  
  b) re-heating  
  c) glazing  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 137 Collect linen and make beds (1HK1)

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

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to collect clean linen and bed coverings
2. Understand how to collect clean linen and bed coverings
3. Be able to strip and make beds
4. Know how to strip and make beds

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 137 Collect linen and make beds (1HK1)
Learning outcomes and assessment criteria

Outcome 1 Be able to collect clean linen and bed coverings
The learner can:
1. Choose and collect the linen and bed coverings needed for work schedule
2. Make sure the linen and bed coverings meet organisational standards
3. Handle and move the linen and bed coverings safely
4. Keep linen store safe and secure

What you must cover:
1. Linen and bed coverings
   a) Sheets
   b) Blankets/duvets
   c) Bedspreads/throws
   d) Pillow cases/heet
   e) Waterproof sheets
   f) Valances
   g) Mattress protectors
   h) Duvets/pillows
   i) Bathroom linen

Outcome 2 Understand how to collect clean linen and bed coverings
The learner can:
K1. Describe safe lifting and handling techniques and why they should always be used
K2. State organisational standards for collection of linen and bed coverings
K3. State why soiled linen should be kept separate from clean linen
K4. State why linen and linen store must be secure
K5. State why it is important to check linen to make sure it is clean and up to standard
K6. Outline the types of problems that may happen when choosing and collecting linen form the linen store and how to deal with them
Unit 137 Collect linen and make beds (1HK1)
Learning outcomes and assessment criteria

Outcome 3 Be able to strip and make beds
The learner can:
5. Strip all linen and bed covering from beds
6. Handle and store soiled linen and bed coverings correctly
7. Get bed ready for making
8. Make sure the bed base, bed head, linen and bed coverings are clean and not damaged
9. Make the bed to premises standards with the correct linen and bed coverings
10. Leave bed neat, smooth and ready for use
11. Deal with customers’ personal property according to organisational procedures

What you must cover:
1. Linen and bed coverings
   a) Sheets
   b) Blankets/duvets
   c) Bedspreads/throws
   d) Waterproof sheets
   e) Valances
   f) Mattress protectors
   g) Duvets/pillows/pillowcases/sheets

2. Beds
   a) Double/single beds
   b) Cots/folding beds
   c) Zip and link
   d) Sofa beds

3. Customer
   a) New
   b) Stay over

Outcome 4 Know how to strip and make beds
The learner can:
K7 State the correct way to deal with soiled linen
K8 State the right way to sort different fabrics
K9 State organisation’s procedures for making and re-sheeting beds
K10 State why it is important to use the right sized linen
K11 Outline the types of unexpected situations – including customer incidents – that may happen when stripping and making beds and how to deal with them
K12 Describe how to spot and what procedures to use if encountering bedbugs or other infestations
## Unit 137 Collect linen and make beds (1HK1)
### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1HK1</th>
<th>Collect linen and make beds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to collect clean linen and bed coverings</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1 - 4 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work, for:</td>
</tr>
<tr>
<td></td>
<td>- at least <strong>five</strong> from <strong>linen and bed coverings</strong></td>
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<tr>
<td></td>
<td>- <strong>a)</strong> sheets</td>
</tr>
<tr>
<td></td>
<td>- <strong>b)</strong> blankets/duvets</td>
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<tr>
<td></td>
<td>- <strong>c)</strong> bedspreads/throws</td>
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<tr>
<td></td>
<td>- <strong>d)</strong> pillow cases/sheet</td>
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<tr>
<td></td>
<td>- <strong>e)</strong> waterproof sheets</td>
</tr>
<tr>
<td></td>
<td>- <strong>f)</strong> valances</td>
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<tr>
<td></td>
<td>- <strong>g)</strong> mattress protectors</td>
</tr>
<tr>
<td></td>
<td>- <strong>h)</strong> duvets/pillows</td>
</tr>
<tr>
<td></td>
<td>- <strong>i)</strong> bathroom linen</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to strip and make beds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 3</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 5 -11 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 3</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work, for:</td>
</tr>
<tr>
<td></td>
<td>- at least <strong>five</strong> from <strong>linen and bed coverings</strong></td>
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<td>- <strong>e)</strong> valances</td>
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<td>- <strong>f)</strong> mattress protectors</td>
</tr>
<tr>
<td></td>
<td>- <strong>g)</strong> duvets/pillows pillowcases/sheets</td>
</tr>
<tr>
<td></td>
<td>- at least <strong>one</strong> from <strong>beds</strong></td>
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<tr>
<td></td>
<td>- <strong>a)</strong> double/single beds</td>
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<tr>
<td></td>
<td>- <strong>b)</strong> cots/folding beds</td>
</tr>
<tr>
<td></td>
<td>- <strong>c)</strong> zip and link</td>
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<tr>
<td></td>
<td>- <strong>d)</strong> sofa beds</td>
</tr>
<tr>
<td></td>
<td>- at least one from <strong>customers</strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>a)</strong> <strong>new</strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>b)</strong> <strong>stay over</strong></td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 138  
Clean windows from the inside (1HK2)

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

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to prepare to clean windows from inside
2. Know how to prepare to clean windows from inside
3. Be able to clean the inside surface of windows
4. Know how to clean the inside surface of windows

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 138   Clean windows from the inside (1HK2)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare to clean windows from inside
The learner can:
1. **Prepare working area** and equipment
2. Inspect the surface to be cleaned
3. Identify any damaged or loose **surfaces**
4. Report damaged or loose surfaces to the relevant person and ask for advice
5. Choose **cleaning materials** and methods that are appropriate to the work schedule, the type of **dirt** and the surface to be cleaned

What you must cover:
1. **Preparation of work area**
   a) Use of protective clothing
   b) Put up hazard warning signs
   c) Protect surrounding areas
2. **Surfaces**
   a) Windows
   b) Window frames
3. **Cleaning equipment and materials**
   a) Cloths
   b) Cleaning chemicals
   c) Squeegees
4. **Dirt**
   a) Loose dirt
   b) Dirt that is hard to remove

Outcome 2 Know how to prepare to clean windows from inside
The learner can:
K1. State organisation’s standards for cleaning windows
K2. State how frequently windows should be cleaned
K3. State why protective clothing should be worn when cleaning
K4. State why cleaning materials should not be mixed
K5. State why manufacturers’ instructions should be followed when using cleaning equipment and materials
K6. State why it is important to prepare windows and surrounding areas for cleaning
K7. State why loose or damaged surfaces should be identified and reported
K8. State the types of equipment and materials that should be used for loose dirt and dirt that is hard remove

Outcome 3 Be able to clean the inside surface of windows
The learner can:
6. Apply the cleaning agent to the **surface** in a controlled way, following the manufacturer’s instructions and recommendations
7. Loosen **dirt** that is stuck on to the surface without causing damage
8. Clean thoroughly and remove any dirt without damaging the surface
9. Report any dirt that you cannot remove to the relevant person
10. Leave windows and glass dry and smear free
11. Make sure that frames and sills are dry
12. Put the work area back as found
Unit 138 Clean windows from the inside (1HK2)
Learning outcomes and assessment criteria

What you must cover:

1. **Surfaces**
   a) Windows
   b) Window frames

2. **Dirt**
   a) Loose dirt
   b) Dirt that is hard to remove

Outcome 4 Know how to clean the inside surface of windows
The learner can:
K9. State why dirt that cannot be removed should be reported
K10. State why frames and sills should be left dry
## Unit 138  Clean windows from the inside (1HK2)
### Evidence requirements

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

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

**What you must COVER for Outcome 1**
- There must be performance evidence, gathered through observing the candidate’s work, for:
  - at least two from preparation of work area
    - a) use of protective clothing
    - b) put up hazard warning signs
    - c) protect surrounding areas
  - Both from surfaces
    - a) windows
    - b) window frames
  - at least two from cleaning equipment and materials
    - a) cloths
    - b) cleaning chemicals
    - c) squeegees
  - at least one from dirt
    - a) loose dirt
    - b) dirt that is hard to remove

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

**Outcome 3**
Be able to clean the inside surfaces of windows

**What you must DO for Outcome 3**
- The assessor must assess assessment criteria 6, 7, 8, 10, 11 and 12 by directly observing the candidate’s work.
- The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.

**What you must COVER for Outcome 3**
- There must be performance evidence, gathered through observing the candidate’s work, for:
  - Both from surfaces
    - a) windows
    - b) frames
  - at least one from dirt
    - a) loose dirt
    - b) dirt that is hard to remove

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 143  Produce basic egg dishes (1PR10)

Level: 1
UAN: L/601/7333
Credit value: 3
GLH: 24

Unit aim
This unit is about preparing, cooking and finishing basic egg dishes.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to produce basic egg dishes
2. Understand how to produce basic egg dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 143 Produce basic egg dishes (1PR10)
Learning outcomes and assessment criteria

Outcome 1. Be able to produce basic egg dishes
The learner can:
1. Ensure that the **eggs** and other ingredients meet dish requirements
2. Select and use the correct tools and equipment
3. **Prepare and cook** eggs and other ingredients to meet dish requirements
4. Ensure the egg dish has the correct colour, texture and quantity
5. Present and finish the egg dish to meet requirements
6. Ensure the egg dish is at the correct temperature for holding and serving
7. Safely store cooked egg dishes not for immediate use

What you must cover:

1. **Eggs**
   a) Fresh egg
   b) Pasteurised egg

2. **Preparation and cooking methods**
   a) Boiling
   b) Whisking
   c) Frying/griddling
   d) Poaching
   e) Baking
   f) Scrambling
   g) Bain marie

Outcome 2. Understand how to produce basic egg dishes
The learner can:
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 143  
### Produce basic egg dishes (1PR10)

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1PR10</th>
<th>Produce basic egg dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcome 1</td>
<td>The assessor must assess assessment criteria 1–5 by directly observing the candidate's work. 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. The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for Outcome 1 | There must be performance evidence, gathered through observing the candidate's work, for:  
  - at least one from eggs:
    a) fresh egg  
    b) pasteurised egg  
  - at least four from preparation and cooking methods:  
    a) boiling  
    b) whisking  
    c) frying/griddling  
    d) poaching  
    e) baking  
    f) scrambling  
    g) bain marie  

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.
Unit 144 Prepare meals for distribution (1PR23)

Level: 1
UAN: M/601/4845
Credit value: 2
GLH: 16

Unit aim
This unit is about preparing finished dishes and meals for distribution to wards and patients. It covers the activities associated with protecting, covering and labelling of foods and preparing the trolley and containers used to transport them.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare meals for distribution
2. Understand how to prepare meals for distribution

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 144 Prepare meals for distribution (1PR23)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare meals for distribution
The learner can:
1. Prepare trolleys and containers ensuring they are clean and suitable for holding food
2. Ensure that the temperature of trolleys and containers is at required level to protect the safety of the food
3. Check the required quantity and range of food against order information provided
4. Use approved methods to portion food to meet order and nutritional requirements of individuals
5. Cover food using appropriate materials in a manner that maintains the quality and safety of the food
6. Label food items highlighting items for patients with special dietary requirements according to organisational procedures
7. Load trolleys and containers to ensure that the quality and safety of the food is protected
8. Transport food to ensure that presentation standards of food are met

Outcome 2 Understand how to prepare meals for distribution
The learner can:
K1. State what equipment and different systems that can be used to transfer food within the operation
K2. List key food safety and health and safety considerations that need to be monitored to protect the safety of food
K3. State temperatures at which it is safe to hold food
K4. State the maximum times at which food can be safely held
K5. Describe organisational procedures for labelling food
K6. Describe organisational procedures for identifying ward and patient needs
## Unit 144  Prepare meals for distribution (1PR23)

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1PR23</th>
<th>Prepare meals for distribution</th>
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<tbody>
<tr>
<td>Learning outcomes</td>
<td>Example Assessment Methods</td>
</tr>
<tr>
<td>Learning outcome 1</td>
<td>Observation</td>
</tr>
<tr>
<td>Be able to prepare meals for distribution</td>
<td>Products of work</td>
</tr>
<tr>
<td></td>
<td>Witness testimony</td>
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<tr>
<td></td>
<td>Professional discussion</td>
</tr>
<tr>
<td></td>
<td>Candidate statement</td>
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<tr>
<td>Learning outcome 2</td>
<td>Oral questions</td>
</tr>
<tr>
<td>Understand how to prepare meals for distribution</td>
<td>Written questions</td>
</tr>
<tr>
<td></td>
<td>Reflective account</td>
</tr>
<tr>
<td></td>
<td>Professional discussion</td>
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</table>
Unit 145 Prepare meals to meet relevant nutritional standards set for school meals (1PR26)

Level: 1
UAN: F/601/5000
Credit value: 4
GLH: 36

Unit aim
This unit is about producing dishes that meet the relevant nutritional standards and specifications set for school meals services. The skills described highlight the need to be aware of the requirements to meet the relevant nutritional standards.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare meals to meet relevant nutritional standards set for school meals
2. Understand how to prepare meals to meet relevant nutritional standards set for school meals

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Prepare meals to meet relevant nutritional standards set for school meals (1PR26)

Learning outcomes and assessment criteria

**Outcome 1 Be able to prepare meals to meet relevant nutritional standards set for school meals**

The learner can:
1. Liaise with colleagues and clients to identify the relevant nutritional standards and requirements
2. Prepare menu items to fulfil nutritional and organisational standards
3. Cook menu items to fulfil nutritional and organisational standards
4. Work in a manner that maximises the nutritional value of the food
5. Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminating substances
6. Finish dish to required quality standards
7. Present dish to required quality standards
8. Report any problems with meeting the nutritional standards to the appropriate person
9. Conduct work in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices

**Outcome 2 Understand how to prepare meals to meet relevant nutritional standards set for school meals**

The learner can:
K1. Describe the relevant nutritional standards used within school meals context
K2. State the main nutrient groups
K3. Describe what quantity of nutrients are typically needed to maintain a good dietary balance
K4. Describe what food preparation and cooking methods can affect the nutritional content of foods
K5. State the importance of knowing calorific values per portion
K6. Describe what quantity of nutrients are typically needed to maintain a good dietary balance
K7. Describe the range of different special dietary requirements that may be encountered and the impact that they have upon the production of food
K8. Describe the differences between dietary, religious and cultural requirements
K9. State the consequences of not providing food that meets nutritional requirements
K10. State where to obtain information on different dietary requirements
K11. Describe what safe working practices should be followed when preparing and cooking dishes to meet special dietary requirements
Unit 145  
Prepare meals to meet relevant nutritional standards set for school meals (1PR26)

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1PR26</th>
<th>Prepare meals to meet relevant nutritional standards set for school meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes</td>
<td>Example Assessment Methods</td>
</tr>
<tr>
<td>Learning outcome 1</td>
<td>Be able to prepare meals to meet relevant nutritional standards set for school meals services</td>
</tr>
<tr>
<td>Learning outcome 2</td>
<td>Understand how to prepare meals to meet relevant nutritional standards set for school meals</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Contingencies</th>
<th>Alternative Assessment Methods</th>
<th>Examples of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Report any problems with meeting the nutritional standards to the appropriate person</td>
<td>Simulation</td>
<td>Observation sheet Video Question/answer sheets Records of professional discussion</td>
</tr>
</tbody>
</table>
Unit 146 Present menu items according to a defined brand standard (1PR28)

Level: 1
UAN: Y/601/4855
Credit value: 3
GLH: 27

Unit aim
This unit is about providing a consistent quality of menu items. This unit reflects the need to ensure that menu items are presented in such a way that they reflect the marketing and promotional styles used by the organisation.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to present menu items according to a defined brand standard
2. Understand how to present menu items according to defined brand standard

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 146 Present menu items according to a defined brand standard (1PR28)

Learning outcomes and assessment criteria

Outcome 1 Be able to present menu items according to a defined brand standard
The learner can:
1. Collect and assemble relevant ingredients required for specific dishes
2. Prepare dishes as specified within the relevant brand standard, ensuring cooking methods and ingredients are as prescribed
3. Collect crockery and dishes which are relevant and designated as being required according to the brand standard
4. Assemble prepared food items onto plates/dishes to accurately reflect presentation style and portion sizes as set out in brand standard
5. Check that the dish has been prepared to the brand standard correctly
6. Make adjustments to the presentation of the dish to ensure that the brand standard is reflected accurately
7. Present the dish for service together with the specified accompaniments as set out within the brand standards

Outcome 2 Understand how to present menu items according to defined brand standard
The learner can:
K1. Describe brand literature and material to ensure familiarity with the required standards for each menu item
K2. Describe what a brand standard is
K3. Explain why organisations use brand standards
K4. List implications of not adhering to the organisations brand standard
K5. State where information relating to brand standards can be obtained
K6. State which brand standards are relevant to own area of work
K7. Describe how menu items should be prepared to ensure that the brand standards are maintained correctly
K8. State how brand standards are used to ensure portion control
K9. State why portion control is important to the organisation
K10. Describe what course of action to take if insufficient ingredients are available to achieve the required brand standard
### Unit 1PR28

**Present menu items according to a defined brand standard (1PR28)**

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 1PR28</th>
<th>Present menu items according to a defined brand standard</th>
<th>Example Assessment Methods</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Learning outcome 1</td>
<td>Be able to present menu items according to a defined brand standard</td>
<td>Observation, Products of work, Witness testimony, Professional discussion, Candidate statement</td>
<td>Observation sheets, Videos/photos, Notes of meetings with line manager, Maintenance records, Team briefing notes, Work schedules, Witness assessment criteria, Records of professional discussion</td>
</tr>
<tr>
<td>Learning outcome 2</td>
<td>Understand how to present menu items according to a defined brand standard</td>
<td>Oral questions, Written questions, Reflective account, Professional discussion</td>
<td>Records of oral questioning, Question/answer sheets, Reflective account, Records of professional discussion, Cross reference to Outcome 1</td>
</tr>
</tbody>
</table>
Unit 201 Give customers a positive impression of self and your organisation (2GEN1)

Level: 2
UAN: L/601/0933
Credit value: 5
GLH: 33

Unit aim
Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learner's behaviour counts when dealing with a customer.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Establish rapport with customers
2. Respond appropriately to customers
3. Communicate information to customers
4. Understand how to give customers a positive impression of themselves and the organisation

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This is an imported unit from ICS.
Unit 201  Give customers a positive impression of self and your organisation (2GEN1)
Learning outcomes and assessment criteria

Outcome 1 Establish rapport with customers
The learner can:
1. Meet their organisation’s standards of appearance and behaviour
2. Greet their customer respectfully and in a friendly manner
3. Communicate with their customer in a way that makes them feel valued and respected
4. Identify and confirm their customer’s expectations
5. Treat their customer courteously and helpfully at all times
6. Keep their customer informed and reassured
7. Adapt their behaviour to respond to different customer behaviour

Outcome 2 Respond appropriately to customers
The learner can:
8. Respond promptly to a customer seeking help
9. Choose the most appropriate way to communicate with their customer
10. Check with their customer that they have fully understood their expectations
11. Respond promptly and positively to their customer’s questions and comments
12. Allow their customer time to consider their response and give further explanation when appropriate
Unit 201 Give customers a positive impression of self and your organisation (2GEN1)
Learning outcomes and assessment criteria

Outcome 3 Communicate information to customers
The learner can:
13. Quickly find information that will help their customer
14. Give their customer information they need about the services or products offered by their organisation
15. Recognise information that their customer might find complicated and check whether they fully understand
16. Explain clearly to their customers any reasons why their expectations cannot be met

Outcome 4 Understand how to give customers a positive impression of themselves and the organisation
The learner can:
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 201  Give customers a positive impression of self and your organisation (2GEN1)

Evidence requirements

Customer Service
Evidence Requirements for Customer Service S/NVQs
April 2010

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this Unit. (Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service at S/NVQ Levels 1, 2, 3 and 4 – February 2010)

2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.

4. Your communication with customers may be face to face, in writing, by telephone, text message, e-mail, internet (including social networking), intranet or by any other method you would be expected to use within your job role.

5. You must provide evidence of creating a positive impression with customers:
   a. during routine delivery of customer service
   b. during a busy time in your job
   c. during a quiet time in your job
   d. when people, systems or resources have let you down.

6. You must provide evidence that you communicate with customers effectively by:
   a. using appropriate spoken or written language
   b. applying the conventions and rules appropriate to the method of communication you have chosen.
Unit 202  Order stock (2GEN2)

Level: 2  
UAN: M/601/5042  
Credit value: 4  
GLH: 33

Unit aim
This unit is about ordering stock in line with established purchasing agreements. It details several dispatch methods, such as by post or computer, as well as the type of information that is consistently required during the ordering process.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to order stock
2. Know how to order stock

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 202  Order stock (2GEN2)
Learning outcomes and assessment criteria

Outcome 1  Be able to order stock
The learner can:
1. Check stock levels on a regular basis and consult with colleagues to determine if new stock is required
2. Identify stock requirements, ensuring sufficient storage space will be available upon arrival
3. Obtain relevant documentation for ordering stock and where required obtain permission from the proper person to place an order
4. Complete required information on documentation and dispatch it correctly within the time required to ensure delivery before current stock is finished
5. Maintain documentation in line with organisational requirements
6. Obtain and file notification of placed orders and delivery notes from suppliers
7. Respond to queries and solve problems that arise about the order within own authority

What you must cover:
1. Stock requirements
   a) product type required
   b) amount required
2. Required information
   a) quantity
   b) product type
   c) date for required delivery
   d) contact details
3. Dispatch method
   a) post
   b) fax
   c) computer
   d) in person
   e) telephone
4. Problems
   a) quantity
   b) time
   c) non-delivery
   d) availability
   e) type
   f) quality

Outcome 2  Know how to order stock
The learner can:
K1. Describe the ordering process
K2. State when to order new stock
K3. State who is responsible for arranging the central purchasing agreement
K4. State what the central purchasing agreement contains
K5. State why, what and who to contact when problems occur with the ordering process
K6. State when ordering needs to be approved by a line manager
K7. State where to obtain the ordering information from
K8. Describe what information needs to be entered on the documentation
K9. State where ordering documentation is kept
### Unit 202  
**Order stock (2GEN2)**  
**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2GEN2</th>
<th>Order stock</th>
</tr>
</thead>
</table>
| **What you must **DO **for** outcome 1** | The assessor must assess assessment criteria 1, 2 and 4 by directly observing the candidate's work.  
The assessor may assess assessment criteria 3, 5, 6 and 7 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must **COVER **for** outcome 1** | There must be performance evidence, gathered through observing the candidate's work for:  
- both from stock requirements  
  a) product type required  
  b) amount required  
- four from required information  
  a) quantity  
  b) product type  
  c) date for required delivery  
  d) contact details  
- at least one from dispatch methods  
  a) post  
  b) fax  
  c) computer  
  d) in person  
  e) telephone  
- none from problems  
  a) quantity  
  b) time  
  c) non-delivery  
  d) availability  
  e) type  
  f) quality  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 203  Maintain food safety when preparing, storing and cooking food (2GEN3)

Level: 2  UAN: D/601/6980  Credit value: 4  GLH: 32

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

Learning outcomes
1. There are nine learning outcomes to this unit. The learner will be able to:
2. Be able to keep self clean and hygienic
3. Know how to keep self clean and hygienic
4. Be able to keep working area clean and hygienic
5. Know how to keep working area clean and hygienic
6. Be able to store food safely
7. Know how to store food safely
8. Be able to prepare, cook and hold food safely
9. Know how to prepare, cook and hold food safely
10. Know how to maintain food safety

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 203  Maintain food safety when preparing, storing and cooking food (2GEN3)
Learning outcomes and assessment criteria

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

What you must cover:
1. Clothes
   a) Trousers
   b) Tops/jackets
   c) Coats
   d) Disposable gloves
   e) Shoes
   f) Headgear
   g) Aprons
2. Appropriate times to wash your hands
   a) After going to the toilet or in contact with faeces
   b) When going into food preparation and cooking areas including after any work breaks
   c) After touching raw food and waste
   d) Before handling raw food
   e) After disposing of waste
   f) After cleaning
   g) Changing dressings or touching open wounds
3. Unsafe behaviour
   a) Failure to wash hands thoroughly when necessary
   b) Touching your face, nose or mouth, blowing your nose
   c) Chewing gum
   d) Eating
   e) Smoking
   f) Scratching
Learning outcomes and assessment criteria

**Outcome 2  Know how to keep self clean and hygienic**

The learner can:

K1. State why clean and hygienic clothes must be worn
K2. State why hair must be tied back or an appropriate hair covering be worn
K3. State the different types of protective clothes that are appropriate for different jobs in storage, preparation and cooking food
K4. Describe the food safety hazards that jewellery and accessories can cause
K5. State when clothing should be changed
K6. State the importance of changing clothes
K7. State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food
K8. Describe how to wash hands safely
K9. State the importance of not handling food when open cuts are present
K10. Describe what to do if anyone has an open cut
K11. State the importance of reporting illnesses and infections promptly
K12. State why stomach illnesses are particularly important to report
K13. State the importance of avoiding touching, face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food

**Outcome 3  Be able to keep working area clean and hygienic**

The learner can:

9. Make sure **surfaces and equipment** are clean and in good condition
10. Use clean and suitable cloths and equipment for wiping and cleaning between tasks
11. Remove from use any surfaces and equipment that are damaged or have lose parts
12. Report damaged surfaces, equipment to the person responsible for food safety
13. Dispose of waste promptly, hygienically and appropriately
14. Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings
15. Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person
16. Identify, take appropriate action on any signs of pests
17. Report any signs of pes to the appropriate person
Unit 203 Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

What you must cover:

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

Outcome 4 Know how to keep working area clean and hygienic

The learner can:

K14. State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task
K15. Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task
K16. State the importance of only using clean and suitable cloths when cleaning before tasks
K17. State how to ensure that clean and suitable cloths are used before tasks
K18. Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety
K19. List the types of damaged surfaces or equipment that can cause food safety hazards
K20. Describe how to deal with damaged surfaces and equipment
K21. State the importance of clearing and disposing of waste promptly and safely
K22. Describe how to safely dispose of waste
K23. Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards
K24. State the types of damage that should be looked out for
K25. State the types of pests that could be found in catering operations
K26. State how to recognise the signs that pest may be present
Unit 203  Maintain food safety when preparing, storing and cooking food (2GEN3)
Learning outcomes and assessment criteria

Outcome 5  Be able to store food safely
The learner can:
18. Check that food is undamaged, at appropriate temperature and within ‘use-by-date’ on delivery
19. Look at and retain any important labelling information
20. Prepare food for storage
21. Place food in storage as quickly as necessary to maintain its safety
22. Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food
23. Store food so that cross contamination is prevented
24. Follow stock rotation procedures
25. Safely dispose of food that is beyond ‘use-by-date’
26. Keep necessary records up-to-date

What you must cover:
1. Storage areas
   a) Ambient temperature
   b) Refrigerator
   c) Freezer

Outcome 6  Know how to store food safely
The learner can:
K27. State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date
K28. State the importance of preparing food for storage
K29. State why food must be put in the correct storage area
K30. State the temperature food should be stored at
K31. State the importance of keeping storage areas clean and tidy
K32. Describe what to do if storage areas are not clean and tidy
K33. State the importance of storing food at the correct temperature
K34. Describe how to store food at the correct temperature
K35. State what types of food are raw
K36. State why types of food are ready-to-eat
K37. State why stock rotation n procedures are important
K38. State why food beyond its ‘use-by-date’ must be disposed of
Unit 203 Maintain food safety when preparing, storing and cooking food (2GEN3)
Learning outcomes and assessment criteria

Outcome 7 Be able to prepare, cook and hold food safely
The learner can:
27. Check food before and during operations for any hazards
28. Follow correct procedures for dealing with food hazards
29. Follow organisational procedures for items that may cause allergic reactions
30. Prevent cross-contamination between different types of food
31. Use methods, times, temperatures and checks to make sure food is safe following operations
32. Keep necessary records up-to-date

What you must cover:
1. Operations
   a) Defrosting food
   b) Preparing food, including washing and peeling
   c) Cooking food
   d) Reheating food
   e) Holding food before serving
   f) Cooling cooked food not for immediate consumption
   g) Freezing cooked food not for immediate consumption
2. Hazards
   a) Bacteria and other organisms
   b) Chemical
   c) Physical
   d) Allergenic
Unit 203 Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

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

The learner can:

K39. State why it is necessary to defrost foods before cooking
K40. State when it is necessary to defrost foods before cooking
K41. Describe how to safely and thoroughly defrost food before cooking
K42. Describe how to recognise conditions leading to safety hazards
K43. State what to do if any food safety hazards are discovered
K44. State the importance of knowing that certain foods cause allergic reactions
K45. Describe organisational procedures to deal with foods possible of causing allergic reactions
K46. State what to do if a customer asks if a particular dish is free from a 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 and reheating temperatures and times to use for food being worked with
K51. Describe how to check that food is thoroughly cooked or safely reheated
K52. State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer
K53. State the types of foods that may need to be chilled or frozen because they are not for immediate consumption
K54. Describe how to safely store food not for immediate consumption

**Outcome 9 Know how to maintain food safety**

The learner can:

K55. Describe how to operate a food safety management system
K56. Explain the concept of hazards to food safety in a catering operation
K57. State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level
K58. Describe what may happen if hazards are not controlled
K59. State the types of hazards that may occur in a catering operation
K60. Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination
K61. State why monitoring is important
K62. State the key stages in the monitoring process
K63. State the importance of knowing what to do when things go wrong
K64. State why some hazards are more important than others in terms of food safety
K65. State who to report to if there are food safety hazards
### Unit 203  Maintain food safety when preparing, storing and cooking food (2GEN3)

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2GEN3</th>
<th>Maintain food safety when storing, preparing and cooking food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to keep self clean and hygienic</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor <strong>must</strong> assess criteria 1, 2, 3 and 5 by directly observing the candidate’s work. The assessor may assess assessment criteria 4, 6, 7 and 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>- at least <strong>four</strong> from <strong>clothes</strong></td>
</tr>
<tr>
<td></td>
<td>a) trousers</td>
</tr>
<tr>
<td></td>
<td>b) tops/jackets</td>
</tr>
<tr>
<td></td>
<td>c) coats</td>
</tr>
<tr>
<td></td>
<td>d) disposable gloves</td>
</tr>
<tr>
<td></td>
<td>e) shoes</td>
</tr>
<tr>
<td></td>
<td>f) headgear</td>
</tr>
<tr>
<td></td>
<td>g) aprons</td>
</tr>
<tr>
<td></td>
<td>- at least <strong>five</strong> from <strong>appropriate times to wash your hands</strong></td>
</tr>
<tr>
<td></td>
<td>a) after going to the toilet or in contact with faeces</td>
</tr>
<tr>
<td></td>
<td>b) when going into food preparation and cooking areas including after any work breaks</td>
</tr>
<tr>
<td></td>
<td>c) after touching raw food and waste</td>
</tr>
<tr>
<td></td>
<td>d) before handling raw food</td>
</tr>
<tr>
<td></td>
<td>e) after disposing of waste</td>
</tr>
<tr>
<td></td>
<td>f) after cleaning</td>
</tr>
<tr>
<td></td>
<td>g) after changing dressings or touching open wounds</td>
</tr>
<tr>
<td></td>
<td>- <strong>none</strong> from <strong>unsafe behaviour</strong></td>
</tr>
<tr>
<td></td>
<td>a) failure to wash hands thoroughly when necessary</td>
</tr>
<tr>
<td></td>
<td>b) touching your face, nose or mouth, blowing your nose</td>
</tr>
<tr>
<td></td>
<td>c) chewing gum</td>
</tr>
<tr>
<td></td>
<td>d) eating</td>
</tr>
<tr>
<td></td>
<td>e) smoking</td>
</tr>
<tr>
<td></td>
<td>f) scratching</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to keep your working area clean and hygienic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must Do for Outcome 3</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 9, 10, 13, 14 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td></td>
<td>The assessor may assess assessment criteria 11, 12, 15, 16 and 17 through questioning or witness testimony if no naturally occurring</td>
</tr>
</tbody>
</table>
| What you must COVER for Outcome 3 | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least two from surfaces and equipment  
  a) surfaces and utensils for preparing, cooking and holding food  
  b) surfaces and utensils used for displaying and serving food  
  c) appropriate cleaning equipment  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 5</td>
<td>Be able to store food safely</td>
</tr>
</tbody>
</table>
| What you must DO for Outcome 5 | The assessor must assess assessment criteria 18, 19, 20, 21, 22, 23 & 24 by directly observing the candidate’s work.  
The assessor may assess assessment criteria 25 & 26 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 5 | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least two from storage areas  
  a) ambient temperature  
  b) refrigerator  
  c) freezer  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| Outcome 7 | Be able to prepare, cook and hold food safely |
| What you must DO for Outcome 7 | The assessor must assess assessment criteria 30 and 31 by directly observing the candidate’s work.  
The assessor may assess assessment criteria 27, 28, 29 and 32 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must COVER for Outcome 7 | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least four from operations  
  a) defrosting food  
  b) preparing food, including washing and peeling  
  c) cooking food  
  d) reheating food  
  e) holding food before serving  
  f) cooling cooked food not for immediate consumption  
  g) freezing cooked food not for immediate consumption  
- none from hazards  
  a) bacteria and other organisms  
  b) chemical  
  c) physical  
  d) allergenic  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 204  Maintain food safety when storing, holding and serving food (2GEN4)

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

Unit aim
This unit reflects current food safety guidance in the UK and integrates the key themes of cleaning and preventing cross-contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard-based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff who store, hold and serve food.

Separate units are available for those who cook and prepare food, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

Learning outcomes
There are nine learning outcomes to this unit. The learner will:
1. Know how to maintain food safety
2. Be able to keep self clean and hygienic
3. Know how to keep self clean and hygienic
4. Be able to keep working area clean and hygienic
5. Know how to keep working area clean and hygienic
6. Be able to store food safely
7. Know how to store food safely
8. Be able to hold and serve food safely
9. Know how to hold and serve food safely

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 204 Maintain food safety when storing, holding and serving food (2GEN4)
Learning outcomes and assessment criteria

Outcome 1 Know how to maintain food safety
The learner can:
K1. Describe what might happen if significant food safety hazards are not controlled
K2. Describe the types of significant food safety hazards likely to come across when handling and storing food
K3. Describe how these hazards should be controlled by personal hygiene, cleaning, safe storage and the avoidance of cross-contamination
K4. State why some hazards are more important than others in terms of food safety
K5. State who to report significant food safety hazards to

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

Outcome 3 Know how to keep self clean and hygienic
The learner can:
K6. State why clean and suitable clothes appropriate to job must be worn
K7. State what types of clothes are appropriate to different jobs in the handling and serving of food
K8. Describe how jewellery and accessories can cause food safety hazards
K9. State when to change clothes to prevent bacteria spreading and why this is important
K10. State why hands should be washed after going to the toilet, when going to food preparation and cooking areas, after touching raw food and waste before serving food
K11. State the importance of not handling food with an open wound
K12. State how to deal with open wounds when handling food
K13. State the importance of reporting illnesses and infections promptly
K14. State why it is important to 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
Unit 204  Maintain food safety when storing, holding and serving food (2GEN4)
Learning outcomes and assessment criteria

Outcome 4  Be able to keep working area clean and hygienic
The learner can:
8. Make sure **surfaces and equipment** for displaying and serving food are clean and in good condition
9. Use clean and suitable cloths and equipment for wiping and cleaning between tasks
10. Remove from use any surfaces and equipment that are damaged or have loose parts
11. Report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety
12. Dispose of waste promptly, hygienically and appropriately
13. Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings furniture and fittings
14. Identify, take appropriate action on and report to appropriate person any signs of pests

What you must cover:
1. **Surfaces and equipment**
   a) surfaces and utensils used for displaying and serving food
   b) appropriate cleaning equipment

Outcome 5  Know how to keep working area clean and hygienic
The learner can:
K16. State why surfaces and equipment must be clean before beginning a new task and how to do so
K17. State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so
K18. State why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety
K19. List the types of damaged surfaces and equipment that can cause food safety hazards
K20. Describe how to deal with damaged surfaces and equipment that are dangerous to food safety
K21. State the importance of clearing and disposing of waste promptly and safely
K22. Describe how to clear and dispose of waste safely
K23. State how damage to walls, floors, ceiling, furniture and fittings can cause food safety hazards
K24. State what types of damage to look for in walls, floors, ceiling, furniture and fitting that could cause food safety hazards
K25. List the types of pests that could be found in catering operations
K26. Describe how to identify the signs that pests are present
Unit 204 Maintain food safety when storing, holding and serving food (2GEN4)
Learning outcomes and assessment criteria

Outcome 6 Be able to store food safely
The learner can:
15. Check that food is undamaged and within its ‘use-by date’ once it has been received
16. Prepare food for storage
17. Put food in the correct storage area as quickly as necessary to maintain its safety
18. Make sure storage areas are clean and maintained at the correct temperature for the type of food
19. Store food so that cross-contamination is prevented
20. Follow stock rotation procedures
21. Safely dispose of food that is beyond ‘use-by date’
22. Keep necessary records up-to-date

What you must cover:
1. Storage areas
   a) Ambient temperatures
   b) Refrigerator
   c) Freezer

Outcome 7 Know how to store food safely
The learner can:
K27. State the importance of making sure food deliveries are undamaged and within their ‘use-by date’
K28. State why it is important that food is stored at the correct temperature
K29. Describe how to ensure food is stored at the correct temperature
K30. State the importance of preparing food for storage whilst retaining important labelling information
K31. State why food must be put in the correct storage area
K32. State what temperature different foods should be stored at
K33. State the importance of clean storage areas
K34. Describe what do to if storage areas are not kept clean
K35. Describe how to check food is stored at the correct temperature
K36. State the importance of separating raw and ready-to-eat food
K37. List what types of food are raw and which are ready-to-eat
K38. Explain why stock rotation procedures are important
K39. State why food beyond its use-by date must be disposed of

Outcome 8 Be able to hold and serve food safely
The learner can:
23. Handle food in a way that protects it from hazards
24. Follow organisational procedures for items that may cause allergic reactions
25. Use methods, times and temperatures that maintain food safety
26. Keep necessary records up-to-date
Unit 204 Maintain food safety when storing, holding and serving food (2GEN4)

Learning outcomes and assessment criteria

What you must cover:

1. Hazards
   a) sources of bacteria and other organisms
   b) chemical
   c) physical
   d) allergenic

Outcome 9 Know how to hold and serve food safely

The learner can:

K40. Describe how to check food during holding and serving
K41. State the importance of knowing that certain foods can cause allergic reactions
K42. State what procedure to follow to deal with food that can cause allergic reactions
K43. State what to do if a customer asks if a particular dish is free from a certain food allergen
K44. Describe how cross contamination can happen between raw food and food that is ready to eat
K45. Describe how to avoid cross contamination between raw and ready to eat food
K46. State the holding temperature and times that must be used for the food
## Unit 204  
Maintain food safety when storing, holding and serving food (2GEN4)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2GEN4</th>
<th>Maintain food safety when storing, holding and serving food</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 2</strong></td>
<td>Be able to keep self clean and hygienic</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 2</strong></td>
<td>The assessor must assess assessment criteria 1, 2 and 4 by directly observing the candidate's work. The assessor may assess assessment criteria 3, 5, 6 and 7 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 2</strong></td>
<td>Understanding of why you must be clean and hygienic must be assessed through questioning.</td>
</tr>
<tr>
<td><strong>Outcome 4</strong></td>
<td>Be able to keep your working area clean and hygienic</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 4</strong></td>
<td>The assessor must assess assessment criteria 8, 9 and 12 by directly observing the candidate's work. The assessor may assess assessment criteria 10, 11, 13 and 14 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for Outcome 4** | There must be performance evidence, gathered through observing the candidate’s work for:  
- both from surfaces and equipment  
  a) surfaces and utensils used for displaying and serving food  
  b) appropriate cleaning equipment  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| **Outcome 6** | Be able to store food safely |
| **What you must DO for Outcome 6** | The assessor must assess assessment criteria 15, 16, 17, 18, 19, and 20 by directly observing the candidate’s work. The assessor may assess assessment criteria 21 and 22 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must COVER for Outcome 6** | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least one from storage areas  
  a) ambient temperature  
  b) refrigerator  
  c) freezer  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
<table>
<thead>
<tr>
<th>Outcome 8</th>
<th>Be able to hold and serve food safely</th>
</tr>
</thead>
</table>
| **What you must DO for Outcome 8** | The assessor must assess assessment criteria 24, 26 by directly observing the candidate’s work.  
The assessor may assess assessment criteria 23 and 25 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must COVER for Outcome 8** | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least three from hazards  
  a) sources of bacteria and other organisms  
  b) chemical  
  c) physical  
  d) allergenic  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 205  Maintain and deal with payments (2GEN9)

Level: 2
UAN: M/601/5039
Credit value: 4
GLH: 30

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

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to maintain and deal with payments
2. Know how to maintain and deal with payments

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 205  Maintain and deal with payments (2GEN9)
Learning outcomes and assessment criteria

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

What you must cover:

1. Materials
   a) Cash
   b) Cash equivalents
   c) Relevant stationary
   d) Till/credit/debit rolls

2. Payments
   a) Cash
   b) Credit cards
   c) Debit cards
   d) Cash equivalents
   e) Contactless payments

Outcome 2  Know how to maintain and deal with payments
The learner can:
K1. State the legal requirements for operating a payment point and taking payments from customers
K2. Describe organisational security procedures for cash and other types of payments
K3. Describe how to set up a payment point
K4. Describe how to get stocks of materials needed to set up and maintain the payment point
K5. State the importance of telling the customer of any delays and how to do so
K6. Describe the types of problems that might happen with a payment point and how to deal with these
K7. Describe how to change till/debit/credit machine rolls
K8. Describe the correct procedures for handling payments
K9. Describe what to do if there are errors in handling payments
K10. Describe the procedures for dealing with hand held payment devices at tables
K11. State what procedure must be followed with regards to a payment that has been declined
K12. State what might happen if errors are not reported
K13. Describe the types of problems that may happen when taking payments and how to deal with these
K14. Describe the procedure for collecting the content of payment point and who should hand payments over to
## Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2GEN9</th>
<th>Maintain and deal with payments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 and 3 - 10 by directly observing the candidate’s work. The assessor may assess assessment criteria 2 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for Outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least two from **materials**
  a) cash  
  b) cash equivalents  
  c) relevant stationery  
  d) till/credit/debit rolls  
- at least two from **payments**
  a) cash  
  b) credit cards  
  c) debit cards  
  d) cash equivalents  
  e) contactless payments  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 206  Prepare and clear areas for table service (2FS1)

Level: 2
UAN: F/601/4915
Credit value: 4
GLH: 32

Unit aim
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, e.g. stacking cutlery for cleaning and checking that service equipment such as hot plates are clean and turned off.

Learning outcomes
There are six learning outcomes to this unit. The learner will be able to:
1. Be able to prepare service areas and equipment for table service
2. Understand how to prepare service areas and equipment for table service
3. Be able to prepare customer and dining areas for table service
4. Understand how to prepare customer and dining areas for table service
5. Be able to clear dining and service areas after table service
6. Understand how to clear dining and service areas after table service

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 206  Prepare and clear areas for table service (2FS1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare service areas and equipment for table service

The learner can:

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

What you must cover:

1. **Service operation**
   a) Restaurant table service
   b) Function service
2. **Service equipment**
   a) Service cutlery/silverware
   b) Glassware
   c) Service dishes/flats
   d) Refrigerated units
3. **Condiments and accompaniments**
   a) Dry seasonings/flavourings
   b) Mustards, sauces and salad dressings
   c) Prepared bread items
   d) Hot/cold beverage service containers
   e) Trays/trolleys
   f) Sideboards/side tables/service station

Outcome 2 Understand how to prepare service areas and equipment for table service

The learner can:

K1. Describe safe and hygienic working practices when preparing service areas and equipment for table service
K2. State why a constant stock of food service items has to be maintained
K3. State why it is important to check expiry dates on items and how to do so
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
Unit 206  Prepare and clear areas for table service  
(2FS1)
Learning outcomes and assessment criteria

Outcome 5  Be able to prepare customer and dining areas for table service
The learner can:
6. Check dining furniture, table linen and table items are clean and undamaged
7. Arrange restaurant furniture according to the food service operation
8. Lay up tables according to cover lay up
9. Check that menus and ensure that they contain accurate information and are ready for customer use
10. Check that condiment containers are clean, full and ready for customer use

What you must cover:
1. Table items
   a) Crockery
   b) Cutlery/silverware
   c) Glassware
   d) Menus/menu folders
   e) Table decorations
   f) Condiments and accompaniments
   g) Napkins and table coverings
2. Service operation
   a) Restaurant table service
   b) Function service
3. Cover lay-up
   a) Full place settings for a la carte menu
   b) Full place settings for table d’hôte menu
   c) Full place settings for functions

Outcome 4  Understand how to prepare customer and dining areas for table service
The learner can:
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
K11. State why menus should be checked before use
K12. State why heating/air conditioning/ventilation and lighting should be checked before use when preparing customer dining areas for table service
K13. Outline the types of unexpected situations that may occur when preparing customer dining areas and how to deal with them
Unit 206 Prepare and clear areas for table service
(2FS1)
Learning outcomes and assessment criteria

Outcome 5 Be able to clear dining and service areas after table service
The learner can:
11. Arrange table items used in food service area for cleaning or store them as required
12. Prepare service and table linen for dispatch to laundry or clean down and remove disposable items
13. Store food items and accompaniments for future use in line with food hygiene regulations
14. Dispose of rubbish and waste food correctly
15. Make sure that service equipment is clean and turned off or stored
16. Leave dining and food service areas tidy and ready for cleaning

What you must cover:
1. Table items
   a) Cutlery/silverware
   b) Glassware
   c) Menus/menu holders
   d) Table decorations
   e) Condiments and accompaniments
   f) Napkins and table coverings
2. Food service areas
   a) Customer dining areas
   b) Sideboards/side tables/trolleys
   c) Service preparation areas
   d) Hot/cold beverage service containers
   e) Trays/trolleys
   f) Sideboards/side tables/service station
3. Service equipment
   a) Hot plates/plates
   b) Warmers
   c) Refrigerated units

Outcome 6 Understand how to clear dining and service areas after table service
The learner can:
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 206

**Prepare and clear areas for table service (2FS1)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2FS1</th>
<th>Prepare and clear areas for table service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to prepare service areas and equipment for table service</td>
</tr>
<tr>
<td><strong>What you must <strong>DO</strong> for Outcome 1</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1-5 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must <strong>COVER</strong> for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>one</strong> from <strong>service operations</strong></td>
</tr>
<tr>
<td></td>
<td>a) restaurant table service</td>
</tr>
<tr>
<td></td>
<td>b) function service</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>four</strong> from <strong>service equipment</strong></td>
</tr>
<tr>
<td></td>
<td>a) service cutlery/silverware</td>
</tr>
<tr>
<td></td>
<td>b) glassware</td>
</tr>
<tr>
<td></td>
<td>c) service dishes/flats</td>
</tr>
<tr>
<td></td>
<td>d) refrigerated units</td>
</tr>
<tr>
<td></td>
<td>e) hot/cold beverage service containers</td>
</tr>
<tr>
<td></td>
<td>f) trays/trolleys</td>
</tr>
<tr>
<td></td>
<td>g) sideboards/side tables/service station</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>one</strong> from <strong>condiments and accompaniments</strong></td>
</tr>
<tr>
<td></td>
<td>a) dry seasonings/flavourings</td>
</tr>
<tr>
<td></td>
<td>b) mustards, sauces and salad dressings</td>
</tr>
<tr>
<td></td>
<td>c) prepared bread items</td>
</tr>
</tbody>
</table>

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

<p>| <strong>Outcome 3</strong> | Be able to prepare customer and dining areas for table service |
| <strong>What you must <strong>DO</strong> for Outcome 3</strong> | The assessor <strong>must</strong> assess assessment criteria 6 - 10 by directly observing the candidate’s work. |
| <strong>What you must <strong>COVER</strong> for Outcome 3</strong> | There must be performance evidence, gathered through observing the candidate’s work for: |
|  | • at least <strong>four</strong> from <strong>table items</strong> |
|  | a) crockery |
|  | b) cutlery/silverware |
|  | c) glassware |
|  | d) menus/menu folders |
|  | e) table decorations |
|  | f) condiments and accompaniments |
|  | g) napkins and table coverings |
|  | • at least <strong>one</strong> from <strong>service operations</strong> |
|  | a) restaurant table service |
|  | b) function service |
|  | • at least <strong>one</strong> from <strong>cover lay-up</strong> |
|  | a) full place settings for a la carte menu |
|  | b) full place settings for table d’hôte menu |
|  | c) full place settings for function |</p>
<table>
<thead>
<tr>
<th>Outcome 5</th>
<th>Be able to clear dining and service areas after table service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 5</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 11 - 16 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>four</strong> from <strong>table items</strong></td>
</tr>
<tr>
<td></td>
<td>a) cutlery/silverware</td>
</tr>
<tr>
<td></td>
<td>b) glassware</td>
</tr>
<tr>
<td></td>
<td>c) menus/menu holders</td>
</tr>
<tr>
<td></td>
<td>d) table decorations</td>
</tr>
<tr>
<td></td>
<td>e) condiments and accompaniments</td>
</tr>
<tr>
<td></td>
<td>f) napkins and table coverings</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from <strong>food service areas</strong></td>
</tr>
<tr>
<td></td>
<td>a) customer dining areas</td>
</tr>
<tr>
<td></td>
<td>b) sideboards/side tables/trolleys</td>
</tr>
<tr>
<td></td>
<td>c) service preparation areas</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>three</strong> from <strong>service equipment</strong></td>
</tr>
<tr>
<td></td>
<td>a) hot plates/plates</td>
</tr>
<tr>
<td></td>
<td>b) warmers</td>
</tr>
<tr>
<td></td>
<td>c) refrigerated units</td>
</tr>
<tr>
<td></td>
<td>d) hot/cold beverage service containers</td>
</tr>
<tr>
<td></td>
<td>e) trays/trolleys</td>
</tr>
<tr>
<td></td>
<td>f) sideboards/side tables/service station</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 207  Serve food at the table (2FS2)

Level: 2  
UAN: H/601/4986  
Credit value: 4  
GLH: 31

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will be able to:
1. Be able to greet customers and take orders
2. Understand how to greet customers and take orders
3. Be able to serve customers’ orders and maintain the dining area
4. Understand how to serve customers’ orders and maintain the dining area

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 207 Serve food at the table (2FS2)
Learning outcomes and assessment criteria

Outcome 1 Be able to greet customers and take orders
The learner can:
1. Greet customers and identify their requirements and check any booking records as appropriate to the service operation
8. Provide customers with assistance when they arrive
9. Make sure customers have access to the correct menu
10. Give accurate information on individual dishes according to customer requirements
11. Maximise the order using appropriate sales techniques
12. Assist customers to make a choice where appropriate
13. Identify, record and deal with orders promptly

What you must cover:
1. Customers
   a) With special requirements
   b) Without special requirements
2. Customer requirements
   a) Correct number of place settings
   b) Dietary requirements
   c) Special seating requirements
3. Service operation
   a) Table service
   b) Function service
4. Information
   a) Dishes available
   b) Dish composition and method of cooking
   c) Prices
   d) Special offers and promotions

Outcome 2 Understand how to greet customers and take orders
The learner can:
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
Unit 207  
Serve food at the table (2FS2) 
Learning outcomes and assessment criteria

Outcome 3  Be able to serve customers’ orders and maintain the dining area
The learner can:
14. Provide customers with the correct table items for the food to be served at the appropriate times
15. Serve food with clean and undamaged service equipment of the appropriate type
16. Serve food of the type, quality and quantity required using the appropriate service method
17. Keep customer area tidy and clean
18. Remove and replace used table items as required and maintain the correct stocks
19. Remove leftover food items, condiments and accompaniments from the table when required and deal with them correctly
20. Carry out work with the minimum of disturbance to customers

What you must cover:
1. **Table items**
   - a) Crockery
   - b) Cutlery and silverware
   - c) Glassware
   - d) Napkins
   - e) Condiments and accompaniments

2. **Service equipment**
   - a) Dishes, linens, flats
   - b) Trays/trolleys service cutlery and silverware
   - c) Service cloths/linen

3. **Service method**
   - a) Plated items
   - b) Served items

Outcome 4  Understand how to serve customers’ orders and maintain the dining area
The learner can:
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
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
### Unit 207

#### Serve food at the table (2FS2)

**Learning outcomes and assessment criteria**

<table>
<thead>
<tr>
<th>Unit 2FS2</th>
<th>Serve food at the table</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to greet customers and take orders</td>
</tr>
<tr>
<td><strong>What you must ** DO ** for</strong> Outcome 1</td>
<td>The assessor <em>must</em> assess assessment criteria 1, 2, 3, 4, 6 and 7 by directly observing the candidate’s work. The assessor may assess assessment criteria 5 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must ** COVER ** for</strong> Outcome 1</td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
</tbody>
</table>
| | - at least one from customers  
| |   a) with special requirements  
| |   b) without special requirements  
| | - at least two from customer requirements  
| |   a) correct number of place settings  
| |   b) dietary requirements  
| |   c) special seating requirements  
| | - at least one from service operations  
| |   a) table service  
| |   b) function service  
| | - at least two from information  
| |   a) dishes available  
| |   b) dish composition and method of cooking  
| |   c) prices  
| |   d) special offers and promotions  

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

---

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to serve customers’ orders and maintain the dining area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must ** DO ** for</strong> Outcome 3</td>
<td>The assessor <em>must</em> assess assessment criteria 8 -13 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must ** COVER ** for</strong> Outcome 3</td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
</tbody>
</table>
| | - at least three from table items  
| |   a) crockery  
| |   b) cutlery and silverware  
| |   c) glassware  
| |   d) napkins  
| |   e) condiments and accompaniments  
| | - at least two from service equipment  
| |   a) dishes/linens, flats  
| |   b) trays/trolley service cutlery and silverware  
| |   c) service cloths/linen  
| | - at least one from service method  
| |   a) plated items  
| |   b) served items  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 208  Provide a silver service (2FS3)

Level: 2
UAN: J/601/4950
Credit value: 6
GLH: 51

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to silver serve food
2. Understand how to silver serve food
3. Be able to clear finished courses
4. Know how to clear finished courses

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 208  Provide a silver service (2FS3)
Learning outcomes and assessment criteria

Outcome 1 Be able to silver serve food
The learner can:
1. Make sure that service equipment is clean and undamaged and ready for service according to the service operation
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
3. Portion, serve and arrange the food items using the recommended service equipment
4. Deal with surplus food items and used service equipment correctly
5. Carry out work with the minimum of disturbance to customers

What you must cover:

1. Service equipment
   a) Dishes/liners/flats
   b) Service cutlery/silverware
   c) Service cloths/linen
2. Silver service operation
   a) Function silver service
   b) Restaurant silver service
   c) Buffet/carvery silver service
3. Food items
   a) Soups
   b) Gravies/sauces
   c) Bread rolls/potatoes/other solid items
   d) Sliced meat/poultry
   e) Rice/vegetables/other small chopped items
   f) Pies/tarts/flans/gateaux
   g) Puddings/spooned desserts
   h) Cheese

Outcome 2 Understand how to silver serve food
The learner can:
K1. Describe safe and hygienic working practices when providing a silver service
K2. State why it is important to be familiar with the available menu items
K3. Describe the operational procedures for serving courses
K4. State what food has to be carefully portioned during service
K5. Explain why care has to be taken to serve and arrange food correctly
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
Outcome 3  Be able to clear finished courses
The learner can:
6. Clear finished courses, crockery and cutlery systematically from the table at the appropriate time according to the service operation
7. Check crockery, cutlery and other table items and replace or remove them as appropriate
8. Clear waste and food debris from the table in line with the service operation

What you must cover:
1. Courses
   a) Starter
   b) Main course
   c) Dessert
2. Service operation
   a) Function silver service
   b) Restaurant silver service
   c) Buffet/carvery silver service
3. Table items
   a) Glassware
   b) Condiments and accompaniments
   c) Table decorations

Outcome 4  Know how to clear finished courses
The learner can:
K9. Describe safe and hygienic working practices when clearing finished courses
K10. Describe the operational procedures for clearing finished courses
K11. State why and to whom any incidents or accidents should be reported
K12. Outline what the hygienic aspects are to clearing tables
K13. Outline the types of unexpected situations that may occur when clearing courses and how to deal with these
### Unit 208 Provide a silver service (2FS3)

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FS3</th>
<th>Provide a silver service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to silver serve food</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-5 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>- at least two from service equipment</td>
</tr>
<tr>
<td></td>
<td>a) dishes/liners/flats</td>
</tr>
<tr>
<td></td>
<td>b) service cutlery/silverware</td>
</tr>
<tr>
<td></td>
<td>c) service cloths/linen</td>
</tr>
<tr>
<td></td>
<td>- at least one from silver service operation</td>
</tr>
<tr>
<td></td>
<td>a) function silver service</td>
</tr>
<tr>
<td></td>
<td>b) restaurant silver service</td>
</tr>
<tr>
<td></td>
<td>c) buffet/carvery silver service</td>
</tr>
<tr>
<td></td>
<td>- at least five from food items</td>
</tr>
<tr>
<td></td>
<td>a) soups</td>
</tr>
<tr>
<td></td>
<td>b) gravies/sauces</td>
</tr>
<tr>
<td></td>
<td>c) bread rolls/potatoes/other solid items</td>
</tr>
<tr>
<td></td>
<td>d) sliced meat/poultry</td>
</tr>
<tr>
<td></td>
<td>e) rice/vegetables/other small chopped items</td>
</tr>
<tr>
<td></td>
<td>f) pies/tarts/flans/gateaux</td>
</tr>
<tr>
<td></td>
<td>g) puddings/spooned desserts</td>
</tr>
<tr>
<td></td>
<td>h) cheese</td>
</tr>
<tr>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
<td></td>
</tr>
</tbody>
</table>

| **Outcome 3** | Be able to clear finished courses |
| **What you must DO for Outcome 3** | The assessor must assess assessment criteria 6 - 8 by directly observing the candidate’s work. |
| **What you must COVER for Outcome 3** | There must be performance evidence, gathered through observing the candidate’s work for: |
| | - at least all from courses |
| |   a) starter |
| |   b) main course |
| |   c) dessert |
| | - at least one from service operation |
| |   a) function silver service |
| |   b) restaurant silver service |
| |   c) buffet/carvery silver service |
| | - at least two from table items |
| |   a) glassware |
| |   b) condiments and accompaniments |
| |   c) table decorations |
| Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 209 Provide a buffet and carvery service (2FS4)

Level: 2
UAN: A/601/4945
Credit value: 4
GLH: 32

Unit aim
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 which includes 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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to prepare and maintain a buffet and carvery display
2. Understand how to prepare and maintain a buffet and carvery display
3. Be able to serve and assist customers at the carvery and buffet
4. Understand how to serve and assist customers at the carvery and buffet

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 209  Provide a buffet and carvery service (2FS4)
Learning outcomes and assessment criteria

**Outcome 1  Be able to prepare and maintain a buffet and carvery display**
The learner can:
1. Make sure the carvery and buffet table is clean, undamaged and positioned according to the service style
2. Make sure table items are clean and undamaged and arrange them correctly for food service
3. Make sure service equipment is clean, undamaged and position it ready for use
4. Display food items ready for service
5. Display and store food items according to food safety requirements
6. Replenish food items as necessary and keep the carvery or buffet free from food debris during food service

**What you must cover:**
1. **Service style**
   a) Served buffet/carvery
   b) Self-service buffet/carvery
2. **Table items**
   a) Crockery
   b) Cutlery/silverware
   c) Glassware
   d) Table coverings
   e) Napkins
   f) Decorative items
   g) Flowers
3. **Service equipment**
   a) Dishes/flats/plates
   b) Service cutlery/silverware
   c) Service cloths/linen
4. **Food items**
   a) Hot food
   b) Cold food
   c) Accompaniments

**Outcome 2  Understand how to prepare and maintain a buffet and carvery display**
The learner can:
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
Unit 209 Provide a buffet and carvery service (2FS4)
Learning outcomes and assessment criteria

Outcome 3 Be able to serve and assist customers at the carvery and buffet
The learner can:
21. Give information that meets the customers’ needs and promotes the products and service of organisation
22. Serve food with service equipment of the appropriate type that is clean and undamaged using correct service style
23. Serve only food items that are of the required type and quality
24. Portion and arrange food in line with organisation style and customer requirements
25. Keep customer dining areas tidy and free from rubbish and food debris
26. Clear any used table items and left over food items when necessary
27. Carry out work with the minimum of disturbance to customers

What you must cover:
1. Service style
   a) Served buffet/carvery
   b) Self-service buffet/carvery
2. Service equipment
   a) Dishes/flats/plates
   b) Service cutlery/silverware
   c) Service cloths/linen
3. Food items
   a) Hot food
   b) Cold food
   c) Accompaniments

Outcome 4 Understand how to serve and assist customers at the carvery and buffet
The learner can:
K8. Describe safe and hygienic working practices when serving customers at buffet or carvery
K9. State why potions should be controlled when serving food to customers
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
## Unit 209  Provide a buffet and carvery service (2FS4)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FS4</th>
<th>Provide a carvery/buffet service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to prepare and maintain a carvery/buffet display</td>
</tr>
</tbody>
</table>

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

The assessor must assess assessment criteria 1 - 6 by directly observing the candidate’s work.

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

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

- at least one from service style
  - a) served buffet/carvery
  - b) self-serviced buffet/carvery
- at least three from table items
  - a) crockery
  - b) cutlery/silverware
  - c) glassware
  - d) table coverings
  - e) napkins
  - f) decorative items
  - g) flowers
- at least two from service equipment
  - a) dishes/flats/plates
  - b) service cutlery/silverware
  - c) service cloths/linen
- at least two from food items
  - a) hot food
  - b) cold food
  - c) accompaniments

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

**Outcome 3**

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

**What you must **DO **for Outcome 3**

The assessor must assess assessment criteria 7 - 13 by directly observing the candidate’s work.

**What you must **COVER **for Outcome 3**

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

- at least one from service style
  - a) served buffet/carvery
  - b) self-service buffet/carvery
- at least two from service equipment
  - a) dishes/flats/plates
  - b) service cutlery/silverware
  - c) service cloths/linen
- at least two from food items
  - a) hot food
  - b) cold food
  - c) accompaniments

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 210  Convert a room for dining (2FS5)

Level: 2  
UAN: M/601/4697  
Credit value: 3  
GLH: 23

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to set up food dining areas
2. Know how to set up food dining areas
3. Be able to return food dining area to its original state
4. Understand how to return food dining area to its original state

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 210  Convert a room for dining (2FS5)
Learning outcomes and assessment criteria

Outcome 1  Be able to set up food dining areas
The learner can:
1. Ensure number of staff required are available to prepare food dining areas, and inform the proper person when more staff are required
28. Prioritise work and carry out in an efficient manner
29. Identify items requiring moving, the number of people needed to move each item and the amount of time required to do so
30. Move items not required in a safe way and pack away as required
31. 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
32. Clean any unhygienic dining or service equipment or dining areas

What you must cover:
1. **Dining equipment**
   a) Tables
   b) Chairs
   c) Service surface

2. **Service equipment**
   a) Customer cutlery
   b) Customer plates/bowls
   c) Service apparatus
   d) Condiments

Outcome 2  Know how to set up food dining areas
The learner can:
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 are
K7. Describe the organisation's service structure is
K8. State why, and to whom, problems such as damaged, dirty or missing equipment should be reported

Outcome 3  Be able to return food dining area to its original state
The learner can:
33. Ensure that the required number of staff are available to clear the food dining
34. areas and inform the proper person when more staff are required
35. Prioritise work and carry out in an efficient manner
36. Clean surfaces and service equipment where required
37. Move dining equipment and service equipment in an orderly manner ensuring they are packed away correctly
38. Safely return any items to their proper place
39. Ensure that area is left as required by organisational standards
Unit 210  Convert a room for dining (2FS5)
Learning outcomes and assessment criteria

What you must cover:

1. *Dining equipment*
   
a) Tables
b) Chairs
c) Service surface

2. *Service equipment*
   
a) Customer cutlery
b) Customer plates/bowls
c) Service apparatus
d) Condiments

Outcome 4 Understand how to return food dining area to its original state

The learner can:

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 210  Convert a room for dining (2FS5)

## Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FS5</th>
<th>Convert a room for dining</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to set up food dining areas</td>
</tr>
<tr>
<td>What you must <strong>DO</strong> for Outcome 1</td>
<td>The assessor must assess assessment criteria 2, 3 and 5 by directly observing the candidate’s work. For assessment criteria 1, ‘ensure the required number of staff are available’ must be observed however where there is no naturally occurring evidence for ‘informing the right person when more staff is required’, the assessor may assess the candidate through questioning or witness testimony for this aspect. The assessor may assess assessment criteria 4 and 6 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for Outcome 1 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **two** from **dining equipment**  
    a) tables  
    b) chairs  
    c) service surface  
  - at least **three** from **service equipment**  
    a) customer cutlery  
    b) service apparatus  
    c) customer plates/bowls  
    d) condiments  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| **Outcome 3** | Be able to return food dining area to its original state |
| What you must **DO** for Outcome 3 | The assessor must assess assessment criteria 8, 10, 11 and 12 by directly observing the candidate’s work. For assessment criteria 7, ‘ensure the required number of staff are available’ must be observed however where there is no naturally occurring evidence for ‘informing the right person when more staff is required’, the assessor may assess the candidate through questioning or witness testimony for this aspect. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must **COVER** for Outcome 3 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **two** from **dining equipment**:  
    a) tables, b) chairs  
    c) service surface  
  - at least **three** from **service equipment**:  
    a) customer cutlery  
    b) customer plates/bowls  
    c) service apparatus  
    d) condiments  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 211 Prepare and clear the bar area (2BS1)

Level: 2
UAN: Y/601/4922
Credit value: 4
GLH: 29

Unit aim
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.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare customer and service area
2. Understand how to prepare customer and service area
3. Be able to clear customer and service area
4. Understand how to clear customer and service area
5. Be able to clean and store glassware
6. Understand how to clean and store glassware

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 211  Prepare and clear the bar area (2BS1)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare customer and service area
The learner can:
1. Check stocks for drinks service, restock and rotate them in line with workplace procedures
2. Prepare and store the drink accompaniments, ready for service
3. Make sure that service and electrical equipment is clean, free from damage and displayed as required
4. Make sure that menus and promotional material are accurate, clean, free from damage and displayed as required
5. Make sure service areas are clean, tidy and ready for service

What you must cover:
1. Stocks for drinks service
   a) Bottled soft/alcoholic drinks
   b) Draught soft/alcoholic drinks
   c) Soft/alcoholic drinks served by optics
   d) Soft/alcoholic drinks free poured with measure and pourer
   e) Hot drinks
2. Drink accompaniments
   a) Ice
   b) Food garnishes for drinks
   c) Accompaniments for hot drinks
   d) Decorative items for drinks
3. Service equipment
   a) Bottle openers/cork screws
   b) Optics, measures/pourers
   c) Glassware
   d) Drip trays and drip mats
   e) Ice buckets and tongs
   f) Knives and chopping boards
   g) Coasters and drink mats
4. Electrical equipment
   a) Refrigerated units
   b) Ice machine
5. Service areas
   a) Counters and shelves
   b) Waste bins/bottle containers
   c) Floors
   d) Tables and chairs

Outcome 2 Understand how to prepare customer and service area
The learner can:
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 may occur when preparing the bar area and how to deal with these
Unit 211 Prepare and clear the bar area (2BS1)
Learning outcomes and assessment criteria

Outcome 3 Be able to clear customer and service area
The learner can:
6. Store, restock, or dispose of drinks stocks and drink accompaniments, in line with workplace procedures
7. Ensure that service equipment is clean and stored as required
8. Make sure electrical equipment and machines are left in the correct condition
9. Ensure that customer and service areas are tidy, free from rubbish and ready for cleaning

What you must cover:
1. Stocks for drinks service
   a) Bottled soft/alcoholic drinks
   b) Draught soft/alcoholic drinks
   c) Soft/alcoholic drinks served by optics
   d) Soft/alcoholic drinks free poured with measure and pourer
   e) Hot drinks
2. Drink accompaniments
   a) Ice
   b) Food garnishes for drinks
   c) Accompaniments for hot drinks
   d) Decorative items for drinks
3. Service equipment
   a) Bottle openers/cork screws
   b) Optics, measures/pourers
   c) Glassware
   d) Drip trays and drip mats
   e) Ice buckets and tongs
   f) Knives and chopping boards
   g) Coasters and drink mats
4. Electrical equipment
   a) Refrigerated units
   b) Ice machine
5. Service areas
   a) Counters and shelves
   b) Waste bins/bottle containers
   c) Floors
   d) Tables and chairs

Outcome 4 Understand how to clear customer and service area
The learner can:
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
Unit 211 Prepare and clear the bar area (2BS1)
Learning outcomes and assessment criteria

Outcome 5 Be able to clean and store glassware
The learner can:
10. Empty **glassware** and position it ready for cleaning
11. Check that cleaning equipment or machinery is clean, safe, free from damage and ready for use
12. Clean glassware at the recommended temperature using appropriate cleaning method
13. Check that finished glassware is clean, dry and free from damage
14. Dispose of damaged or broken glassware following recommended procedures
15. Dispose of waste or dirty water following recommended procedures
16. Check that cleaning equipment or machines are left clean, dry undamaged and ready for future use
17. Keep storage areas clean, tidy and free from rubbish

What you must cover:
1. **Glassware**
   a) Glasses
   b) Water jugs

Outcome 6 Understand how to clean and store glassware
The learner can:
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 211 Prepare and clear the bar area (2BS1)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2BS1</th>
<th>Prepare and clear the bar area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to prepare customer and service areas</td>
</tr>
<tr>
<td>**What you must ** <strong>DO</strong> <strong>for</strong> <strong>Outcome 1</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3 and 5 by directly observing the candidate’s work. The assessor may assess assessment criteria 4 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td>**What you must ** <strong>COVER</strong> <strong>for</strong> <strong>Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>- at least <strong>three</strong> from <strong>stocks for drinks service</strong></td>
</tr>
<tr>
<td></td>
<td>a) bottled soft/alcoholic drinks</td>
</tr>
<tr>
<td></td>
<td>b) draught soft/alcoholic drinks</td>
</tr>
<tr>
<td></td>
<td>c) soft/alcoholic drinks served by optics</td>
</tr>
<tr>
<td></td>
<td>d) soft/alcoholic drinks free poured with measure and pourer</td>
</tr>
<tr>
<td></td>
<td>e) hot drinks</td>
</tr>
<tr>
<td></td>
<td>- at least <strong>two</strong> from <strong>drink accompaniments</strong></td>
</tr>
<tr>
<td></td>
<td>a) ice</td>
</tr>
<tr>
<td></td>
<td>b) food garnishes for drinks</td>
</tr>
<tr>
<td></td>
<td>c) accompaniments for hot drinks</td>
</tr>
<tr>
<td></td>
<td>d) decorative items from drinks</td>
</tr>
<tr>
<td></td>
<td>- at least <strong>four</strong> from <strong>service equipment</strong></td>
</tr>
<tr>
<td></td>
<td>a) bottle openers/cork screws</td>
</tr>
<tr>
<td></td>
<td>b) optics, measurers/pourers</td>
</tr>
<tr>
<td></td>
<td>c) glassware</td>
</tr>
<tr>
<td></td>
<td>d) drip trays and drip mats</td>
</tr>
<tr>
<td></td>
<td>e) ice buckets and tongs</td>
</tr>
<tr>
<td></td>
<td>f) knives and chopping boards</td>
</tr>
<tr>
<td></td>
<td>g) coasters and drink mats</td>
</tr>
<tr>
<td></td>
<td>- at least <strong>one</strong> from <strong>electrical equipment</strong></td>
</tr>
<tr>
<td></td>
<td>a) refrigerated units</td>
</tr>
<tr>
<td></td>
<td>b) ice machine</td>
</tr>
<tr>
<td></td>
<td>- at least <strong>three</strong> from <strong>service areas</strong></td>
</tr>
<tr>
<td></td>
<td>a) counters and shelves</td>
</tr>
<tr>
<td></td>
<td>b) waste bins/bottle containers</td>
</tr>
<tr>
<td></td>
<td>c) floors</td>
</tr>
<tr>
<td></td>
<td>d) tables and chairs</td>
</tr>
</tbody>
</table>

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

| **Outcome 3** | Be able to clear customer and service areas |
| **What you must ** **DO** **for** **Outcome 3** | The assessor **must** assess assessment criteria 6 - 9 by directly observing the candidate’s work. |
| **What you must ** **COVER** **for** **Outcome 3** | There must be performance evidence, gathered through observing the candidate’s work for: |
| | - at least **three** from **drink stocks** |
| | a) bottled soft/alcoholic drinks |
| | b) draught soft/alcoholic drinks |
| | c) soft/alcoholic drinks served by optics |
| | d) soft/alcoholic drinks free poured with measure and |
pourer
e) hot drinks
- at least **two** from drink accompaniments
  a) ice
  b) food garnishes for drinks
  c) accompaniments for hot drinks
d) decorative items from drinks
- at least **four** from service equipment
  a) bottle openers/cork screws
  b) optics, measurers/pourers
c) glassware
d) drip trays and drip mats
e) ice buckets and tongs
f) knives and chopping boards
g) coasters and drink mats
- at least **one** from electrical equipment
  a) refrigerated units
  b) ice machine
- at least **three** from service areas
  a) counters and shelves
  b) waste bins/bottle containers
c) floors
d) tables and chairs

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

<table>
<thead>
<tr>
<th>Outcome 5</th>
<th>Be able to clean and store glassware</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcome 5</td>
<td>The assessor <strong>must</strong> assess assessment criteria 10 - 14, 16 and 17 by directly observing the candidate's work. The assessor may assess assessment criteria 15 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for Outcome 5 | There must be performance evidence, gathered through observing the candidate's work for:
  - at least **one** from glassware
    a) glasses
    b) water jugs
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 212  Serve alcoholic and soft drinks (2BS2)

Level:  2  
UAN:  J/601/4978  
Credit value:  5  
GLH:  46  

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to take customers’ orders  
2. Understand how to take customers’ orders  
3. Be able to serve alcoholic and non-alcoholic drinks  
4. Understand how to serve alcoholic and non-alcoholic drinks

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 212     Serve alcoholic and soft drinks (2BS2)
Learning outcomes and assessment criteria

Outcome 1 Be able to take customers’ orders
The learner can:
1. Deal with customers in order of arrival where possible
2. Maintain focus on the customer and their needs
3. Offer customers accurate information on available drinks
4. Take the opportunity to maximise sales through up-selling in line with current best practice and or legislation
5. Identify customer requirements accurately and offer them drink accompaniments appropriate to the type of drink
6. Provide alcoholic drinks to permitted people only
7. Deal with customer incidents effectively and inform the proper person where necessary

What you must cover:
1. Information
   a) Price
   b) Alcoholic content
   c) Name and type of drink
   d) Style characteristics
2. Drinks
   a) Bottled drinks
   b) Draught drinks
   c) Drinks in cans or cartons
   d) Drinks served by free pouring or optics
3. Drink accompaniments
   a) Ice/water
   b) Food garnishes for drinks
   c) Decorative items/stirrers

Outcome 2 Understand how to take customers’ orders
The learner can:
K1. State the Licensing Objectives relevant to the country working within
K2. State current relevant legislation to licensing and weights and measures
K3. State why it is important to check glassware for damage
K4. Explain why drinks should be stored at the correct temperature
K5. Describe how to deal with violent/disorderly customers
K6. Explain why it is important to offer customers accurate information eg about strength of drinks and their basic characteristics
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
Unit 212   Serve alcoholic and soft drinks (2BS2)
Learning outcomes and assessment criteria

K12. State under what circumstances customers must not be served with alcohol
K13. Describe how to respond to signs that someone might be under the influence of drugs or buying/selling drugs
K14. Describe what procedures to follow in response to people smoking in a no smoking area
K15. Describe the type of non-routine needs that customers may have and how to deal with them
K16. Describe organisations’ standards for customer service
K17. Describe different service styles within organisation
K18. Describe why customers should be dealt with in order of arrival where possible

Outcome 3 Be able to serve alcoholic and non-alcoholic drinks
The learner can:
8. Select a glass in which to serve the drinks according to organisations’ procedures and customer requirements
9. Check that the glass is clean and undamaged
10. Pour drink according to the product that is being served
11. Ensure that the drink is at the correct temperature before serving
12. Serve the drink to the customer in line with the service style
13. Promote additional products to the customer as appropriate

What you must cover:
1. Drinks
   a) Bottled
   b) Draught
   c) Drinks in cans
   d) Drinks in cartons
   e) Free pouring/optics

2. Customer
   a) With routine needs
   b) With non-routine needs

3. Service style
   a) At the bar
   b) At the table

Outcome 4 Understand how to serve alcoholic and non-alcoholic drinks
The learner can:
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 organisations procedures and customer requirements
K24. State correct temperature for different types of drinks
**Unit 212**  
**Serve alcoholic and soft drinks (2BS2)**  
**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2BS2</th>
<th>Serve alcoholic and soft drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to take customer orders</td>
</tr>
<tr>
<td><strong>What you must</strong></td>
<td><strong>DO</strong> for <strong>Outcome 1</strong></td>
</tr>
</tbody>
</table>
| | The assessor must assess assessment criteria 1 – 6 by directly observing the candidate’s work.  
The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must** | **COVER** for **Outcome 1** |
| | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least two from information  
  a) price  
  b) alcoholic content  
  c) name and type of drink  
  d) style characteristics  
- at least two from drinks  
  a) bottled drinks  
  b) draught drinks  
  c) drinks in cans or cartons  
  d) drinks served by free pouring or optics  
- at least two from drink accompaniments  
  a) ice/water  
  b) food garnishes for drinks  
  c) decorative items/stirrers  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |

**Outcome 3**  
Be able to serve alcoholic and non-alcoholic drinks

| **What you must** | **DO** for **Outcome 3** |
| | The assessor must assess assessment criteria 8 - 12 by directly observing the candidate’s work.  
The assessor may assess assessment criteria 13 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must** | **COVER** for **Outcome 3** |
| | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least three from drinks  
  a) bottled  
  b) draught  
  c) drinks in cans  
  d) drinks in cartons  
  e) free pouring/optics  
- at least one from customer  
  a) with routine needs  
  b) with non-routine needs  
- at least one from service style  
  a) at the bar  
  b) at the table  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 213  Prepare and serve cocktails (2BS3)

Level: 2
UAN: L/601/4982
Credit value: 5
GLH: 40

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to prepare areas and equipment for serving cocktails
2. Know how to prepare areas and equipment for serving cocktails
3. Be able to serve cocktails
4. Understand how to serve cocktails

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 213  Prepare and serve cocktails (2BS3)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare areas and equipment for serving cocktails
The learner can:
1. Make sure that work areas are clean, tidy and ready to use
40. Make sure that cocktail-making equipment is clean and undamaged
41. Prepare and store cocktail ingredients ready to use
42. Store cocktail accompaniments ready to use

What you must cover:
1. Equipment
   a) Pourers
   b) Blenders
   c) Shakers/mixers
   d) Stirring equipment
   e) Squeezers and strainers
   f) Knives and chopping board
   g) Glasses/jugs
   h) Ice scoops
   i) Cocktail list/menu

2. Ingredients
   a) Fruit
   b) Fruit juices/soft drinks
   c) Cream/milk
   d) Alcohol

3. Accompaniments
   a) Ice
   b) Food garnish
   c) Decorative items

Outcome 2 Know how to prepare areas and equipment for serving cocktails
The learner can:
K1. Describe safe and hygienic working practices when preparing areas and equipment for making cocktails
K2. State why it is important to keep preparation areas and equipment hygienic when preparing cocktails
K3. State what safe working practices should be followed when preparing cocktails
K4. State why it is important to have all the ingredients ready before preparing cocktails
K5. Outline the types of unexpected situations that may happen when preparing areas and equipment to make cocktails
Unit 213 Prepare and serve cocktails (2BS3)
Learning outcomes and assessment criteria

Outcome 3 Be able to serve cocktails
The learner can:
5. Identify customer requirements
6. Provide customers with accurate information about cocktails as required
7. Promote cocktails to customers at appropriate times
8. Assemble cocktails using the recommended, measures, techniques, equipment and accompaniments
9. Finish cocktails and serve them using the recommended equipment and accompaniments
10. Serve alcoholic cocktails to permitted people only

What you must cover:

1. Information
   a) Price
   b) Ingredients
   c) Relative strength
   d) Measures

2. Type of cocktail
   a) Spirit based
   b) Non-alcoholic
   c) Cream-based cocktail
   d) Champagne based cocktail
   e) Gin/vodka-based cocktail
   f) Tequila-based cocktail
   g) Fruit juice-based cocktail
   h) Sour cocktail

3. Techniques
   a) Shaken
   b) Mixed
   c) Stirred
   d) Blended
   e) Built/poured

4. Accompaniments
   a) Ice
   b) Food garnishes
   c) Salt/sugar
   d) Decorative items

5. Equipment
   a) Pourers
   b) Blenders
   c) Shakers/mixers
   d) Stirring equipment
   e) Squeezers and strainers
   f) Knives and chopping boards
   g) Glasses/jugs
   h) Ice scoops
Unit 213  Prepare and serve cocktails (2BS3)
Learning outcomes and assessment criteria

Outcome 4 Understand how to serve cocktails
The learner can:
K6. State current relevant legislation relating to licensing and weights and measures legislation
K7. Describe safe and hygienic working practices when serving cocktails
K8. State why and to whom any customer incidents should be reported
K9. Describe how to respond to signs that someone might be under the influence of drugs or buying/selling drugs
K10. Describe how to deal with violent/disorderly customers
K11. State what procedures to follow in response to people smoking in a non smoking area
K12. State where and from whom health and food legislation can be obtained
K13. State why it is important to offer customers accurate information eg 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 are
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
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 213  
## Prepare and serve cocktails (2BS3)
### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2BS3</th>
<th>Prepare and serve cocktails</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Prepare areas and equipment for serving cocktails</td>
</tr>
<tr>
<td><strong>What you must</strong></td>
<td><strong>DO</strong> for <strong>Outcome 1</strong></td>
</tr>
<tr>
<td>The assessor must assess assessment criteria 1-4 by directly observing the candidate’s work.</td>
<td></td>
</tr>
<tr>
<td><strong>What you must</strong></td>
<td><strong>COVER</strong> for <strong>Outcome 1</strong></td>
</tr>
<tr>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
<td></td>
</tr>
<tr>
<td>• at least <strong>five</strong> from <strong>equipment</strong></td>
<td></td>
</tr>
<tr>
<td>a) pourers</td>
<td></td>
</tr>
<tr>
<td>b) blenders</td>
<td></td>
</tr>
<tr>
<td>c) shakers/mixers</td>
<td></td>
</tr>
<tr>
<td>d) stirring equipment</td>
<td></td>
</tr>
<tr>
<td>e) squeezer and strainers</td>
<td></td>
</tr>
<tr>
<td>f) knives and chopping board</td>
<td></td>
</tr>
<tr>
<td>g) glasses/jugs</td>
<td></td>
</tr>
<tr>
<td>h) ice scoops</td>
<td></td>
</tr>
<tr>
<td>i) cocktail list/menu</td>
<td></td>
</tr>
<tr>
<td>• at least <strong>three</strong> from <strong>ingredients</strong></td>
<td></td>
</tr>
<tr>
<td>a) fruit</td>
<td></td>
</tr>
<tr>
<td>b) fruit juices/soft drinks</td>
<td></td>
</tr>
<tr>
<td>c) cream/milk</td>
<td></td>
</tr>
<tr>
<td>d) alcohol</td>
<td></td>
</tr>
<tr>
<td>• at least <strong>three</strong> from <strong>accompaniments</strong></td>
<td></td>
</tr>
<tr>
<td>a) ice</td>
<td></td>
</tr>
<tr>
<td>b) food garnish</td>
<td></td>
</tr>
<tr>
<td>c) salt/sugar</td>
<td></td>
</tr>
<tr>
<td>d) decorative items</td>
<td></td>
</tr>
<tr>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Outcome 3</strong></th>
<th>Serve cocktails</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must</strong></td>
<td><strong>DO</strong> for <strong>Outcome 3</strong></td>
</tr>
<tr>
<td>The assessor must assess assessment criteria 5, 6, 8, 9 and 10 by directly observing the candidate’s work.</td>
<td></td>
</tr>
<tr>
<td>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</td>
<td></td>
</tr>
<tr>
<td><strong>What you must</strong></td>
<td><strong>COVER</strong> for <strong>Outcome 3</strong></td>
</tr>
<tr>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
<td></td>
</tr>
<tr>
<td>• at least <strong>two</strong> from <strong>information</strong></td>
<td></td>
</tr>
<tr>
<td>a) price</td>
<td></td>
</tr>
<tr>
<td>b) ingredients</td>
<td></td>
</tr>
<tr>
<td>c) relative strength</td>
<td></td>
</tr>
<tr>
<td>d) measures</td>
<td></td>
</tr>
<tr>
<td>• at least <strong>three</strong> from <strong>techniques</strong></td>
<td></td>
</tr>
<tr>
<td>a) shaken</td>
<td></td>
</tr>
<tr>
<td>b) mixed</td>
<td></td>
</tr>
<tr>
<td>c) stirred</td>
<td></td>
</tr>
<tr>
<td>d) blended</td>
<td></td>
</tr>
<tr>
<td>e) built/poured</td>
<td></td>
</tr>
<tr>
<td>• at least <strong>four</strong> from <strong>type of cocktails</strong></td>
<td></td>
</tr>
<tr>
<td>a) spirit based</td>
<td></td>
</tr>
</tbody>
</table>
b) non-alcoholic
c) cream-based cocktail
d) champagne-based cocktail
e) gin/vodka-based cocktail
f) tequila-based cocktail
g) fruit juice-based cocktail
h) sour cocktail

- at least two from accompaniments
  a) ice
  b) food garnish
  c) salt/sugar
  d) decorative items

- at least five from equipment
  a) pourers
  b) blenders
  c) shakers/mixers
  d) stirring equipment
  e) squeezers and strainers
  f) knives and chopping board
  g) glasses/jugs
  h) ice scoops

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 214  
Prepare and serve wines (2BS4)

Level: 2  
UAN: K/601/4939  
Credit value: 5  
GLH: 41

Unit aim
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.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare service areas, equipment and stock for wine service
2. Understand how to prepare service areas, equipment and stock for wine service
3. Be able to determine customer requirements for wine
4. Understand how to determine customer requirements for wine
5. Be able to present and serve wine
6. Understand how to present and serve wine

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 214 Prepare and serve wines (2BS4)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare service areas, equipment and stock for wine service
The learner can:
1. Make sure there are sufficient stocks of service linen, table items, service equipment and wine list
2. Make sure service linen, table items, service equipment and wine lists are clean and ready for use
3. Make sure there is sufficient wine stock
4. Make sure the wine stock is free from damage, available for service and stored at the recommended serving temperature

What you must cover:
1. **Service equipment**
   a) Glassware
   b) Trays
   c) Service cloths/linen
   d) Corkscrews/bottle opener
   e) Ice buckets/stands
   f) Chillers/coolers
2. **Wine**
   a) Red
   b) White/rosé
   c) Sparkling-semi-sparkling
   d) Dessert

Outcome 2 Understand how to prepare service areas, equipment and stock for wine service
The learner can:
K1. Describe safe and hygienic working practices when preparing service areas, equipment and 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
Outcome 3  Be able to determine customer requirements for wine

The learner can:

5. Present the wine list to the customer when they are considering their order
6. Establish an effective rapport with the customer and maintain it throughout the service
7. Take the opportunity to maximise sales through up-selling in line with current best practice and or legislation
8. Give accurate wine list information to meet the requirements of the customer
9. Refer customer queries outside own area of responsibility to the proper person
10. Take customers orders according to organisations procedures

What you must cover:

1. Wine list information
   a) Name and type of wine
   b) Price
   c) Style characteristics
   d) Country of origin

2. Customer needs
   a) Customer taste and style
   b) Price
   c) Occasion
   d) Matching wine to menu items

Outcome 4  Understand how to determine customer requirements for wine

The learner can:

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 and 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 serve wine and which ones are most appropriate to 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
Unit 214 Prepare and serve wines (2BS4)
Learning outcomes and assessment criteria

Outcome 5 Be able to present and serve wine
The learner can:
12. Handle the wine and present it to the customer in a style and manner appropriate to the style of service
13. Open the wine using the appropriate method
14. Serve the wine at the recommended temperature using the correct service equipment
15. Deal with routine customer queries and comments
16. Refill customers' wine glasses in line with their requirements and establishment procedures

What you must cover:
1. Service equipment
   a) Glassware
   b) Trays
   c) Service cloths/linen
   d) Corkscrews/bottle openers
   e) Ice buckets/stands
   f) Chillers/coolers
2. Wine
   a) Red
   b) White/rose
   c) Sparkling/semi-sparkling
   d) Dessert
3. Style of service
   a) By the glass
   b) By the bottle
   c) By the carafe/decanter

Outcome 6 Understand how to present and serve wine
The learner can:
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 or sparkling wine
K21. Describe the correct procedures for handling glassware and which glassware is appropriate for use in the service of different types of wine
K22. State 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 and how to deal with them
K26. State what the indicators are when wine is not suitable for drinking
## Unit 214  
**Prepare and serve wines (2BS4)**

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2BS4</th>
<th>Prepare and serve wines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Prepare service areas, equipment and stock for wine service</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-4 by directly observing the candidate’s work.</td>
</tr>
</tbody>
</table>
| **What you must COVER for Outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **four** from **service equipment**  
    - a) glassware  
    - b) trays  
    - c) service cloths/linen  
    - d) corkscrews/bottle opener  
    - e) ice buckets/stands  
    - f) chillers/coolers  
  - at least **two** from **wine**  
    - a) red  
    - b) white/rossé  
    - c) sparkling/semi-sparkling  
    - d) dessert  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| **Outcome 3** | Determine customer requirements for wines |
| **What you must DO for Outcome 3** | The assessor must assess assessment criteria 5, 6, 8 and 10 by directly observing the candidate’s work.  
The assessor may assess assessment criteria 7 and 9 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must COVER for Outcome 3** | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **three** from **wine list information**  
    - a) name and type of wine  
    - b) price  
    - c) style characteristics  
    - d) country of origin  
  - at least **one** from **customer needs**  
    - a) customer taste and style  
    - b) price  
    - c) occasion  
    - d) matching wine to menu items  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| **Outcome 5** | Present and serve wine |
| **What you must DO for Outcome 5** | The assessor must assess assessment criteria 11, 12, 13 and 15 by directly observing the candidate’s work.  
The assessor may assess assessment criteria 14 through questioning or witness testimony if no naturally occurring evidence is available. |
<table>
<thead>
<tr>
<th>What you must COVER for Outcome 5</th>
<th>There must be performance evidence, gathered through observing the candidate’s work for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- at least <strong>four</strong> from <strong>service equipment</strong></td>
</tr>
<tr>
<td></td>
<td>a) <strong>glassware</strong></td>
</tr>
<tr>
<td></td>
<td>b) <strong>trays</strong></td>
</tr>
<tr>
<td></td>
<td>c) <strong>service cloths/linen</strong></td>
</tr>
<tr>
<td></td>
<td>d) corkscrews/bottle openers</td>
</tr>
<tr>
<td></td>
<td>e) <strong>ice buckets/stands</strong></td>
</tr>
<tr>
<td></td>
<td>f) <strong>chillers/coolers</strong></td>
</tr>
<tr>
<td></td>
<td>- at least <strong>two</strong> from <strong>wine</strong></td>
</tr>
<tr>
<td></td>
<td>a) <strong>red</strong></td>
</tr>
<tr>
<td></td>
<td>b) <strong>white/rosegé</strong></td>
</tr>
<tr>
<td></td>
<td>c) sparkling/semi-sparkling</td>
</tr>
<tr>
<td></td>
<td>d) <strong>dessert</strong></td>
</tr>
<tr>
<td></td>
<td>- at least <strong>two</strong> from <strong>style of service</strong></td>
</tr>
<tr>
<td></td>
<td>a) <strong>by the glass</strong></td>
</tr>
<tr>
<td></td>
<td>b) <strong>by the bottle</strong></td>
</tr>
<tr>
<td></td>
<td>c) <strong>by the carafe/decanter</strong></td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 215 Maintain cellars and kegs (2BS5)

Level: 2
UAN: M/601/4909
Credit value: 3
GLH: 23

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to maintain cellars
2. Understand how to maintain cellars
3. Be able to prepare kegs and gas for use
4. Understand how to prepare kegs and gas for use

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 215 Maintain cellars and kegs (2BS5)
Learning outcomes and assessment criteria

Outcome 1 Be able to maintain cellars
The learner can:
1. Make sure that cellar surfaces are free from dirt, rubbish, spillages and mould
2. Make sure that the floors are clean and that drains, gullies and sumps are free from blockages
3. Make sure that cellar equipment is clean and in good working order
4. Use the recommended cleaning equipment and materials and store them correctly after use
5. Maintain cellar environmental conditions in line with service operations
6. Secure the cellar against unauthorised access

What you must cover:

1. Equipment
   a) Racks/shelves/cradles
   b) Refrigeration/cooling units
   c) Environmental conditions
   d) Cleaning systems
   e) Equipment to control

2. Environmental conditions
   a) Humidity
   b) Ventilation
   c) Lighting
   d) Temperature

Outcome 2 Understand how to maintain cellars
The learner can:
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
Unit 215 Maintain cellars and kegs (2BS5)
Learning outcomes and assessment criteria

Outcome 3 Be able to prepare kegs and gas for use
The learner can:
7. Position the full **keg or gas cylinder** for convenience at the appropriate time
8. Disconnect empty keg or gas cylinder using the recommended method
9. Check that the new keg or gas cylinder contains the correct product and shows the correct date
10. Connect keg or gas cylinder using the recommended method
11. Check that new keg or gas cylinder is working properly
12. Store used keg or gas cylinder ready for dispatch
13. Deal with leakages in keg or gas cylinder effectively and inform the proper person where necessary

What you must cover:
1. **Keg or gas cylinders**
   a) Beer
   b) Cider
   c) Lager
   d) Real ales
   e) Carbon dioxide/mixed gas cylinders
   f) Bulk gas

Outcome 4 Understand how to prepare kegs and gas for use
The learner can:
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
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
## Unit 215 Maintain cellars and kegs (2BS5)
Learning outcomes and assessment criteria

<table>
<thead>
<tr>
<th>Unit 2BS5</th>
<th>Maintain cellars and kegs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to maintain cellars</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-6 by directly observing the candidate's work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td>    at least two from <strong>equipment</strong></td>
<td></td>
</tr>
<tr>
<td>      a) racks/shelves/cradles</td>
<td></td>
</tr>
<tr>
<td>      b) refrigeration/cooling units</td>
<td></td>
</tr>
<tr>
<td>      c) environmental conditions</td>
<td></td>
</tr>
<tr>
<td>      d) cleaning systems</td>
<td></td>
</tr>
<tr>
<td>      e) equipment to control</td>
<td></td>
</tr>
<tr>
<td>    all from <strong>environmental conditions</strong></td>
<td></td>
</tr>
<tr>
<td>      a) humidity</td>
<td></td>
</tr>
<tr>
<td>      b) ventilation</td>
<td></td>
</tr>
<tr>
<td>      c) lighting</td>
<td></td>
</tr>
<tr>
<td>      d) temperature</td>
<td></td>
</tr>
<tr>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
<td></td>
</tr>
</tbody>
</table>

| **Outcome 3** | Be able to prepare kegs and gas for use |
| **What you must DO for Outcome 3** | The assessor must assess assessment criteria 7 – 12 by directly observing the candidate’s work. |
| &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;The assessor may assess assessment criteria 13 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must COVER for Outcome 3** | There must be performance evidence, gathered through observing the candidate’s work for: |
| &nbsp;&nbsp;&nbsp;&nbsp;at least **three** from **kegs or gas cylinders** |
| &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;a) beer |
| &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;b) cider |
| &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;c) lager |
| &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;d) real ales |
| &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;e) carbon dioxide/mixed gas cylinders |
| &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;f) bulk gas |
| Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 216  Clean drink dispense lines (2BS6)

Level: 2
UAN: H/601/4907
Credit value: 3
GLH: 26

Unit aim
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.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to clean drink dispense lines
2. Understand how to clean drink dispense lines

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 216 Clean drink dispense lines (2BS6)
Learning outcomes and assessment criteria

**Outcome 1 Be able to clean drink dispense lines**
The learner can:
1. Prepare the drink dispense line system ready for cleaning
48. Clean drink dispense line using correctly diluted cleaning agents and recommended equipment
49. Make sure that cleaned pipes and taps are free from debris, cleaning agent, detergent and water
50. Make sure the cleaned drink dispense line system is free from damage and in good working order
51. Ensure that the drink is of the correct quality for service

**What you must cover:**
1. **Drink dispense lines**
   Beer/stout/lager/cider dispense lines

**Outcome 2 Understand how to clean drink dispense lines**
The learner can:
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 organisations’ procedures for cleaning and maintaining post-mix dispense systems
K9. Describe the types of unexpected situations that may happen when cleaning lines and how deal with them
## Unit 216  Clean drink dispense lines (2BS6)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2BS6</th>
<th>Clean drink dispense lines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-5 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>- All from drinks dispense line a) beer/stout/lager/cider dispense lines</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 217  Prepare and serve dispensed and instant hot drinks (2BS7)

Level: 2
UAN: T/601/4927
Credit value: 3
GLH: 30

Unit aim
This unit is about preparing basic equipment such as small dispensing machines, kettles, urns, coffee and tea pots. The unit also covers the preparation and service of hot drinks such as coffee, tea, and hot chocolate.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to prepare equipment and work area for service
2. Understand how to prepare equipment and work area for service
3. Be able to prepare and serve hot drinks
4. Understand how to prepare and serve hot drinks

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 217  Prepare and serve dispensed and instant hot drinks (2BS7)
Learning outcomes and assessment criteria

Outcome 1  Be able to prepare equipment and work area for service
The learner can:
1. Prepare the preparation, service and other equipment ready for use
52. Clean the work areas, leaving them tidy and ready for use
53. Make sure that preparation, service and other equipment is clean and free from damage
54. Store sufficient drink ingredients and accompaniments ready for use

What you must cover:
1. **Preparation equipment**
   a) Small vending machines
   b) Urns/kettles
   c) Coffee pots
   d) Tea pots
2. **Service equipment**
   a) Cutlery
   b) Glassware
   c) Crockery
   d) Trays
3. **Other equipment**
   a) Dish washers
   b) Fridges/freezers
   c) Thermometers
4. **Drink ingredients**
   a) Coffee bags/pods/capsules
   b) Pre-ground coffee beans
   c) Instant coffee
   d) Syrups
   e) Chocolate powder
   f) Loose tea
   g) Tea bags
   h) Fruit/herbal tea
5. **Drink accompaniments**
   a) Sugar
   b) Milk
   c) Dusting/topping powder
   d) Cream

Outcome 2  Understand how to prepare equipment and work area for service
The learner can:
K1. Describe safe and hygienic working practices when preparing and serving hot drinks
K2. State why drink ingredients and accompaniments must be available and ready for immediate use
K3. State why it is important to check for damage in all work areas and service equipment before taking orders
K4. Outline the types of unexpected situation that may occur when preparing areas and equipment for the preparation of hot drinks and how to deal with them
Unit 217  Prepare and serve dispensed and instant hot drinks (2BS7)
Learning outcomes and assessment criteria

Outcome 3  Be able to prepare and serve hot drinks
The learner can:
5. Identify customer requirements
6. Provide customers with accurate information on drinks as required
7. Promote company drinks to customers at all appropriate times
8. Make the drinks using the correct equipment and ingredients
9. Serve the drink in company style, offering the correct accompaniments
10. Clean preparation and serving equipment after use and tidy the preparation and serving area

What you must cover:
1. Drinks
   a) Coffee
   b) Hot chocolate
   c) Tea
2. Preparation equipment
   a) Small vending machines
   b) Kettles
   c) Urns
   d) Coffee pots
   e) Tea pots
3. Service equipment
   a) Cutlery
   b) Glassware
   c) Crockery
   d) Trays
4. Drink ingredients
   a) Coffee bags/pods/capsules
   b) Pre-grounded coffee beans
   c) Instant coffee
   d) Syrups
   e) Chocolate powder
   f) Loose tea
   g) Tea bags
   h) Fruit/herbal tea
5. Drink accompaniments
   a) Sugar
   b) Milk
   c) Dusting/topping powder
   d) Cream

Outcome 4  Understand how to prepare and serve hot drinks
The learner can:
K5. Describe safe and hygienic working practices when preparing and serving hot drinks
K6. State why information about products given to customers should be accurate
K7. Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements
K8. State why and to whom all customer incidents should be reported
K9. Explain why and to whom all breakages and spillages should be reported
K10. State why customers and service areas should be kept clean, tidy and free from rubbish and used equipment
## Unit 217

### Prepare and serve dispensed and instant hot drinks (2BS7)

**Evidence requirements**

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

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

**What you must COVER for Outcome 1**
There must be performance evidence, gathered through observing the candidate’s work for:

- **at least one from preparation equipment**
  a) small vending machines
  b) urns/kettles
  c) coffee pots
  d) tea pots
- **at least two from service equipment**
  a) cutlery
  b) glassware
  c) crockery
  d) trays
- **at least one from other equipment**
  a) dish washers
  b) fridges/freezers
  c) thermometers
- **at least three from drink ingredients**
  a) coffee bags/pods/capsules
  b) pre-ground coffee beans
  c) instant coffee
  d) syrups
  e) chocolate powder
  f) loose tea
  g) tea bags
  h) fruit/herbal tea
- **at least two from drink accompaniments**
  a) sugar
  b) milk
  c) dusting/topping powder
  d) cream

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

**Outcome 3**
Be able to prepare and serve hot drinks

**What you must DO for Outcome 3**
The assessor must assess assessment criteria 5, 6, 8, 9 and 10 by directly observing the candidate’s work.

The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.

**What you must COVER for Outcome 3**
There must be performance evidence, gathered through observing the candidate’s work for:

- **at least two from drinks**
  a) coffee
  b) hot chocolate
  c) tea
- at least **one** from *preparation equipment*
  a) small vending machines  
  b) kettles  
  c) urns  
  d) coffee pots  
  e) tea pots  
- at least **two** from *service equipment*
  a) cutlery  
  b) glassware  
  c) crockery  
  d) trays  
- at least **three** from *drink ingredients*
  a) coffee bags/pods/capsules  
  b) pre-ground coffee beans  
  c) instant coffee  
  d) syrups  
  e) chocolate powder  
  f) loose tea  
  g) tea bags  
  h) fruit/herbal tea  
- at least **two** from *drink accompaniments*
  a) sugar  
  b) milk  
  c) dusting/topping powder  
  d) cream

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 218 Prepare and serve hot drinks using specialist equipment (2BS8)

Level: 2
UAN: F/601/4932
Credit value: 4
GLH: 36

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to prepare work area and equipment for service
2. Know how to prepare work area and equipment for service
3. Be able to prepare and serve hot drinks
4. Know how to prepare and serve hot drinks

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 218  Prepare and serve hot drinks using specialist equipment (2BS8)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare work area and equipment for service
The learner can:
1. Make sure that preparation, service and other equipment is clean, free from damage and ready for service
2. Clean work areas, leaving them tidy and ready for use
3. Arrange promotional and display materials correctly
4. Store sufficient drink ingredients and accompaniments ready for use

What you must cover:
1. **Preparation equipment**
   a) Espresso machine
   b) Cream whipper
   c) Knock out box
   d) Bean grinders
   e) Filter system
   f) Cafetière
   g) Blender
   h) Steamer
   i) Urn
2. **Service equipment**
   a) Cutlery
   b) Glassware
   c) Crockery
   d) Trays
3. **Other equipment**
   a) Dish washers
   b) Fridges/freezers
   c) Thermometers
   d) Temperature records
4. **Promotional and display material**
   a) Menus
   b) Leaflets
   c) Posters
5. **Drink ingredients**
   a) Freshly ground coffee beans
   b) Pre-ground coffee beans
   c) Syrups
   d) Chocolate powder
   e) Milk
   f) Ice cream
   g) Spray cream
   h) Tea
   i) Ice
6. **Drink accompaniments**
   a) Sugar
   b) Dusting/topping powder
   c) Cream

Outcome 2 Know how to prepare work area and equipment for service
The learner can:
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
Unit 218  Prepare and serve hot drinks using specialist equipment (2BS8)

Learning outcomes and assessment criteria

Outcome 3  Be able to prepare and serve hot drinks
The learner can:
5. Identify customer requirements
6. Provide customers with accurate information on drinks as required
7. Maximise sales through up-selling
8. Make drinks using recommended equipment and ingredients
9. Serve the drink in company style, offering the correct accompaniments
10. Clean and maintain preparation and service equipment
11. Maintain stocks of drink ingredients and accompaniments

What you must cover:

1. Information
   a) Price
   b) Relative strength
   c) Ingredients
   d) Origin of drink

2. Drinks
   a) Coffee
   b) Hot chocolate
   c) Tea
   d) Steamed milk drinks
   e) Iced drinks (ie frappé/iced tea)

3. Preparation equipment
   a) Espresso machine
   b) Cream whipper
   c) Knock out box
   d) Bean grinders
   e) Filter system
   f) Cafetière
   g) Blender
   h) Steamer
   i) Urn

4. Service equipment
   a) Cutlery
   b) Glassware
   c) Crockery
   d) Trays

5. Drink ingredients
   a) Freshly ground coffee beans
   b) Pre-ground coffee beans
   c) Syrups
   d) Chocolate powder
   e) Milk
   f) Ice cream
   g) Spray cream
   h) Tea
   i) Ice

6. Drink accompaniments
   a) Sugar
   b) Dusting/topping powder
   c) Cream
Unit 218 Prepare and serve hot drinks using specialist equipment (2BS8)
Learning outcomes and assessment criteria

Outcome 4 Know how to prepare and serve hot drinks
The learner can:
K5. Describe safe and hygienic working practices when preparing and serving hot drinks
K6. State why information about products given to customers should be accurate
K7. Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements are
K8. State why and to whom all customer incidents should be reported
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 218  Prepare and serve hot drinks using specialist equipment (2BS8)
Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2BS8</th>
<th>Prepare and serve hot drinks using specialist equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to prepare work area and equipment for service</td>
</tr>
</tbody>
</table>

What you must **DO** for Outcome 1
The assessor must assess assessment criteria 1-4 by directly observing the candidate's work.

What you must **COVER** for Outcome 1
There must be performance evidence, gathered through observing the candidate's work for:

- at least **four** from preparation equipment
  - a) espresso machine
  - b) cream whipper
  - c) knock out box
  - d) bean grinders
  - e) filter system
  - f) cafetière
  - g) blender
  - h) steamer
  - i) urn
- at least **two** from service equipment
  - a) cutlery
  - b) glassware
  - c) crockery
  - d) trays
- at least **two** from other equipment
  - a) dish washers
  - b) fridges/freezers
  - c) thermometers
  - d) temperature records
- at least **one** from promotional and display material
  - a) menus
  - b) leaflets
  - c) posters
- at least **five** from drink ingredients
  - a) freshly ground coffee beans
  - b) pre-ground coffee beans
  - c) syrups
  - d) chocolate powder
  - e) milk
  - f) ice cream
  - g) spray cream
  - h) tea
  - i) ice
- at least **two** from drink accompaniments
  - a) sugar
  - b) dusting/topping powder
  - c) cream

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to prepare and serve hot drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 3</strong></td>
<td>The assessor must assess assessment criteria 5, 6, 8, 9, 10 and 11 by directly observing the candidate's work. The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 3</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
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<tr>
<td></td>
<td>• at least one from information</td>
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<td></td>
<td>a) price</td>
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<td>b) relative strength</td>
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<td>c) ingredients</td>
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<td>d) origin of drink</td>
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<td>• at least three from drinks</td>
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<td>a) coffee</td>
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<td>b) hot chocolate</td>
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<td>c) tea</td>
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<td>d) steamed milk drinks</td>
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<td>e) iced drinks (ie frappe/iced tea)</td>
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<td>• at least three from preparation equipment</td>
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<td>a) espresso machine</td>
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<td>b) cream whipper</td>
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<td></td>
<td>c) knock out box</td>
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<td>d) bean grinders</td>
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<td>e) filter system</td>
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<td>f) cafetière</td>
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<td>g) blender</td>
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<td>h) steamer</td>
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<td>• at least two from service equipment</td>
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<td>b) glassware</td>
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<td>d) trays</td>
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<td>a) freshly ground coffee beans</td>
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<td>b) pre-ground coffee beans</td>
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<td>c) syrups</td>
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<td>d) chocolate powder</td>
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<td>e) milk</td>
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<td>f) ice cream</td>
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<td>g) spray cream</td>
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<td>h) tea</td>
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<td>i) ice</td>
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<td>• at least two from drink accompaniments</td>
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<td>a) sugar</td>
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<td></td>
<td>b) dusting/topping powder</td>
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<tr>
<td></td>
<td>c) cream</td>
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<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
</tbody>
</table>
Unit 219 Receive, store and issue drinks stock (2BS9)

Level: 2
UAN: T/601/4975
Credit value: 3
GLH: 24

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to receive drink deliveries
2. Understand how to receive drink deliveries
3. Be able to store and issue drinks stock
4. Understand how to store and issue drinks stock

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 219  

Receive, store and issue drinks stock (2BS9)

Learning outcomes and assessment criteria

Outcome 1 Be able to receive drink deliveries
The learner can:
1. Prepare receiving and storage areas for deliveries
55. Make sure that drink deliveries tally with documentation
56. Make sure that drink deliveries are undamaged, of good quality and do not exceed their expiry dates
57. Make sure that goods remain undamaged during transportation to the storage areas
58. Keep receiving areas clean, tidy, free from rubbish and secured against unauthorised access
59. Complete delivery documentation accurately and retain a copy for organisations' records

What you must cover:
1. Deliveries
   a) Crated bottled drinks
   b) Boxed bottled drinks
   c) Beer kegs
   d) Gas cylinders
   e) Bar equipment
   f) Glasses

Outcome 2 Understand how to receive drink deliveries
The learner can:
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

Outcome 3 Be able to store and issue drinks stock
The learner can:
7. Maintain stock storage conditions and follow stock rotation procedures correctly
8. Maintain accurate records of drink items that have been received, stored and issued
9. Issue drinks items in line with operational requirements
10. Report low stock levels to proper person
11. Keep storage areas clean, tidy, free from rubbish and secured against unauthorised access
Unit 219 Receive, store and issue drinks stock (2BS9)
Learning outcomes and assessment criteria

What you must cover:
1. **Storage conditions**
   a) Lighting
   b) Ventilation
   c) Temperature
   d) Cleanliness

2. **Drink items**
   a) Crated bottled drinks
   b) Boxed bottled drinks
   c) Bottled wines
   d) Bottled spirits
   e) Keg beers
   f) Cask beers

**Outcome 4 Understand how to store and issue drinks stock**
The learner can:
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
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
Unit 219  
Receive, store and issue drinks stock (2BS9)
Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2BS9</th>
<th>Receive, store and issue drinks stock</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to receive drinks deliveries</td>
</tr>
<tr>
<td>What you must <strong>DO</strong> for Outcome 1</td>
<td>The assessor must assess assessment criteria 1 - 6 by directly observing the candidate's work.</td>
</tr>
<tr>
<td>What you must <strong>COVER</strong> for Outcome 1</td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td></td>
<td>• at least four from <em>deliveries</em></td>
</tr>
<tr>
<td></td>
<td>a) crated bottled drinks</td>
</tr>
<tr>
<td></td>
<td>b) boxed bottled drinks</td>
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<tr>
<td></td>
<td>c) beer kegs</td>
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<tr>
<td></td>
<td>d) gas cylinders</td>
</tr>
<tr>
<td></td>
<td>e) bar equipment</td>
</tr>
<tr>
<td></td>
<td>f) glasses</td>
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<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
</tbody>
</table>

Outcome 3  
Be able to store and issue drinks stock

| What you must **DO** for Outcome 3 | The assessor must assess assessment criteria 7, 8 and 11 by directly observing the candidate's work.  |
| | The assessor may assess assessment criteria 9 and 10 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must **COVER** for Outcome 3 | There must be performance evidence, gathered through observing the candidate's work for: |
| | • at least four from *storage conditions*  |
| | a) lighting  |
| | b) ventilation  |
| | c) temperature  |
| | d) cleanliness  |
| | • at least three from *drink items*  |
| | a) crated bottled drinks  |
| | b) boxed bottled drinks  |
| | c) bottled wines  |
| | d) bottled spirits  |
| | e) keg beers  |
| | f) cask beers  |
| | Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 220  
Prepare fish for basic dishes (2FP1)

Level: 2  
UAN: H/601/5328  
Credit value: 4  
GLH: 33

Unit aim
This unit is about preparing fresh, semi-prepared fish for basic dishes.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare fish for basic dishes
2. Understand how to prepare fish for basic dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 220  Prepare fish for basic dishes (2FP1)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare fish for basic dishes
The learner can:
1. Check fish meets dish requirements
60. Choose and use tools and equipment correctly
61. Prepare fish to meet dish requirements
62. Safely store any prepared fish not for immediate use
What you must cover:
1. Fish
   a) White fish - round
   b) White fish - flat
   c) Oily fish
2. Prepare by
   a) Filleting
      • removing pin bone
      • removing rib bones
      • removing spine
   b) Cutting
      • darne
      • goujon
      • suprême
      • tronçon
      • délice
      • paupiette
   c) Trimming
   d) Skiining
   e) Coating
   f) Marinating

Outcome 2 Understand how to prepare fish for basic dishes
The learner can:
K1. State the different types of commonly used flat, round and oily fish and how to identify them
K2. Describe how to check that the fish meets requirements
K3. State what quality points to look for in fresh fish
K4. Describe what to do if there are any problems with the fish or other ingredients
K5. State the correct tools and equipment required to carry out different preparation methods
K6. State why it is important to use the correct tools, equipment and techniques
K7. Describe how to carry out relevant preparation methods correctly
K8. State the reasons for coating and marinating fish
K9. Describe the texture of different types of fish and what this means in terms of handling the fish during preparation
K10. State how to store prepared fish correctly
K11. State healthy eating options when preparing fish
### Unit 220  
**Prepare fish for basic dishes (2FP1)**

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FP1</th>
<th>Prepare fish for basic dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-4 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>- at least two from fish</td>
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<tr>
<td></td>
<td>a) white fish - round</td>
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<tr>
<td></td>
<td>b) white fish - flat</td>
</tr>
<tr>
<td></td>
<td>c) oily fish</td>
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<tr>
<td></td>
<td>- at least four from prepare by, which must include a minimum of three from cutting</td>
</tr>
<tr>
<td></td>
<td>a) filleting</td>
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<td></td>
<td>- removing pin bone</td>
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<td></td>
<td>- removing rib bones</td>
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<td></td>
<td>- removing spine</td>
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<td>b) cutting</td>
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<td>- darne</td>
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<td>- paupiette</td>
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<td>c) trimming</td>
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<td>d) skinning</td>
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<td></td>
<td>e) coating</td>
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<tr>
<td></td>
<td>f) marinating</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 221  Prepare shellfish for basic dishes (2FP2)

Level: 2
UAN: M/601/5333
Credit value: 3
GLH: 25

Unit aim
This unit is about preparing shellfish for basic dishes.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare shellfish for basic dishes
2. Understand how to prepare shellfish for basic dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 221  Prepare shellfish for basic dishes (2FP2)
Learning outcomes and assessment criteria

Outcome 1  Be able to prepare shellfish for basic dishes
The learner can:
1. Check the shellfish meets requirements
63. Choose and use the correct tools and equipment
64. Prepare the shellfish to meet dish requirements
65. Safely store any prepared shellfish not for immediate use

What you must cover:
1. Shellfish
   a) Prawns
   b) Shrimps
   c) Mussels, cockles and clams
2. Prepare by
   a) Trimming
   b) Shelling
   c) Washing
   d) Coating
   e) Cutting

Outcome 2  Understand how to prepare shellfish for basic dishes
The learner can:
K1. Describe how to check shellfish meets requirements
K2. Describe what qualities to look for in fresh shellfish: prawns, shrimps, mussels, cockles and clams
K3. Describe what to do if there are problems with the shellfish
K4. State the correct tools and equipment required to carry out different preparation methods
K5. Describe how to carry out different preparation methods correctly
K6. State the importance of using the correct tools, equipment and techniques correctly
K7. Describe what quality points to look for in prepared shellfish
K8. State how to store prepared shellfish correctly
K9. State healthy eating options when preparing shellfish
## Unit 221  Prepare shellfish for basic dishes (2FP2)

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FP2</th>
<th>Prepare shellfish for basic dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 – 4 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from <strong>shellfish</strong></td>
</tr>
<tr>
<td></td>
<td>a) <strong>prawns</strong></td>
</tr>
<tr>
<td></td>
<td>b) <strong>shrimps</strong></td>
</tr>
<tr>
<td></td>
<td>c) <strong>mussels, cockles and clams</strong></td>
</tr>
<tr>
<td></td>
<td>• at least <strong>three</strong> from <strong>prepare by</strong></td>
</tr>
<tr>
<td></td>
<td>a) <strong>trimming</strong></td>
</tr>
<tr>
<td></td>
<td>b) <strong>shelling</strong></td>
</tr>
<tr>
<td></td>
<td>c) <strong>washing</strong></td>
</tr>
<tr>
<td></td>
<td>d) <strong>coating</strong></td>
</tr>
<tr>
<td></td>
<td>e) <strong>cutting</strong></td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 222  Prepare meat for basic dishes (2FP3)

Level: 2
UAN: A/601/5335
Credit value: 4
GLH: 33

Unit aim
This unit is about preparing meat (other than poultry) for basic dishes.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare meat for basic dishes
2. Understand how to prepare meat for basic dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 222  
Prepare meat for basic dishes (2FP3)
Learning outcomes and assessment criteria

**Outcome 1 Be able to prepare meat for basic dishes**
The learner can:
1. Check meat meets dish requirements
2. Choose and use tools and equipment correctly
3. Prepare meat to meet dish requirements
4. Safely store any prepared meat not for immediate use

What you must cover:
1. **Prepare by:**
   a) Cutting
      • dice
      • slice
      • portion
   b) Basic boning of joints
   c) Seasoning/marinating
   d) Trimming
   e) Tying
   f) Tenderising

**Outcome 2 Understand how to prepare meat for basic dishes**
The learner can:
K1. Describe how to check meat meets requirements
K2. Describe what quality points to look for in fresh meat
K3. Describe what to do if there are problems with the meat or other ingredients
K4. State the correct tools, knives and equipment required to carry out different preparation methods
K5. Describe how to carry out different preparation methods correctly
K6. State the importance of using the correct tools, knives, equipment and techniques
K7. Describe how to store prepared meat
K8. State healthy eating options when preparing meat
# Unit 222  
**Prepare meat for basic dishes (2FP3)**

## Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FP3</th>
<th>Prepare meat for basic dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for outcome 1</td>
<td>The assessor <strong>must</strong> assess assessment criteria 1–4 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td>What you must <strong>COVER</strong> for outcome 1</td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>- at least <strong>three</strong> from <strong>prepare by</strong>, which must include a minimum of <strong>two</strong> from <strong>cutting</strong></td>
</tr>
<tr>
<td></td>
<td>a) cutting</td>
</tr>
<tr>
<td></td>
<td>o dice</td>
</tr>
<tr>
<td></td>
<td>o slice</td>
</tr>
<tr>
<td></td>
<td>o portion</td>
</tr>
<tr>
<td></td>
<td>b) <strong>basic boning of joints</strong></td>
</tr>
<tr>
<td></td>
<td>c) <strong>seasoning/marinating</strong></td>
</tr>
<tr>
<td></td>
<td>d) trimming</td>
</tr>
<tr>
<td></td>
<td>e) tying</td>
</tr>
<tr>
<td></td>
<td>f) tenderising</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 223  Prepare poultry for basic dishes (2FP4)

Level: 2
UAN: J/601/5354
Credit value: 4
GLH: 33

Unit aim
This unit is about preparing poultry for basic dishes.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare poultry for basic dishes
2. Understand how to prepare poultry for basic dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 223  Prepare poultry for basic dishes (2FP4)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare poultry for basic dishes
The learner can:
1. Check poultry meets dish requirements
69. Choose and use the correct tools and equipment
70. Prepare poultry to meet dishes requirements
71. Safely store any prepared poultry not for immediate use

What you must cover:
1. Poultry
   a) Whole birds
   b) Portions of poultry meat
2. Prepare by
   a) Cleaning
   b) Checking and preparing the cavity
   c) Seasoning/marinating
   d) Trimming
   e) Cutting:
      • portion
      • dice
      • cut for sautéing
      f) Stuffing/filling
      g) Coating
      h) Tying and trussing
      i) Batting out

Outcome 2 Understand how to prepare poultry for basic dishes
The learner can:
K1. Describe how to check poultry meets requirements
K2. Describe what quality points to look for in a range of fresh poultry
K3. Describe what to do if there are problems with the poultry or other ingredients
K4. State the correct tools and equipment required to carry out different preparation methods
K5. Describe how to carry out relevant preparation methods correctly
K6. State the importance of using the correct tools, knives, equipment and techniques
K7. Describe how to store prepared poultry
K8. State healthy eating options when preparing poultry
### Unit 223  
**Prepare poultry for basic dishes (2FP4)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2FP4</th>
<th>Prepare poultry for basic dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-4 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>- All from poultry</td>
</tr>
<tr>
<td></td>
<td>a) whole birds</td>
</tr>
<tr>
<td></td>
<td>b) portions of poultry meat</td>
</tr>
<tr>
<td></td>
<td>- at least four from prepare by, which must include a minimum of two from cutting</td>
</tr>
<tr>
<td></td>
<td>a) cleaning</td>
</tr>
<tr>
<td></td>
<td>b) checking and preparing cavity</td>
</tr>
<tr>
<td></td>
<td>c) seasoning/marinating</td>
</tr>
<tr>
<td></td>
<td>d) trimming</td>
</tr>
<tr>
<td></td>
<td>e) cutting (portion/dice/cut for sautéing)</td>
</tr>
<tr>
<td></td>
<td>o) portion</td>
</tr>
<tr>
<td></td>
<td>o) dice</td>
</tr>
<tr>
<td></td>
<td>o) cut for sautéing</td>
</tr>
<tr>
<td></td>
<td>f) stuffing/filling</td>
</tr>
<tr>
<td></td>
<td>g) coating</td>
</tr>
<tr>
<td></td>
<td>h) tying and trussing</td>
</tr>
<tr>
<td></td>
<td>i) batting out</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 224  Prepare game for basic dishes (2FP5)

Level: 2  
UAN: H/601/5359  
Credit value: 4  
GLH: 35  

Unit aim
This unit is about preparing game for basic dishes.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare game for basic dishes
2. Understand how to prepare game for basic dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 224  Prepare game for basic dishes (2FP5)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare game for basic dishes
The learner can:
1. Check game meets dish requirements
2. Choose and use tools and equipment correctly
3. Prepare game to meet dish requirements
4. Safely store any prepared game not for immediate use

What you must cover:
1. Game
   a) Skinned
   b) Plucked
2. Prepare
   a) Checking and preparing the cavity
   b) Checking for and removing shot
   c) Seasoning/marinating
   d) Trimming
   e) Cutting
   f) Portioning
   g) Dicing
   h) Trimming
   i) Stuffing/filling
   j) Tying

Outcome 2 Understand how to prepare game for basic dishes
The learner can:
K1. Describe how to check game meets requirements
K2. Describe what quality points to look for in fresh game: skinned and plucked
K3. Describe what to do if there are problems with the game or other ingredients
K4. State the correct tools and equipment required to carry out different preparation methods
K5. Describe how to carry out relevant preparation methods correctly
K6. State the importance of using the correct tools, equipment and techniques
K7. Describe how to store prepared game
K8. State healthy eating options when preparing game
## Unit 224  
**Prepare game for basic dishes (2FP5)**

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FP5</th>
<th>Prepare game for basic dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-4 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
</tbody>
</table>
| | - both from game  
| |   a) skinned  
| |   b) plucked  
| | - at least three from prepare by, which must include one from cutting  
| |   a) checking and preparing the cavity  
| |   b) checking for and removing shot  
| |   c) seasoning/marinating  
| |   d) trimming  
| |   e) cutting  
| |   o portioning,  
| |   o dicing,  
| |   o trimming  
| |   f) stuffing/filling  
| |   g) tying  
| | Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 225  Prepare offal for basic dishes (2FP6)

Level: 2
UAN: H/601/5362
Credit value: 3
GLH: 28

Unit aim
This unit is about preparing offal for basic dishes.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare offal for basic dishes
2. Understand how to prepare offal for basic dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 225  Prepare offal for basic dishes (2FP6)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare offal for basic dishes
The learner can:
1. Check offal meets requirements
2. Choose and use the correct tools and equipment
3. Prepare offal to meet requirements for the dish
4. Safely store any prepared offal not for immediate use

What you must cover:
1. Offal
   a) Liver
   b) Kidney
   c) Sweetbread
2. Prepare by
   a) Cutting and slicing
   b) Marinating/seasoning
   c) Coating with flour
   d) Skinning
   e) Trimming and de-veining
   f) Blending and mincing

Outcome 2 Understand how to prepare offal for basic dishes
The learner can:
1. Describe how to check offal meets requirements
2. Describe what quality points to look for in fresh offal: liver, kidney and sweetbread
3. Describe what to do if there are problems with offal or other ingredients
4. State the correct tools and equipment required to carry out the different preparation methods
5. Describe how to carry out different preparation methods correctly
6. State the importance of using the correct tools, equipment and techniques correctly
7. Describe how to store prepared offal
8. State healthy eating options when preparing offal
## Unit 225  
**Prepare offal for basic dishes (2FP6)**  
**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2FP6</th>
<th>Prepare offal for basic dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must ** <strong>DO</strong> <strong>for outcome 1</strong></td>
<td>The assessor <em>must</em> assess assessment criteria 1-4 by directly observing the candidate's work.</td>
</tr>
</tbody>
</table>
| **What you must ** **COVER** **for outcome 1** | There must be performance evidence, gathered through observing the candidate's work:  
  - at least **two** from **offal**  
    a) liver  
    b) kidney  
    c) sweetbread  
  - at least **four** from **prepare by**  
    a) cutting and slicing  
    b) marinating/seasoning  
    c) coating with flour  
    d) skinning  
    e) trimming and de-veining  
    f) blending and mincing  
Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony. |
Unit 226 Prepare vegetables for basic dishes (2FP7)

Level: 2
UAN: J/601/5368
Credit value: 4
GLH: 33

Unit aim
This unit is about preparing vegetables using basic preparation methods.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare vegetables for basic dishes
2. Understand how to prepare vegetables for basic dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 226 Prepare vegetables for basic dishes (2FP7)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare vegetables for basic dishes
The learner can:
1. Check vegetables meet requirements
78. Choose and use the correct tools and equipment
79. Prepare vegetables to meet dish requirements
80. Safely store any prepared vegetables not for immediate use

What you must cover:
1. Vegetables
   a) Roots
   b) Bulbs
   c) Flower heads
   d) Fungi
   e) Seeds and pods
   f) Tubers
   g) Leaves
   h) Stems
   i) Vegetable fruits
2. Prepare by
   a) Washing
   b) Peeling
   c) Re-washing
   d) Chopping
   e) Traditional french cuts (Julienne, Brunoise, Macédoine, Jardinière and Paysanne)
   f) Slicing
   g) Trimming
   h) Grating

Outcome 2 Understand how to prepare vegetables for basic dishes
The learner can:
K1. Describe how to check vegetables meet requirements
K2. Describe what quality points to look for in fresh vegetables
K3. List what different fresh vegetables are available depending on season
K4. Describe what to do if there are problems with vegetables or other ingredients
K5. State the correct tools and equipment required to carry out different preparation methods
K6. Describe how to carry out relevant preparation methods correctly
K7. State the importance of using the correct tools, equipment and techniques
K8. Describe how to maintain the appearance and texture of vegetables during preparation
K9. Describe how to store prepared vegetables
K10. State healthy eating options when preparing vegetables
Unit 226  Prepare vegetables for basic dishes  
(2FP7)  
Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FP7</th>
<th>Prepare vegetables for basic dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-4 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>seven</strong> from <strong>vegetables</strong></td>
</tr>
<tr>
<td></td>
<td>a) roots</td>
</tr>
<tr>
<td></td>
<td>b) bulbs</td>
</tr>
<tr>
<td></td>
<td>c) flower heads</td>
</tr>
<tr>
<td></td>
<td>d) fungi</td>
</tr>
<tr>
<td></td>
<td>e) seeds and pods</td>
</tr>
<tr>
<td></td>
<td>f) tubers</td>
</tr>
<tr>
<td></td>
<td>g) leaves</td>
</tr>
<tr>
<td></td>
<td>h) stems</td>
</tr>
<tr>
<td></td>
<td>i) vegetable fruits</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>six</strong> from <strong>prepare by</strong>, which must include at least <strong>two traditional French cuts</strong></td>
</tr>
<tr>
<td></td>
<td>a) washing</td>
</tr>
<tr>
<td></td>
<td>b) peeling</td>
</tr>
<tr>
<td></td>
<td>c) re-washing</td>
</tr>
<tr>
<td></td>
<td>d) chopping</td>
</tr>
<tr>
<td></td>
<td>e) traditional French cuts (Julienne, Brunoise, Macédoine, Jardinière and Paysanne)</td>
</tr>
<tr>
<td></td>
<td>f) slicing</td>
</tr>
<tr>
<td></td>
<td>g) trimming</td>
</tr>
<tr>
<td></td>
<td>h) grating</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 227  Cook and finish basic fish dishes (2FC1)

Level:  2  
UAN:  H/601/5376  
Credit value:  4  
GLH:  32

Unit aim
This unit is about cooking and finishing basic fish dishes.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to cook basic fish dishes
2. Understand how to cook basic fish dishes
3. Be able to finish basic fish dishes
4. Understand how to finish basic fish dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 227  
**Cook and finish basic fish dishes (2FC1)**  
Learning outcomes and assessment criteria

**Outcome 1 Be able to cook basic fish dishes**  
The learner can:  
1. Check fish meet dish requirements  
2. Choose and use the right tools and equipment correctly  
3. Combine fish with other ingredients  
4. Cook fish to meet dish requirements  

**What you must cover:**  
1. **Fish**  
   a) White fish – round  
   b) White fish – flat  
   c) Oily  
   d) Pre-portioned fish  
2. **Cooking by:**  
   a) Frying  
   b) Grilling  
   c) Poaching  
   d) Baking  
   e) Steaming

**Outcome 2 Understand how to cook basic fish dishes**  
The learner can:  
1. Describe how to check fish meets dish requirements  
2. Describe what quality points to look for in fish  
3. Describe what to do if there are any problems with the fish or other ingredients  
4. State the correct tools and equipment to carry out different cooking methods  
5. State why it is important to use the correct tools and equipment  
6. Describe how to carry out different cooking methods according to dish requirements  
7. State why it is important to use the correct techniques for each type of fish  
8. State the correct temperature for cooking fish and why these are important to cook fish  
9. State healthy eating options when cooking fish

**Outcome 3 Be able to finish basic fish dishes**  
The learner can:  
1. Garnish and present dish to meet requirements  
2. Make sure dish has the correct flavour, colour, consistency and quantity  
3. Make sure dish is at the correct temperature for holding and serving  
4. Safely store any cooked fish not for immediate use

**Outcome 4 Understand how to finish basic fish dishes**  
The learner can:  
10. Describe how to carry out different finishing methods  
11. Describe how to correct a fish dish to make sure it has correct colour, consistency and flavour  
12. State the correct temperatures for holding and serving fish dishes  
13. State healthy eating options when finishing fish dishes
# Unit 227  
**Cook and finish basic fish dishes (2FC1)**  
Learning outcomes and assessment criteria

<table>
<thead>
<tr>
<th>Unit 2FC1</th>
<th>Cook and finish basic fish dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-4 and 5, 6 by directly observing the candidate’s work. For assessment criteria 7, 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. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least two from fish  
  a) white fish – round  
  b) white fish – flat  
  c) oily  
  d) pre-portioned fish  
- at least three from cooking by  
  a) frying  
    o deep  
    o shallow  
  b) grilling  
  c) poaching  
  d) baking  
  e) steaming  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 228  
Cook and finish basic shellfish dishes (2FC2)

Level: 2  
UAN: A/601/5383  
Credit value: 4  
GLH: 34

Unit aim  
This unit is about cooking and finishing basic shellfish dishes.

Learning outcomes  
There are four learning outcomes to this unit. The learner will:
1. Be able to cook basic shellfish dishes
2. Understand how to cook basic shellfish dishes
3. Be able to finish basic shellfish dishes
4. Understand how to finish basic shellfish dishes

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 228    Cook and finish basic shellfish dishes (2FC2)
Learning outcomes and assessment criteria

Outcome 1  Be able to cook basic shellfish dishes
The learner can:
1. Check the shellfish meets dish requirements
2. Choose and use tools and equipment correctly
3. Combine shellfish with other ingredients
4. Cook shellfish to meet requirements of the dish

What you must cover:
1. Shellfish
   a) Prawns
   b) Shrimps
   c) Mussels, cockles and clams

2. Cooking by:
   a) Boiling
   b) Frying
      • deep
      • shallow
   c) Grilling

Outcome 2  Understand how to cook basic shellfish dishes
The learner can:
K1. Describe how to check that shellfish meets dish requirement
K2. State what quality points to look for in shellfish
K3. Describe what to do if there are any problems with the shellfish or other ingredients
K4. State the correct tools and equipment to carry out different cooking methods
K5. State why it is important to use the correct tools, equipment and techniques
K6. Describe how to carry out different cooking methods
K7. State the correct temperatures for cooking various shellfish
K8. State why it is important to use the correct cooking techniques
K9. State healthy eating options when cooking with shellfish

Outcome 3  Be able to finish basic shellfish dishes
The learner can:
91. Garnish and present the dish to meet requirements
92. Make sure the dish is at the correct temperature for holding and serving
93. Make sure dish has correct flavour, colour, consistency and quantity
94. Safely store any cooked shellfish not for immediate use

Outcome 4  Understand how to finish basic shellfish dishes
The learner can:
K10. Describe how to carry out different finishing methods
K11. Describe how to ensure that a shellfish dish has the correct colour, consistency and flavour
K12. State the correct temperatures for holding and serving shellfish dishes
K13. State healthy eating options when finishing shellfish
### Unit 228  
*Cook and finish basic shellfish dishes (2FC2)* 

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2FC2</th>
<th>Cook and finish basic shellfish dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must</strong> <strong>DO</strong> for outcome 1</td>
<td>The assessor must assess assessment criteria 1-4, 5 and 7 by directly observing the candidate’s work. 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. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must** **COVER** for outcome 1 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least two from **shellfish**  
    a) prawns  
    b) shrimps  
    c) mussels, cockles and clams  
  - at least two from **cooking by** (candidates are only required to be observed on one from frying – either deep or shallow)  
    a) boiling  
    b) frying (deep/shallow)  
    c) grilling  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 229  
Cook and finish basic meat dishes (2FC3)

Level: 2  
UAN: A/601/5402  
Credit value: 5  
GLH: 48

Unit aim
This unit is about cooking and finishing basic meat dishes.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to cook basic meat dishes
2. Understand how to cook basic meat dishes
3. Be able to finish basic meat dishes
4. Understand how to finish basic meat dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 229  
**Cook and finish basic meat dishes (2FC3)**

Learning outcomes and assessment criteria

---

**Outcome 1 Be able to cook basic meat dishes**
The learner can:
1. Check meat for type, cut, quantity and quality
95. Choose and use tools and equipment correctly
96. Combine meat with other ingredients
97. Cook meat to meet the requirements of the dish

**What you must cover:**
1. **Cooking** by
   a) Grilling (over and under fire)
   b) Griddling
   c) Frying (shallow/stir)
   d) Braising
   e) Stewing
   f) Roasting
   g) Combining cooking methods

**Outcome 2 Understand how to cook basic meat dishes**
The learner can:
K1. Describe how to check meat is of the correct type, cut and quantity for the dish
K2. State what quality points to look for in prepared meat
K3. Describe what to do if there any problems with meat or other ingredients
K4. State the benefits of sealing meat
K5. Describe different cuts of meat and the most effective methods of cooking them
K6. State the correct tools and equipment to carry out different cooking methods
K7. State why it is important to use the correct tools and equipment
K8. Describe how to use different cooking methods
K9. State the correct temperatures for cooking meat using different cooking methods
K10. State healthy eating options when cooking meat

---

**Outcome 3 Be able to finish basic meat dishes**
The learner can:
5. Garnish and present the dish to meet requirements
6. Make sure dish is at the correct temperature for holding and serving
7. Make sure the dish has the correct flavour, consistency and quantity
8. Safely store any cooked meat not for immediate use

**Outcome 4 Understand how to finish basic meat dishes**
The learner can:
K11. Describe how to correct a meat dish to meet finishing requirements
K12. Describe how to carry out different finishing methods
K13. State the correct temperatures for holding and serving meat dishes
K14. State healthy eating options when finishing meat
Unit 229  
**Cook and finish basic meat dishes (2FC3)**

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FC3</th>
<th>Cook and finish basic meat dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must **DO <strong>for outcome 1</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1-4, 5 and 7 by directly observing the candidate’s work. 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. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must **COVER **for outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **five** from **cooking by**  
    a) grilling (over and under fire)  
    b) griddling  
    c) frying (shallow/stir)  
    d) braising  
    e) stewing  
    f) roasting  
    g) combining cooking methods  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 230 Cook and finish basic poultry dishes (2FC4)

Level: 2
UAN: R/601/5390
Credit value: 5
GLH: 42

Unit aim
This unit is about cooking and finishing basic poultry dishes.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to cook basic poultry dishes
2. Understand how to cook basic poultry dishes
3. Be able to finish basic poultry dishes
4. Understand how to finish basic poultry dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 230  

Cook and finish basic poultry dishes (2FC4)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook basic poultry dishes
The learner can:
1. Check the poultry meets dish requirements
98. Choose and use tools and equipment correctly
99. Combine poultry with other ingredients
100. Cook poultry to meet the requirements of the dish

What you must cover:
1. Poultry
   a) Whole birds
   b) Poultry portions
2. Cooking
   a) Grilling
   b) Griddling
   c) Roasting
   d) Poaching
   e) Frying
      • deep
      • shallow
      • sautéing
      • stir
   f) Steaming
   g) Braising
   h) Combining cooking methods

Outcome 2 Understand how to cook basic poultry dishes
The learner can:
K1. Describe how to check poultry meets dish requirements
K2. State what quality points to look for in a range of poultry
K3. Describe what to do if there are any problems with poultry or other ingredients
K4. State the correct tools and equipment to carry out different cooking methods
K5. State why it is important to use the correct tools, knives and equipment
K6. Describe how to use different cooking methods
K7. State why it is important to use the correct cooking techniques
K8. State the correct temperatures for cooking different types of poultry
K9. State healthy eating options when cooking poultry

Outcome 3 Be able to finish basic poultry dishes
The learner can:
5. Garnish and present the dish to meet requirements
6. Make sure the dish is at the correct temperature for holding and serving
7. Make sure the dish has the correct colour, flavour, consistency and quantity
8. Safely store any cooked poultry not for immediate use

Outcome 4 Understand how to finish basic poultry dishes
The learner can:
K10. Describe how to correct a poultry dish to meet finishing requirements
K11. Describe how to carry out different finishing methods
K12. State the correct temperatures for holding and serving poultry dishes
K13. State the correct temperatures for storing poultry dishes not for immediate use
K14. State healthy eating options when finishing poultry
### Unit 230  
**Cook and finish basic poultry dishes (2FC4)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2FC4</th>
<th>Cook and finish basic poultry dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must **DO <strong>for outcome 1</strong></td>
<td><strong>The assessor must</strong> assess assessment criteria 1-4, 5 and 7 by directly observing the candidate’s work. 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. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must **COVER **for outcome 1** | **There must be performance evidence, gathered through observing the candidate’s work for:**  
- All from poultry  
  a) whole birds  
  b) poultry portions  
- at least three from cooking by (candidates are only required to be observed on one from frying – deep, shallow, sautéing or stir)  
  a) grilling  
  b) griddling  
  c) roasting  
  d) poaching  
  e) frying (deep/shallow/sautéing/stir)  
  f) steaming  
  g) braising  
  h) combining cooking methods  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 231  
Cook and finish basic game dishes (2FC5)

Level: 2  
UAN: M/601/5395  
Credit value: 5  
GLH: 40

Unit aim  
This unit is about cooking and finishing basic game dishes.

Learning outcomes  
There are four learning outcomes to this unit. The learner will:
1. Be able to cook basic game dishes  
2. Understand how to cook basic game dishes  
3. Be able to finish basic game dishes  
4. Understand how to finish basic game dishes

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 231 Cook and finish basic game dishes (2FC5)
Learning outcomes and assessment criteria

**Outcome 1 Be able to cook basic game dishes**
The learner can:

1. Check the game meets dish requirements
   101. Choose and use tools and equipment correctly
   102. Combine game with other ingredients
   103. Cook game to meet the requirements of the dish

**What you must cover:**

1. Game
   a) Furred
   b) Feathered
2. Cooking by
   a) Grilling / griddling
   b) Sautéing
   c) Roasting
   d) Combining cooking methods
   e) Shallow frying

**Outcome 2 Understand how to cook basic game dishes**
The learner can:

K1. Describe how to check game meets dish requirements
K2. State which types of game are available in which seasons
K3. State what quality points to look for in different types of game
K4. Describe what to do if there are any problems with the game or other ingredients
K5. State the correct tools and equipment to carry out different cooking methods
K6. State why it is important to use the correct tools and equipment
K7. Describe how to carry out different cooking methods
K8. State why it is important to use the correct cooking techniques
K9. Describe how to keep game moist
K10. State the correct temperatures for cooking different types of game
K11. State healthy eating options when cooking game

**Outcome 3 Be able to finish basic game dishes**
The learner can:

5. Garnish and present the dish to meet requirements
6. Make sure the dish is at the correct temperature for holding and serving
7. Safely store any cooked game not for immediate use
8. Make sure the dish has the correct colour, flavour, consistency and quantity
Unit 231  

Cook and finish basic game dishes (2FC5)

Learning outcomes and assessment criteria

**Outcome 4  Understand how to finish basic game dishes**

The learner can:

- K12. Describe how to carry out different finishing methods
- K13. Describe how to correct a game dish to meet dish requirements
- K14. State the correct temperatures for holding and serving game dishes
- K15. State healthy eating options when finishing game dishes
## Unit 231  
**Cook and finish basic game dishes (2FC5)**  
Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FC5</th>
<th>Cook and finish basic game dishes</th>
</tr>
</thead>
</table>
| **What you must **DO  
for outcome 1 | The assessor **must** assess assessment criteria 1-4, 5 and 7 by directly observing the candidate's work.  
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.  
The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must **COVER  
for outcome 1 | There must be performance evidence, gathered through observing the candidate's work for:  
- both from **game**  
  a) furred  
  b) feathered  
- at least **four** from **cooking by**  
  a) grilling/griddling  
  b) sautéing  
  c) roasting  
  d) combining cooking methods  
  e) shallow frying  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 232  Cook and finish basic offal dishes (2FC6)

Level:  2  
UAN:  L/601/5405  
Credit value:  5  
GLH:  40  

Unit aim
This unit is about cooking and finishing basic offal dishes.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to cook basic offal dishes
2. Understand how to cook basic offal dishes
3. Be able to finish basic offal dishes
4. Understand how to finish basic offal dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 232  
Cook and finish basic offal dishes (2FC6)  
Learning outcomes and assessment criteria

**Outcome 1 Be able to cook basic offal dishes**
The learner can:
1. Check the offal for type, quantity and quality
2. Choose and use tools and equipment correctly
3. Combine offal with other ingredients

**What you must cover:**

1. **Offal**
   a) Liver
   b) Kidney
   c) Sweetbread

2. **Cooking by**
   a) Grilling
   b) Griddling
   c) Shallow frying
   d) Boiling
   e) Braising
   f) Poaching
   g) Combining cooking methods
   h) Baking
   i) Steaming
   j) Bain marie
   k) Sautéing

**Outcome 2 Understand how to cook basic offal dishes**
The learner can:
K1. Describe how to check offal meets dish requirements
K2. State what quality points to look for in different types of offal
K3. Describe what to do if there are any problems with offal or other ingredients
K4. State the correct tools and equipment to carry out different cooking methods
K5. State why it is important to use the correct tools and equipment
K6. Describe how to carry out different cooking methods
K7. State why it is important to use the correct cooking techniques
K8. State the correct temperatures for cooking different types of offal
K9. State healthy eating options when cooking offal

**Outcome 3 Be able to finish basic offal dishes**
The learner can:
4. Garnish and present the dish to meet requirements
5. Make sure the dish is at the correct temperature for holding and serving
6. Make sure the dish has the correct colour, flavour, consistency and quantity
7. Safely store any cooked offal not for immediate use

**Outcome 4 Understand how to finish basic offal dishes**
The learner can:
K10. Describe how to carry out different finishing methods
K11. Describe how to correct an offal dishes to meet finishing requirements
K12. State the correct temperatures for holding and serving offal dishes
K13. State healthy eating options when finishing offal
### Unit 232  
**Cook and finish basic offal dishes (2FC6)**

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FC6</th>
<th>Cook and finish basic offal dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-3, 4 and 6 by directly observing the candidate's work. For assessment criteria 5, 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. The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What you must COVER for outcome 1</th>
<th>There must be performance evidence, gathered through observing the candidate's work for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• at least <strong>two</strong> from offal</td>
<td>a) liver</td>
</tr>
<tr>
<td>b) kidney</td>
<td>c) sweetbread</td>
</tr>
<tr>
<td>• at least <strong>five</strong> from cooking by</td>
<td>a) grilling</td>
</tr>
<tr>
<td>b) griddling</td>
<td>c) shallow frying</td>
</tr>
<tr>
<td>d) boiling</td>
<td>e) braising</td>
</tr>
<tr>
<td>e) poaching</td>
<td>f) poaching</td>
</tr>
<tr>
<td>g) combining cooking methods</td>
<td>h) baking</td>
</tr>
<tr>
<td>h) steaming</td>
<td>i) bain marie</td>
</tr>
<tr>
<td>j) sautéing</td>
<td>k) sautéing</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 233  Cook and finish basic vegetable dishes (2FC7)

Level: 2
UAN: H/601/5412
Credit value: 4
GLH: 32

Unit aim
This unit is about cooking and finishing basic vegetable dishes.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to cook basic vegetable dishes
2. Understand how to cook basic vegetable dishes
3. Be able to finish basic vegetable dishes
4. Understand how to finish basic vegetable dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 233  
**Cook and finish basic vegetable dishes (2FC7)**

Learning outcomes and assessment criteria

### Outcome 1 Be able to cook basic vegetable dishes

The learner can:

1. Check **vegetables** meet dish requirements
2. Choose and use tools and equipment correctly
3. Combine vegetables with other ingredients
4. **Cook** vegetables to meet dish requirements

**What you must cover:**

1. **Vegetables**
   - a) Roots
   - b) Tubers
   - c) Bulbs
   - d) Flower heads
   - e) Fungi
   - f) Seeds and pods
   - g) Leaves
   - h) Stems
   - i) Vegetable fruits
2. **Cooking by**
   - a) Blanching
   - b) Boiling
   - c) Roasting
   - d) Baking
   - e) Grilling
   - f) Braising
   - g) Frying
   - h) Steaming
   - i) Stewing
   - j) Combining cooking methods

### Outcome 2 Understand how to cook basic vegetable dishes

The learner can:

K1. Describe how to check vegetables meets dish requirements
K2. State what quality points to look for in a range of vegetables
K3. Describe what to do if there are any problems with vegetables or other ingredients
K4. State the correct tools and equipment to carry out different cooking methods
K5. Describe how to carry out different cooking methods for vegetables
K6. State the correct temperatures for cooking different types of vegetables
K7. State the differences between cooking green vegetables and root vegetables
K8. Describe how to maintain the nutritional value of vegetables during cooking
K9. State the main reasons for blanching vegetables
K10. State which vegetables are suitable for high and low pressure steaming
K11. State healthy eating options when cooking vegetables
Unit 233     Cook and finish basic vegetable dishes (2FC7)
Learning outcomes and assessment criteria

Outcome 3 Be able to finish basic vegetable dishes
The learner can:
106. Finish the dish to meet requirements
107. Make sure the dish is at the correct temperature for holding and serving
108. Make sure the dish has the correct colour, flavour, consistency and quantity
109. Safely store any cooked vegetables not for immediate use

Outcome 4 Understand how to finish basic vegetable dishes
The learner can:
K12. Describe how to finish basic vegetables dishes
K13. State the correct temperatures for holding and serving vegetable dishes
K14. State healthy eating options when finishing vegetables dishes
## Unit 233  
### Cook and finish basic vegetable dishes (2FC7)

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2FC7</th>
<th>Cook and finish basic vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for outcome 1</td>
<td>The assessor must assess assessment criteria 1-4, 5 and 7 by directly observing the candidate's work. 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. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for outcome 1 | There must be performance evidence, gathered through observing the candidate's work for:  
  - at least **eight** from **vegetables**  
    a) roots  
    b) tubers  
    c) bulbs  
    d) flower heads  
    e) fungi  
    f) seeds and pods  
    g) leaves  
    h) stems  
    i) vegetable fruits  
  - at least **six** from **cooking by** (candidates are only required to be observed on one from frying – deep, shallow or stir)  
    a) blanching  
    b) boiling  
    c) roasting  
    d) baking  
    e) grilling  
    f) braising  
    g) frying (deep/shallow/stir)  
    h) steaming  
    i) stewing  
    j) combining cooking methods |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 234  Prepare and cook food to meet the requirements of allergy sufferers (2PR25)

Level:  2
UAN:  T/601/4782
Credit value:  3
GLH:  26

Unit aim
This unit is about producing dishes for individuals that suffer from particular food allergies. It highlights the requirement for ensuring that allergenic contamination is avoided. The unit also reflects the competency associated with the effective cleaning and controls needed to ensure that the preparation area remains free from contaminants.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare and cook food to meet the requirements of allergy sufferers
2. Understand how to prepare and cook food to meet the requirements of allergy sufferers

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 234  
Prepare and cook food to meet the requirements of allergy sufferers (2PR25)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and cook food to meet the requirements of allergy sufferers

The learner can:
1. Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminants
2. Prioritise work and carry it out in an efficient and safe manner
3. Obtain and follow, clear and accurate information relating to particular allergenic condition being catered for
4. Ensure that all ingredients are of the type, quality and quantity required and all relevant information provided on labelling is referred to
5. Follow procedures to ensure that during preparation and cooking there is no contamination from anything that can cause an allergic reaction
6. Finish dish to quality requirements and present to organisational standards
7. Store and label in line with requirements for allergen control and general safety any dishes not for immediate use
8. Clean preparation and cooking areas and equipment to organisational and legal standards after use ensuring that equipment and work areas set aside for the preparation of meals for allergy sufferers are not compromised
9. Report problems or concerns to appropriate person
10. Return cleaned equipment materials and personal protective equipment to areas segregated for allergens

Outcome 2 Understand how to prepare and cook food to meet the requirements of allergy sufferers

The learner can:
K1. State the main food allergens and those that occur most commonly
K2. State what food preparation and cooking methods can affect the allergenic content of foods
K3. Describe the impact that anaphylaxis has upon the lifestyle of people
K4. Describe the impact that eating particular food stuffs can have upon people who are allergic to them
K5. Describe how the risk of allergic reaction can be minimised
K6. State the methods used to prepare and cook food which prevents contamination
K7. Describe how to effectively communicate information regarding allergens to colleagues
## Unit 234  Prepare and cook food to meet the requirements of allergy sufferers (2PR25)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR25</th>
<th>Prepare and cook food to meet the requirements of allergy sufferers</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes</td>
<td>Example Assessment Methods</td>
<td></td>
</tr>
<tr>
<td>Learning outcome 1</td>
<td>Be able to prepare and cook food to meet the requirements of allergy sufferers</td>
<td>Observation sheets, Videos/photos, Notes of meetings with line manager, Maintenance records, Team briefing notes, Work schedules, Witness assessment criteria, Records of professional discussion</td>
</tr>
<tr>
<td>Learning outcome 2</td>
<td>Understand how to prepare and cook food to meet the requirements of allergy sufferers</td>
<td>Observation sheets, Question/answer sheets, Records of professional discussion, Cross reference to Outcome 1</td>
</tr>
</tbody>
</table>

### Contingencies

#### Outcome 1

| 9. Report any problems or concerns to the appropriate person | Simulation, Oral questions, Written questions, Professional discussion | Observation sheet, Video, Question/answer sheets, Records of professional discussion |

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.
Unit 235  Promote new menu items (2PR27)

Level: 2  
UAN: R/601/4966  
Credit value: 3  
GLH: 24

Unit aim
This unit is about promoting menu items that have been recently introduced and/or are being sold as part of a promotion. This includes using promotional materials such as tent cards and posters to display around the service area. The unit also reflects the competencies required to highlight new dishes that may appeal to the customer.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to promote new menu items
2. Understand how to promote new menu items

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 235  Promote new menu items (2PR27)
Learning outcomes and assessment criteria

Outcome 1 Be able to promote new menu items
The learner can:
1. Liaise with colleagues and senior staff to identify what food items are to be promoted
2. Obtain relevant promotional material
3. Assemble and display promotional material in a manner that makes it clear attractive to the customer
4. Ensure service areas are clean and set up correctly
5. Inform customers of new menu items in a helpful and clear manner
6. Answer questions regarding, flavour, ingredients and nature of the food item to customers in a helpful and clear manner
7. Refer to promotional material and displays to highlight features of menu items
8. Provide feedback regarding the impact of promotions to the appropriate people

Outcome 2 Understand how to promote new menu items
The learner can:
K1. State why organisations use promotional activities
K2. Describe the advantages and disadvantages of different types of promotional materials that can be used
K3. State where promotional material can be obtained from and the organisational requirements for using it
K4. State when promotional material might commonly be used
K5. Describe how food items can be promoted by staff when communicating with customers
K6. State the key features that can be highlighted when describing new/promoted menu items to customers
K7. State why it is important to know the ingredients contained within new/promoted menu items
K8. State which customer groups might not be attracted to new/promoted items and why
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Example Assessment Methods</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning outcome 1</strong>&lt;br&gt;Be able to promote menu items</td>
<td><strong>Observation</strong>&lt;br&gt;Products of work&lt;br&gt;Witness testimony&lt;br&gt;Professional discussion&lt;br&gt;Candidate statement</td>
<td><strong>Observation sheets</strong>&lt;br&gt;Videos/photos&lt;br&gt;Notes of meetings with line manager&lt;br&gt;Maintenance records&lt;br&gt;Team briefing notes&lt;br&gt;Work schedules&lt;br&gt;Witness assessment criteria&lt;br&gt;Records of professional discussion</td>
</tr>
<tr>
<td><strong>Learning Outcome 2</strong>&lt;br&gt;Understand how to promote menu items</td>
<td><strong>Oral questions</strong>&lt;br&gt;Written questions&lt;br&gt;Reflective account&lt;br&gt;Professional discussion</td>
<td><strong>Records of oral questioning</strong>&lt;br&gt;Question/answer sheets&lt;br&gt;Reflective account&lt;br&gt;Records of professional discussion&lt;br&gt;Cross reference to Outcome 1</td>
</tr>
</tbody>
</table>
Unit 236  Prepare, cook and finish basic hot sauces  
(2FPC1)

Level: 2  
UAN: A/601/5416  
Credit value: 4  
GLH: 33

Unit aim  
This unit is about preparing, cooking and finishing basic hot sauces.

Learning outcomes  
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare basic hot sauces  
2. Understand how to prepare basic hot sauces  
3. Be able to cook basic hot sauces  
4. Understand how to cook basic hot sauces  
5. Be able to finish basic hot sauces  
6. Understand how to finish basic hot sauces

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 236 Prepare, cook and finish basic hot sauces (2FPC1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic hot sauces
The learner can:
1. Check ingredients to make sure that they meet dish requirements
2. Choose and use the correct tools and equipment
3. Prepare the sauce to meet requirements

Outcome 2 Understand how to prepare basic hot sauces
The learner can:
K1. Describe the safe and correct use of alcohol in sauces and state why it's used
K2. Describe how to check ingredients meet dish requirements
K3. State what quality points to look for in sauce ingredients
K4. Describe what to do if there are problems with the ingredients
K5. State the correct techniques, tools and equipment required to carry different preparation methods

Outcome 3 Be able to cook basic hot sauces
The learner can:
4. Make sure the sauce has the correct flavour, colour, texture, consistency and finish
5. Cook sauce to meet requirements

Outcome 4 Understand how to cook basic hot sauces
The learner can:
K6. Describe how to carry out different cooking methods
K7. State the importance of using the correct tools, equipment and techniques
K8. State the correct temperatures for cooking sauces
K9. Describe how to identify when sauces have the correct flavour, colour, texture, consistency and finish
K10. State healthy eating options when making hot sauces

Outcome 5 Be able to finish basic hot sauces
The learner can:
6. Finish the sauce to meet requirements
7. Present the sauce to meet requirements
8. Make sure the sauce is at the correct temperature for holding and serving
9. Safely store any cooked sauce not for immediate use
Unit 236  Prepare, cook and finish basic hot sauces (2FPC1)

Learning outcomes and assessment criteria

**Outcome 6  Understand how to finish basic hot sauces**

The learner can:

K11. State the correct temperatures for holding and storing sauces
K12. Describe how to carry out different finishing methods
K13. Describe how to present cooked sauces

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

1. **Preparation, cooking and finishing methods:**
   a) Weighing/measuring
   b) Chopping
   c) Simmering
   d) Boiling
   e) Make roux
   f) Passing/straining/blending
   g) Skimming
   h) Whisking
   i) Adding cream
   j) Adding thickening agents
   k) Purée
   l) Reducing

2. **Sauces**
   a) White sauce (béchamel)
   b) Brown sauce (espagnole)
   c) Velouté
   d) Gravy sauce (eg Jus lie, jus roti)
   e) Spiced based sauce (eg Curry gravy)
   f) Purée
## Unit 236  
**Prepare, cook and finish basic hot sauces**  
*(2FPC1)*

### Evidence requirements

<table>
<thead>
<tr>
<th><strong>Unit 2FPC1</strong></th>
<th><strong>Prepare, cook and finish basic hot sauces</strong></th>
</tr>
</thead>
</table>
| **What you must ** **DO** **for outcome 1, 3, 5** | The assessor must assess assessment criteria 1-3, 4, 5, 6 and 7 by directly observing the candidate’s work.  
For assessment criteria 8 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.  
The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available. |

| **What you must ** **COVER** **for outcome 1, 3, 5** | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least six from preparation, cooking and finishing methods  
  a) weighing/measuring  
  b) chopping  
  c) simmering  
  d) boiling  
  e) make roux  
  f) passing/straining/blending  
  g) skimming  
  h) whisking  
  i) adding cream  
  j) adding thickening agents  
  k) purée  
  l) reducing  
Candidates must demonstrate through performance that they can make **three** of the following **sauces**, the remaining may be assessed through questioning or witness testimony.  
  a) white sauce (béchamel)  
  b) brown sauce (espagnole)  
  c) velouté  
  d) gravy sauce (eg jus lie, jus roti)  
  e) spiced based sauce (eg curry gravy)  
  f) purée  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 237 Prepare, cook and finish basic soups (2FPC2)

Level: 2
UAN: K/601/5671
Credit value: 4
GLH: 30

Unit aim
This unit is about preparing, cooking and finishing basic soups.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare basic soups
2. Understand how to prepare basic soups
3. Be able to cook basic soups
4. Understand how to cook basic soups
5. Be able to finish basic soups
6. Understand how to finish basic soups

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 237  Prepare, cook and finish basic soups (2FPC2)
Learning outcomes and assessment criteria

**Outcome 1 Be able to prepare basic soups**
The learner can:
1. Check ingredients meet dish requirements
2. Choose and use the correct tools and equipment
3. **Prepare** the soup to meet requirements

**Outcome 2 Understand how to prepare basic soups**
The learner can:
K1. Describe how to check that the ingredients meet dish requirements
K2. State what quality points to look for in soup ingredients
K3. Describe what to do if there are any problems with the ingredients
K4. State the correct tools and equipment required to carry out different preparation methods
K5. Describe how to carry out different preparation methods according to dish requirements

**Outcome 3 Be able to cook basic soups**
The learner can:
4. **Cook** the soup to meet requirements
5. Make sure the soup has the correct flavour, colour, consistency and quantity

**Outcome 4 Understand how to cook basic soups**
The learner can:
K6. Describe how cooking methods should be followed to meet dish requirements
K7. State the importance of using the correct tools, equipment and techniques
K8. State the correct temperature for cooking soups
K9. Describe how to identify when soups have the correct colour, flavour, consistency and quantity
K10. State healthy eating options when making soups

**Outcome 5 Be able to finish basic soups**
The learner can:
6. **Finish** the soup to meet requirements
7. Present the soup to meet requirements
8. Make sure the dish is at the correct temperature for holding and serving
9. Safely store any cooked soup not for immediate use
Unit 237  Prepare, cook and finish basic soups (2FPC2)
Learning outcomes and assessment criteria

Outcome 6 Understand how to finish basic soups
The learner can:
K11. Describe how to finish and present cooked soups
K12. Describe how to carry out different finishing methods
K13. State the correct temperatures for holding and storing soups

What you must cover (Outcomes 1/3/5):
1. Preparation, cooking and finishing methods
   a) Weighing/measuring
   b) Chopping
   c) Simmering
   d) Boiling
   e) Passing/straining
   f) Blending/liquidising
   g) Sweating vegetable ingredients
   h) Skimming
   i) Adding cream
   j) Garnishing

2. Soup
   a) Broth
   b) Cream
   c) Purée
   d) Clear
## Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FPC2</th>
<th>Prepare, cook and finish basic soups</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must ** <strong>DO</strong> for outcome 1, 3, 5</td>
<td>The assessor must assess assessment criteria 1-3, 4, 5, 6 and 7 by directly observing the candidate's work. For assessment criteria 8, 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. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must ** **COVER** for outcome 1, 3, 5 | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least seven from preparation and cooking methods  
  a) weighing/measuring  
  b) chopping  
  c) simmering  
  d) boiling  
  e) passing/straining  
  f) blending/liquidising  
  g) sweating vegetable ingredients  
  h) skimming  
  i) adding cream  
  j) garnishing  
Candidates must demonstrate through performance that they can make three of the following soups, the remaining may be assessed through questioning or witness testimony.  
- broth  
- cream  
- purée  
- clear  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 238 Make basic stocks (2FPC3)

Level: 2
UAN: A/601/5674
Credit value: 3
GLH: 26

Unit aim
This unit is about preparing and cooking basic stocks.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to make basic stocks
2. Know how to make basic stocks

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 238  
**Make basic stocks (2FPC3)**

Learning outcomes and assessment criteria

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**Outcome 1 Be able to make basic stocks**

The learner can:

1. Check ingredients meet requirements
2. Choose and use the correct tools and equipment
3. Prepare and cook stock to meet requirements
4. Make sure stock has correct flavour, colour and quantity
5. Present stock to meet requirements
6. Make sure stock is at the correct temperature for holding
7. Safely store any cooked stock not for immediate use

**What you must cover:**

1. **Preparation and cooking methods:**
   a) Weighing and measuring
   b) Browning/roasting
   c) Simmering
   d) Boiling
   e) Skimming
   f) Straining

2. **Stock**
   a) Vegetable
   b) Chicken
   c) Fish
   d) Game
   e) Beef

---

**Outcome 2 Know how to make basic stocks**

The learner can:

1. Describe how to check the ingredients meet requirements
2. State what quality points to look for in stock ingredients
3. State what to do if there are any problems with the ingredients
4. State the correct techniques, tools and equipment to carry out different preparation methods
5. State the correct techniques, tools and equipment to carry out different cooking methods
6. Describe how to carry out different preparation methods
7. Describe how to carry out different cooking methods
8. State the importance of using the correct tools, equipment and techniques
9. State the correct temperature for cooking stocks
10. State how to identify when stocks have the correct colour, flavour and quantity
11. State the correct temperatures for holding and storing stocks
12. Describe healthy eating options when making stocks
## Unit 238  Make basic stocks (2FPC3)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FPC3</th>
<th>Make basic stock</th>
</tr>
</thead>
</table>
| **What you must DO for outcome 1** | **The assessor must assess assessment criteria 1-6 by directly observing the candidate's work.**  
**The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.** |
| **What you must COVER for outcome 1** | **There must be performance evidence, gathered through observing the candidate's work for:**  
- at least five from preparation and cooking methods  
  a) weighing and measuring  
  b) browning/roasting  
  c) simmering  
  d) boiling  
  e) skimming  
  f) straining  
**Candidates must demonstrate through performance that they can make three of the following stocks, the remaining may be assessed through questioning or witness testimony.**  
- vegetable  
- chicken  
- fish  
- game  
- beef  
**Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.** |
Unit 239  Prepare, cook and finish basic rice dishes (2FPC4)

Level: 2
UAN: L/601/5680
Credit value: 4
GLH: 33

Unit aim
This unit is about preparing, cooking and finishing basic rice dishes.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare basic rice dishes
2. Understand how to prepare basic rice dishes
3. Be able to cook basic rice dishes
4. Understand how to cook basic rice dishes
5. Be able to finish basic rice dishes
6. Understand how to finish basic rice dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 239 Prepare, cook and finish basic rice dishes (2FPC4)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic rice dishes
The learner can:
116. Check rice and other ingredients meet dish requirements
117. Choose and use the correct tools and equipment
118. Prepare the rice and other ingredients to meet dish requirements
119. Strain and mould the rice as required

Outcome 2 Understand how to prepare basic rice dishes
The learner can:
K1. Describe how to make sure that the rice and other ingredients meet dish requirements
K2. State what quality points to look for in different types of rice
K3. Describe what to do if there are any problems with rice or other ingredients
K4. State the correct tools and equipment required to carry out different preparation methods

Outcome 3 Be able to cook basic rice dishes
The learner can:
5. Cook rice and other ingredients to meet requirements
6. Make sure the rice dish has the correct flavour, colour, texture and quantity

Outcome 4 Understand how to cook basic rice dishes
The learner can:
K5. State the correct tools and equipment required to carry out different cooking methods
K6. Describe how to carry out different cooking methods
K7. State the importance of using the correct tools, equipment and techniques
K8. Describe how to identify when rice dishes have the correct colour, flavour, texture and quantity
K9. State healthy eating options when making rice dishes
Unit 239  Prepare, cook and finish basic rice dishes
(2FPC4)
Learning outcomes and assessment criteria

Outcome 5 Be able to finish basic rice dishes
The learner can:
7. Present the rice dish to meet requirements
8. Make sure the rice dish is at the correct temperature for holding and serving
9. Safety store any cooked rice dishes not for immediate use

Outcome 6 Understand how to finish basic rice dishes
The learner can:
K10. State the correct temperatures for holding and serving rice dishes
K11. Describe how to store cooked rice dishes

What you must cover (Outcomes 1/3/5):
1. Rice
   a) Long
   b) Boiling
   c) Frying
   b) Short
   d) Braising
   c) Round
   e) Steaming
   d) Brown
   f) Stewing
2. Preparation and cooking methods
   a) Soaking and washing
   g) Baking
   b) Boiling
   h) Microwaving
## Unit 239  
**Prepare, cook and finish basic rice dishes (2FPC4)**

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FPC4</th>
<th>Prepare, cook and finish basic rice dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must ** <strong>DO</strong> for outcome 1, 3, 5</td>
<td>The assessor must assess assessment criteria 1-4, 5, 6 and 7 by directly observing the candidate’s work. For assessment criteria 8, 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. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>**What you must ** <strong>COVER</strong> outcome 1, 3, 5</th>
<th>There must be performance evidence, gathered through observing the candidate’s work for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• at least three from <strong>rice</strong></td>
</tr>
<tr>
<td></td>
<td>a) long</td>
</tr>
<tr>
<td></td>
<td>b) short</td>
</tr>
<tr>
<td></td>
<td>c) round</td>
</tr>
<tr>
<td></td>
<td>d) brown</td>
</tr>
<tr>
<td></td>
<td>• at least five from <strong>preparation and cooking methods</strong></td>
</tr>
<tr>
<td></td>
<td>a) soaking and washing</td>
</tr>
<tr>
<td></td>
<td>b) boiling</td>
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<td></td>
<td>c) frying</td>
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<td></td>
<td>d) braising</td>
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<td>e) steaming</td>
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<td></td>
<td>f) stewing</td>
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<td></td>
<td>g) baking</td>
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<tr>
<td></td>
<td>h) microwaving</td>
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</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 240 Prepare, cook and finish basic pasta dishes (2FPC5)

Level: 2
UAN: A/601/5688
Credit value: 4
GLH: 33

Unit aim
This unit is about preparing, cooking and finishing basic pasta dishes.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare basic pasta dishes
2. Understand how to prepare basic pasta dishes
3. Be able to cook basic pasta dishes
4. Understand how to cook basic pasta dishes
5. Be able to finish basic pasta dishes
6. Understand how to finish basic pasta dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 240  
Prepare, cook and finish basic pasta dishes  
(2FPC5) 
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic pasta dishes
The learner can:
1. Check the pasta and other ingredients meet dish requirements
120. Choose and use the correct tools and equipment
121. Prepare the pasta and other ingredients to meet dish requirements

Outcome 2 Understand how to prepare basic pasta dishes
The learner can:
K1. State why it is important to know the ingredients in the pasta dish
K2. Describe how to check the pasta and other ingredients meet dish requirements
K3. State what quality points to look for in the dish
K4. Describe what to do if there are any problems with the pasta or other ingredients
K5. State the correct tools and equipment required to carry out different preparation methods
K6. Describe how to carry out different preparation methods

Outcome 3 Be able to cook basic pasta dishes
The learner can:
4. Cook the pasta and other ingredients to meet dish requirements
5. Make sure the pasta dish has the correct flavour, colour, texture and quantity

Outcome 4 Understand how to cook basic pasta dishes
The learner can:
K7. State the importance of using the correct tools, equipment and techniques
K8. Describe how to carry out different cooking methods
K9. Describe how to identify when pasta dishes have the correct colour, flavour, texture and quantity
K10. State healthy eating options when making pasta dishes
Unit 240  
Prepare, cook and finish basic pasta dishes  
(2FPC5)

Learning outcomes and assessment criteria

**Outcome 5  Be able to finish basic pasta dishes**

The learner can:
6. Present and garnish the pasta dish to meet requirements
7. Make sure the pasta dish is at the correct temperature for holding and serving
8. Safely store any cooked pasta dishes not for immediate use

**Outcome 6  Understand how to finish basic pasta dishes**

The learner can:
K11. State the correct temperatures for holding and serving pasta dishes
K12. Describe how to store pasta dishes

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

1. **Pasta**
   a) Stuffed pasta
   b) Shaped pasta
   c) Lasagne
   d) Dried pasta
   e) Fresh pasta

2. **Preparation and cooking methods**
   a) Blanching
   b) Straining
   c) Mixing
   d) Boiling
   e) Baking
   f) Combining cooking methods
**Unit 240  Prepare, cook and finish basic pasta dishes (2FPC5)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2FPC5</th>
<th>Prepare, cook and finish basic pasta dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must ** <strong>DO</strong> <strong>for outcome 1, 3, 5</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1-3, 4, 5 and 6 by directly observing the candidate’s work. For assessment criteria 7, 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. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must ** **COVER** **for outcome 1, 3, 5** | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **three** from **pasta**
    a) stuffed pasta  
    b) shaped pasta  
    c) lasagne  
    d) dried pasta  
    e) fresh pasta  
  - at least **four** from **preparation and cooking methods**
    a) blanching  
    b) straining  
    c) mixing  
    d) boiling  
    e) baking  
    f) combining cooking methods  

  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 241  Prepare, cook and finish basic pulse dishes (2FPC6)

Level: 2
UAN: M/601/5719
Credit value: 4
GLH: 33

Unit aim
This unit is about preparing, cooking and finishing basic pulse dishes.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare basic pulse dishes
2. Understand how to prepare basic pulse dishes
3. Be able to cook basic pulse dishes
4. Understand how to cook basic pulse dishes
5. Be able to finish basic pulse dishes
6. Understand how to finish basic pulse dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 241             Prepare, cook and finish basic pulse dishes  
(2FPC6)             
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic pulse dishes
The learner can:
1. Check the pulses and other ingredients meet dish requirements
12. Choose and use the correct tools and equipment
123. Prepare the pulse and other ingredients to meet dish requirements
124. Strain the pulses as required

Outcome 2 Understand how to prepare basic pulse dishes
The learner can:
K1. Describe how to check the pulses and other ingredients meet dish requirements
K2. State what quality points to look for in different pulses
K3. Describe what to do if there are problems with pulses or other ingredients
K4. State the correct tools and equipment required to carry out different preparation methods

Outcome 3 Be able to cook basic pulse dishes
The learner can:
125. Make sure the pulse dish has the correct flavour, colour, texture and quantity
126. Cook the pulses and other ingredients to meet dish requirements

Outcome 4 Understand how to cook basic pulse dishes
The learner can:
K5. State the correct tools and equipment required to carry out different cooking methods
K6. Describe how to carry out different cooking methods
K7. State the importance of using the correct tools, equipment and techniques
K8. Describe how to identify when pulse dishes have the correct colour, flavour, texture and quantity
K9. State healthy options when making pulse dishes
Unit 241    Prepare, cook and finish basic pulse dishes
(2FPC6)
Learning outcomes and assessment criteria

Outcome 5  Be able to finish basic pulse dishes
The learner can:
127.  Present the pulse dish to meet requirements
128.  Make sure the pulse dish is at the correct temperature for holding and serving
129.  Safely store any cooked pulse dishes not for immediate use

Outcome 6  Understand how to finish basic pulse dishes
The learner can:
K10.  State the correct temperatures for holding and serving pulse dishes
K11.  Describe how to store cooked pulse dishes

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

1.  Pulses
    a)  Beans
    b)  Peas
    c)  Lentils

2.  Preparation and cooking methods
    a)  Soaking and washing
    b)  Boiling
    c)  Braising
    d)  Steaming
    e)  Purée
    f)  Deep frying
    g)  Stewing
    h)  Baking
    i)  Combining with other ingredients
Unit 241  
Prepare, cook and finish basic pulse dishes  
*(2FPC6)*  
Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FPC6</th>
<th>Prepare, cook and finish basic pulse dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must <strong>DO</strong> for outcome 1,3, 5</strong></td>
<td>The assessor <em>must</em> assess assessment criteria 1 - 4, 5, 6 and 7 by directly observing the candidate’s work. For assessment criteria 8, 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. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must **COVER** for outcome 1,3, 5** | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least two from *pulses*  
  a) beans  
  b) peas  
  c) lentils  
- at least four from *preparation and cooking methods*  
  a) soaking and washing  
  b) boiling  
  c) braising  
  d) steaming  
  e) purée  
  f) deep frying  
  g) stewing  
  h) baking  
  i) combining with other ingredients  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 242  Prepare, cook and finish basic vegetable protein dishes (2FPC7)

Level: 2
UAN: M/601/5722
Credit value: 4
GLH: 33

Unit aim
This unit is about preparing, cooking and finishing basic vegetable protein dishes.

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1. Be able to prepare basic vegetable protein dishes
2. Understand how to prepare basic vegetable protein dishes
3. Be able to cook basic vegetable protein dishes
4. Understand how to cook basic vegetable protein dishes
5. Be able to finish basic vegetable protein dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 242   Prepare, cook and finish basic vegetable protein dishes (2FPC7)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic vegetable protein dishes
The learner can:
1. Check the vegetable protein and other ingredients meet dish requirements
130. Choose and use the correct techniques, tools and equipment
131. Prepare the vegetable protein and other ingredients to meet dish requirements

Outcome 2 Understand how to prepare basic vegetable protein dishes
The learner can:
K1. State the advantages of using vegetable protein for some customers
K2. Describe how to check the vegetable protein and other ingredients meet dish requirements
K3. State what quality points to look for in different vegetable protein
K4. Describe what to do if there are problems with vegetable protein or other ingredients
K5. State the correct tools and equipment required to carry out different preparation methods

Outcome 3 Be able to cook basic vegetable protein dishes
The learner can:
132. Make sure the vegetable protein dish has the correct flavour, colour, texture and quantity
133. Cook the vegetable protein and other ingredients to meet dish requirements

Outcome 4 Understand how to cook basic vegetable protein dishes
The learner can:
K6. State the correct tools and equipment required to carry out different cooking methods
K7. State the importance of using the correct tools, equipment and techniques
K8. Describe how to carry out different cooking methods according to dish requirements
K9. Describe how to identify when vegetable protein dishes have the correct colour, flavour, texture and quantity
K10. State healthy options when making vegetable protein dishes

Outcome 5 Be able to finish basic vegetable protein dishes
The learner can:
134. Present the vegetable protein dish to meet requirements
135. Make sure the vegetable protein dish is at the correct temperature for holding and serving
136. Safely store any cooked vegetable protein dishes not for immediate use
Unit 242  Prepare, cook and finish basic vegetable protein dishes (2FPC7)

Learning outcomes and assessment criteria

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

1. Vegetable protein
   a) Soya
   b) Quorn
   c) Seitan
   d) Tofu – firm
   e) Tofu - soft

2. Preparation and cooking methods
   a) Soaking
   b) Washing
   c) Boiling
   d) Braising
   e) Steaming
   f) Deep frying
   g) Stewing
   h) Straining
   i) Roasting
   j) Baking
   k) Frying
   l) Sautéing
# Unit 242

**Prepare, cook** and finish basic vegetable protein dishes (*2FPC7*)

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FPC7</th>
<th>Prepare, cook and finish basic vegetable protein dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must ** <strong>DO</strong> <strong>for outcome 1, 3, 5</strong></td>
<td>The assessor must assess assessment criteria 1-3, 4, 5 and 6, by directly observing the candidate’s work. For assessment criteria 7, 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. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must ** **COVER** **for outcome 1, 3, 5** | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least three from **vegetable protein**  
  a) soya  
  b) quorn  
  c) seitan  
  d) firm tofu  
  e) soft tofu  
- at least six from **preparation and cooking methods**  
  a) soaking  
  b) washing  
  c) boiling  
  d) braising  
  e) steaming  
  f) deep frying  
  g) stewing  
  h) straining  
  i) roasting  
  j) baking  
  k) frying  
  l) sautéing  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 243  Prepare, cook and finish basic egg dishes (2FPC8)

Level: 2  
UAN: A/601/5724  
Credit value: 3  
GLH: 27

Unit aim
This unit is about preparing, cooking and finishing basic egg dishes.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare basic egg dishes
2. Understand how to prepare basic egg dishes
3. Be able to cook basic egg dishes
4. Understand how to cook basic egg dishes
5. Be able to finish basic egg dishes
6. Understand how to finish basic egg dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 243  Prepare, cook and finish basic egg dishes (2FPC8)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic egg dishes
The learner can:
1. Check the eggs and other ingredients meet dish requirements
2. Choose and use the correct tools and equipment
3. Prepare the eggs and other ingredients to meet dish requirements

Outcome 2 Understand how to prepare basic egg dishes
The learner can:
K1. Describe how to check the eggs and other ingredients meet dish requirements
K2. Describe what to do if there are problems with eggs or other ingredients
K3. State the correct tools and equipment required to carry out different preparation methods

Outcome 3 Be able to cook basic egg dishes
The learner can:
139. Make sure the egg dish has the correct flavour, colour, texture and quantity
140. Cook the eggs and other ingredients to meet dish requirements

Outcome 4 Understand how to cook basic egg dishes
The learner can:
K4. State the correct tools and equipment required to carry out different cooking methods
K5. State the importance of using the correct tools, equipment and techniques
K6. Describe how to carry out different cooking methods according to dish requirements
K7. Describe how to identify when egg dishes have the correct colour, flavour, texture and quantity
K8. State healthy options when making egg dishes
Unit 243 Prepare, cook and finish basic egg dishes (2FPC8)
Learning outcomes and assessment criteria

Outcome 5 Be able to finish basic egg dishes
The learner can:
141. Present the egg dish to meet requirements
142. Make sure the egg dish is at the correct temperature for holding and serving
143. Safely store any cooked egg dishes not for immediate use
144. Present the egg dish to meet requirements
145. Make sure the egg dish is at the correct temperature for holding and serving
146. Safely store any cooked egg dishes not for immediate use

Outcome 6 Understand how to finish basic egg dishes
The learner can:
K9. State the correct temperatures for holding and serving egg dishes
K10. Describe how to finish egg dishes
K11. Describe how to store cooked egg dishes

What you must cover (Outcomes 1/3/5):
1. Preparation and cooking methods
   a) Boiling
   b) Whisking
   c) Frying
   d) Griddling
   e) Poaching
   f) Baking
   g) Scrambling
   h) Bain marie
2. Dish
   a) Omelette
   b) Poached egg
### Unit 243 | Prepare, cook and finish basic egg dishes (2FPC8)

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2FPC8</th>
<th>Prepare, cook and finish basic egg dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for outcome 1, 3, 5</td>
<td>The assessor <em>must</em> assess assessment criteria 1-3, 4, 5 and 6 by directly observing the candidate’s work. For assessment criteria 7, 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. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for outcome 1, 3, 5 | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least five from preparation and cooking methods  
  a) boiling  
  b) whisking  
  c) frying  
  d) griddling  
  e) poaching  
  f) baking  
  g) scambling  
  h) bain marie  
Candidates must demonstrate through performance that they can make:  
- omelette  
- poached egg  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 244  Prepare, cook and finish basic bread and dough products (2FPC9)

Level: 2
UAN: J/601/5774
Credit value: 5
GLH: 39

Unit aim
This unit is about preparing, cooking and finishing basic bread and dough products.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare basic bread and dough products
2. Understand how to prepare basic bread and dough products
3. Be able to cook basic bread and dough products
4. Understand how to cook basic bread and dough products
5. Be able to finish basic bread and dough products
6. Understand how to finish basic bread and dough products

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 244  Prepare, cook and finish basic bread and dough products (2FPC9)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic bread and dough products
The learner can:
1. Check the ingredients meet dish requirements
2. Choose and use the correct tools and equipment
3. Prepare the ingredients to meet dish requirement

Outcome 2 Understand how to prepare basic bread and dough products
The learner can:
K1. Describe how to check the ingredients meet dish requirements
K2. State quality points of ingredients for bread and dough products
K3. Describe what to do if there are problems with ingredients
K4. State the correct tools and equipment required to carry out different preparation methods

Outcome 3 Be able to cook basic bread and dough products
The learner can:
4. Make sure the bread and dough product has the correct flavour, colour, texture and quantity
147. Cook the ingredients to meet dish requirements

Outcome 4 Understand how to cook basic bread and dough products
The learner can:
K5. State the correct tools and equipment required to carry out different cooking methods
K6. State the importance of using the correct tools, equipment and techniques
K7. Describe how to carry out different cooking methods according to dish requirements
K8. Describe how to identify when bread and dough products have the correct colour, flavour, texture and finish
K9. State healthy options when making bread and dough products
Unit 244 Prepare, cook and finish basic bread and dough products (2FPC9)
Learning outcomes and assessment criteria

Outcome 5 Be able to finish basic bread and dough products
The learner can:
6. Present the bread and dough product to meet requirements
7. Make sure the bread and dough product is at the correct temperature for holding and serving
8. Safely store any cooked bread and dough product not for immediate use

Outcome 6 Understand how to finish basic bread and dough products
The learner can:
K10. Describe how to carry out different finishing methods
K11. State the correct temperatures and conditions for holding and serving bread and dough products
K12. Describe how to store bread and dough products

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

1. Bread and dough products
   a) Enriched dough
   b) Soda bread dough
   c) Bread dough
   d) Naan dough/pitta dough
   e) Pizza dough

2. Preparation and cooking methods
   a) Weighing/measuring
   b) Sieving
   c) Mixing/kneading

d) Proving
e) Knocking back
f) Shaping
g) Baking
h) Frying

3. Finishing methods
   a) Glazing
   b) Icing
   c) Filling
d) Decorating
## Unit 244

### Prepare, cook and finish basic bread and dough products (2FPC9)

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FPC9</th>
<th>Prepare, cook and finish basic bread and dough products</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must **DO <strong>for outcome 1, 3, 5</strong></td>
<td>The assessor <em>must</em> assess assessment criteria 1 - 3, 4, 5 and 6 by directly observing the candidate’s work. For assessment criteria 7 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. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must **COVER **for outcome 1, 3, 5** | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least two from **bread and dough products**  
  a) enriched dough  
  b) soda bread dough  
  c) bread dough  
  d) naan dough/pitta dough  
  e) pizza dough  
- at least seven from **preparation and cooking methods**  
  a) weighing/measuring  
  b) sieving  
  c) mixing/kneading  
  d) proving  
  e) knocking back  
  f) shaping  
  g) baking  
  h) frying  
- at least one from **finishing methods**  
  a) glazing  
  b) icing  
  c) filling  
  d) decorating  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 245 Prepare, cook and finish basic pastry products (2FPC10)

Level: 2
UAN: R/601/5325
Credit value: 5
GLH: 43

Unit aim
This unit is about preparing, cooking and finishing basic pastry products.

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1. Be able to prepare basic pastry products
2. Understand how to prepare basic pastry products
3. Be able to cook basic pastry products
4. Understand how to cook basic pastry products
5. Be able to finish basic pastry products

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 245 Prepare, cook and finish basic pastry products (2FPC10)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic pastry products
The learner can:
1. Check the ingredients meet dish requirements
148. Check the ingredients meet quality standards
149. Choose and use the correct tools and equipment
150. Prepare the ingredients to meet dish requirements

Outcome 2 Understand how to prepare basic pastry products
The learner can:
K1. Describe how to check the ingredients meet dish requirements
K2. Describe what to do if there are problems with the ingredients
K3. State why it is important to follow a recipe correctly when preparing pastry products
K4. State the correct tools and equipment required to carry out different preparation methods
K5. Describe how to store pastry products after preparation
K6. Describe how to carry out different preparation methods according to product requirements

Outcome 3 Be able to cook basic pastry products
The learner can:
151. Make sure the pastry has the correct flavour, colour, texture and finish
152. Cook ingredients to meet dish requirements

Outcome 4 Understand how to cook basic pastry products
The learner can:
K7. State the correct tools and equipment to carry out different cooking methods
K8. State the importance of using the correct tools, equipment and techniques
K9. Describe how to carry out different cooking methods according to product requirements
K10. Describe how to identify when pastry products have the correct colour, flavour, texture and finish
K11. State healthy options when making pastry products
Unit 245  Prepare, cook and finish basic pastry products (2FPC10)
Learning outcomes and assessment criteria

Outcome 5  Be able to finish basic pastry products
The learner can:
7. Make sure the pastry is at the correct temperature for holding and serving
8. Safely store any cooked pastry not for immediate use
9. Describe how to store pastry products after cooking

What you must cover (Outcome 1/3/5):
1. Pastry
   a) Short
   b) Sweet
   c) Suet
   d) Choux
   e) Puff
   f) Convenience
2. Preparation methods
   a) Weighing/measuring
   b) Sifting
   c) Rubbing in
   d) Creaming
   e) Resting
   f) Piping
   g) Rolling
   h) Laminating/folding
   i) Cutting/shaping/trimming
   j) Lining
3. Cooking methods
   a) Baking
   b) Steaming
   c) Combining cooking methods
### Unit 245  Prepare, cook and finish basic pastry products (2FPC10)

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FPC10</th>
<th>Prepare, cook and finish basic pastry products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must <strong>DO</strong> for outcome 1, 3, 5</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1 - 4, 5, 6 and 8 by directly observing the candidate’s work. For assessment criteria 7, 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. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must **COVER** for outcome 1, 3, 5** | There must be performance evidence, gathered through observing the candidate’s work for:  
- **at least three** from *pastry*  
  a) short  
  b) sweet  
  c) suet  
  d) choux  
  e) puff  
  f) convenience  
- **at least six** from *preparation methods*  
  a) weighing/measuring  
  b) sifting  
  c) rubbing in  
  d) creaming  
  e) resting  
  f) piping  
  g) rolling  
  h) laminating/folding  
  i) cutting/shaping/trimming  
  j) lining  
- **at least one** from *cooking methods*  
  a) baking  
  b) steaming  
  c) combining cooking methods  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 246  Prepare, cook and finish basic cakes, sponges, biscuits and scones (2FPC11)

Level: 2
UAN: L/601/5355
Credit value: 5
GLH: 39

Unit aim
This unit is about preparing, cooking and finishing basic cakes, sponges, biscuits and scones.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare basic cakes, sponges, biscuits and scones
2. Understand how to prepare basic cakes, sponges, biscuits and scones
3. Be able to cook basic cakes, sponges, biscuits and scones
4. Understand how to cook basic cakes, sponges, biscuits and scones
5. Be able to finish basic cakes, sponges, biscuits and scones
6. Understand how to finish basic cakes, sponges, biscuits and scones

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 246  
Prepare, cook and finish basic cakes, sponges, biscuits and scones (2FPC11)

Learning outcomes and assessment criteria

Outcome 1  Be able to prepare basic cakes, sponges, biscuits and scones
The learner can:
1. Check the ingredients meet dish requirements
2. Choose and use the correct tools and equipment
3. Prepare the ingredients to meet dish requirements

Outcome 2  Understand how to prepare basic cakes, sponges, biscuits and scones
The learner can:
K1. Describe how to check the ingredients meet dish requirements
K2. State what quality points to look for in the ingredients
K3. Describe what to do if there are problems with the ingredients
K4. State the correct tools and equipment required to carry out different preparation methods
K5. Describe how to carry out the necessary preparation methods according to product requirements

Outcome 3  Be able to cook basic cakes, sponges, biscuits and scones
The learner can:
4. Cook the product to meet requirements
153. Make sure the product has the correct flavour, colour, texture and quantity

Outcome 4  Understand how to cook basic cakes, sponges, biscuits and scones
The learner can:
K6. State the correct tools and equipment required to carry out different cooking methods
K7. Describe how to carry out the necessary cooking methods according to product requirements
K8. State the importance of using the correct tools, equipment and techniques
K9. Describe how to identify when cake, sponges, biscuits and scones products have the correct colour, flavour, texture and quantity
K10. Describe healthy eating options when making cake, sponges, biscuits and scones
Unit 246  Prepare, cook and finish basic cakes, sponges, biscuits and scones (2FPC11)

Learning outcomes and assessment criteria

Outcome 5  Be able to finish basic cakes, sponges, biscuits and scones
The learner can:
154. Finish the product to meet requirements
155. Present the product to meet requirements
156. Make sure the product is at the correct temperature for holding and serving
157. Safely store any cooked products not for immediate use

Outcome 6  Understand how to finish basic cakes, sponges, biscuits and scones
The learner can:
K11. Describe how to present basic cake, sponges, biscuits and scones
K12. State how to store cake, sponges, biscuits and scones

What you must cover (Outcome 1/3/5):
1. Preparation, cooking and finishing methods
   a) Using ready mix
   b) Weighing/measuring
   c) Creaming/beating
   d) Whisking
   e) Folding
   f) Rubbing in
   g) Greasing
   h) Glazing
   i) Portioning
   j) Piping
   k) Shaping
   l) Baking
   m) Filling
   n) Rolling
   o) Lining
   p) Trimming/icing
   q) Spreading/smoothing
   r) Kneading
   s) Dusting/dredging/sprinkling
   t) Mixing

2. Dishes
   a) Cakes and sponges (eg fruit cake, rock cakes, Victoria sandwich, Swiss roll)
   b) Scones
   c) Biscuits eg shortbread and sponge biscuits
Unit 246  
**Prepare, cook and finish basic cakes, sponges, biscuits and scones (2FPC11)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2FPC11</th>
<th>Prepare, cook and finish basic cakes, sponges and scones</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for outcome 1, 3, 5</td>
<td>The assessor must assess assessment criteria 1-3, 4, 5, 6 and 7 by directly observing the candidate’s work. For assessment criteria 8, 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. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for outcome 1, 3, 5 | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least twelve from **preparation and cooking methods**  
  a) using ready mix  
  b) weighing/measuring  
  c) creaming/beating  
  d) whisking  
  e) folding  
  f) rubbing in  
  g) greasing  
  h) glazing  
  i) portioning  
  j) piping  
  k) shaping  
  l) baking  
  m) filling  
  n) rolling  
  o) lining  
  p) trimming/icing  
  q) spreading/smoothing  
  r) kneading  
  s) dusting/dredging/sprinkling  
  t) mixing  
Candidates must demonstrate through performance that they can make **three** of the following:  
- cakes and sponges (eg fruit cake, rock cakes, Victoria sandwich, Swiss roll)  
- scones  
- biscuits eg shortbread and sponge biscuits  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 247  Prepare, cook and finish basic grain dishes (2FPC12)

Level: 2  
UAN: D/601/5358  
Credit value: 4  
GLH: 30

Unit aim  
This unit is about preparing, cooking and finishing basic grain dishes.

Learning outcomes  
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare basic grain dishes
2. Understand how to prepare basic grain dishes
3. Be able to cook basic grain dishes
4. Understand how to cook basic grain dishes
5. Be able to finish basic grain dishes
6. Understand how to finish basic grain dishes

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 247 Prepare, cook and finish basic grain dishes (2FPC12)

Learning outcomes and assessment criteria

**Outcome 1 Be able to prepare basic grain dishes**
The learner can:
1. Check the grain and other ingredients meet dish requirements
2. Choose and use the correct tools and equipment
3. Prepare the grain and other ingredients to meet dish requirements

**Outcome 2 Understand how to prepare basic grain dishes**
The learner can:
K1. State other foods for which grains can be used as a substitute
K2. Describe how to check that grain and other ingredients meet dish requirements
K3. Describe what to do if there are problems with grain or other ingredients
K4. State what quality points to look for in different types of grain
K5. State the correct tools and equipment required to carry out different preparation methods

**Outcome 3 Be able to cook basic grain dishes**
The learner can:
4. Make sure the grain dish has the correct flavour, colour, texture and quantity
5. Cook the grain and other ingredients to meet dish requirements

**Outcome 4 Understand how to cook basic grain dishes**
The learner can:
K6. State the correct tools and equipment required to carry out different cooking methods
K7. Describe how to carry out different cooking methods according to dish requirements
K8. State the importance of using the correct tools, equipment and techniques
K9. Describe how to identify when grain dishes have the correct colour, flavour, texture and quantity
K10. State healthy options when making grain dishes
Unit 247 Prepare, cook and finish basic grain dishes (2FPC12)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish basic grain dishes
The learner can:
6. Strain and mould the grain as required
158. Finish and present the grain dish to meet requirements
159. Make sure the grain is at the correct temperature for holding and serving
160. Safely store any cooked grain dishes not for immediate use

Outcome 6 Understand how to finish basic grain dishes
The learner can:
K11. Describe how to finish grain dishes according to dish requirements
K12. State the correct temperatures for holding and serving grain dishes
K13. State how to store cooked grain dishes

What you must cover (Outcomes 1/3/5):
1. Grains
   a) Barley (pearl and pot)
   b) Buckwheat
   c) Corn/maize (polenta)
   d) Oats
   e) Millet
   f) Wheat (bulgar, semolina, couscous)
   g) Quinoa
2. Preparation and cooking methods
   a) Soaking
   b) Boiling
   c) Leaving covered
   d) Baking
### Unit 247  Prepare, cook and finish basic grain dishes (2FPC12)

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FPC12</th>
<th>Prepare, cook and finish basic grain dishes</th>
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</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1, 3, 5</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1-3, 4, 5, 6 and 7 by directly observing the candidate's work. For assessment criteria 8, 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 <strong>or</strong> serving) but must observe the other. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for outcome 1, 3, 5** | There must be performance evidence, gathered through observing the candidate's work for:  
  - at least **four** from **grain**  
    a) barley (pearl and pot)  
    b) buckwheat  
    c) corn/maize (polenta)  
    d) oats  
    e) millet  
    f) wheat (bulgar, semolina, couscous)  
    g) quinoa  
  - at least **three** from **preparation and cooking methods**  
    a) soaking  
    b) boiling  
    c) leaving covered  
    d) baking  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 248 Liaise with care team to ensure that an individual’s nutritional needs are met (2PR22)

Level: 2
UAN: Y/601/4760
Credit value: 3
GLH: 26

Unit aim
This unit is about working with care team staff to ensure that clients in the care sector and patients in hospitals receive adequate nutrition and fluids through the provision of meals. The unit requires that the individual has a basic knowledge of the nutritional requirements of the general population and how food meets these.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to liaise with care team to ensure that an individual’s nutritional needs are met
2. Understand how to liaise with care team to ensure that an individual’s nutritional needs are met

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 248 Liaise with care team to ensure that an individual’s nutritional needs are met (2PR22)

Learning outcomes and assessment criteria

Outcome 1 Be able to liaise with care team to ensure that an individual’s nutritional needs are met

The learner can:
1. Develop relationships with carers that recognises their role and expertise
2. Identify with care team specific nutritional requirements of individuals and groups of customers
3. Ensure that any information gained can be used and explored with carers, gaining clarification on specific points
4. Work with appropriate people to gather information about resources, and options that are available to meet the identified nutritional needs
5. Identify with carers what additional support is needed to ensure nutritional and fluid requirements are met including the consistency, timing and service of food
6. Ensure that customer requirements are recorded and available to authorised people
7. Seek additional help where the needs are outside of scope of personal responsibility and expertise

Outcome 2 Understand how to liaise with care team to ensure that an individual’s nutritional needs are met

The learner can:
K1. Describe the key care roles that operate within the organisation and the need to liaise with them
K2. State the nutritional requirements that customers may have
K3. State the appropriate meal options available to support nutritional requirements
K4. Describe the role of a ‘care plan’
K5. State the significance of meal times and rotated meal times
K6. Describe how nutritional screening is implemented within the organisation
K7. Describe what information can be interpreted and used following nutritional screening
K8. State what quantity of nutrients are typically needed to maintain a good dietary balance
**Unit 248**  
Liaise with care team to ensure that an individual’s nutritional needs are met (2PR22)

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2PR22</th>
<th>Liaise with care team to ensure that an individual's nutritional needs are met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes</td>
<td>Example Assessment Methods</td>
</tr>
<tr>
<td>1. Be able to liaise with care team to ensure that an individual's nutritional needs are met</td>
<td>Observation Products of work Witness testimony Professional discussion Candidate statement</td>
</tr>
<tr>
<td>2. Understand how to liaise with care team to ensure that an individual's nutritional needs are met</td>
<td>Oral questions Written questions Reflective account Professional discussion</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Contingencies Outcome 1</th>
<th>Alternative Assessment Methods</th>
<th>Examples of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Seeking additional help where the needs are outside your scope of responsibility and expertise</td>
<td>Simulation Oral questions Written questions Professional discussion</td>
<td>Observation sheet Video Question/answer sheets Records of professional discussion</td>
</tr>
</tbody>
</table>
Unit 249  Prepare, cook and finish basic cold and hot desserts (2FPC14)

Level: 2
UAN: D/601/5361
Credit value: 4
GLH: 36

Unit aim
This unit is about preparing, cooking and finishing basic cold and hot desserts.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare basic cold and hot desserts
2. Understand how to prepare basic cold and hot desserts
3. Be able to cook basic cold and hot desserts
4. Understand how to cook basic cold and hot desserts
5. Be able to finish basic cold and hot desserts
6. Understand how to finish basic cold and hot desserts

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 249 Prepare, cook and finish basic cold and hot desserts (2FPC14)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic cold and hot desserts
The learner can:
1. Check the ingredients meet dish requirements
2. Check ingredients to make sure they meet quality requirements
3. Choose and use the correct techniques, tools and equipment
4. Prepare ingredients using the correct preparation methods

What you must cover:
1. Desserts
   a) Ice cream
   b) Mousse
   c) Egg based
   d) Batter based
   e) Sponge based
   f) Fruit based
   g) Pastry based
2. Preparation methods
   a) Slicing
   b) Creaming
   c) Folding
   d) Moulding
   e) Mixing
   f) Aeration
   g) Addition of flavours/colours
   h) Puréeing
   i) Combining
   j) Portioning
   k) Chilling

Outcome 2 Understand how to prepare basic cold and hot desserts
The learner can:
K1. State how to store raw ingredients prior to preparation and cooking
K2. Describe how to check ingredients meet requirements
K3. Describe what to do if there are any problems with the ingredients
K4. State why time and temperature are important when preparing basic cold and hot desserts
K5. State what quality points to look for in basic cold and hot desserts
K6. State the correct tools required to carry out different preparation methods
K7. Describe how to carry out different preparation methods for basic cold and hot desserts
K8. State what types of problems can occur when preparing cold and hot desserts and how to correct them
Unit 249 Prepare, cook and finish basic cold and hot desserts (2FPC14)

Learning outcomes and assessment criteria

Outcome 3 Be able to cook basic cold and hot desserts
The learner can:
5. **Cook** ingredients using the correct cooking **methods**
6. Make sure the dessert has the correct colour, flavour, texture and finish

What you must cover
1. **Cooking methods**
   a) Boiling/poaching
   b) Stewing
   c) Baking
   d) Combination cooking
   e) Steaming
   f) Bain marie
   g) Frying

Outcome 4 Understand how to cook basic cold and hot desserts
The learner can:
K9. State why time and temperature are important when cooking basic cold and hot desserts
K10. State the correct tools and equipment required to carry out different cooking methods
K11. Describe how to carry out different cooking methods for basic cold and hot desserts
K12. State the importance of using the correct tools, equipment and techniques
K13. State what types of problems can occur when cooking cold and hot desserts and how to correct them
K14. Describe how to identify when cold and hot desserts have the correct colour, texture, finish and quantity
K15. State healthy eating option when making cold and hot desserts
Unit 249  Prepare, cook and finish basic cold and hot desserts (2FPC14)
Learning outcomes and assessment criteria

Outcome 5  Be able to finish basic cold and hot desserts
The learner can:
7. Finish the dessert to meet requirements
8. Make sure the dessert is at the correct temperature for holding and serving
9. Safely store any prepared desserts not for immediate use

What you must cover:
1. Finishing methods
   a) Filling
   b) Glazing
   c) Piping
   d) Garnishing

Outcome 6  Understand how to finish basic cold and hot desserts
The learner can:
K16. Describe how to carry out different finishing methods
K17. State the importance of storing hot and cold desserts at the correct temperature
K18. State how to store prepared cold and hot desserts
### Unit 249  Prepare, cook and finish basic cold and hot desserts (2FPC14)

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FPC14</th>
<th>Prepare cook and finish basic cold and hot desserts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1, 3, 5</strong></td>
<td>The assessor must assess assessment criteria 1- 4, 5, 6 and 7 by directly observing the candidate’s work. For assessment criteria 8, 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. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must COVER for outcome 1, 3, 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
</tbody>
</table>
| | - at least three from dessert  
  a) ice cream  
  b) mousse  
  c) egg-based  
  d) batter-based  
  e) sponge-based  
  f) fruit-based  
  g) pastry-based  
| | - at least five from preparation methods  
  a) slicing  
  b) creaming  
  c) folding  
  d) moulding  
  e) mixing  
  f) aeration  
  g) addition of flavours/colours  
  h) puréeing  
  i) combining  
  j) portioning  
  k) chilling  
| | - at least two from cooking methods  
  a) boiling/poaching  
  b) stewing  
  c) baking  
  d) combination cooking  
  e) steaming  
  f) bain marie  
  g) frying  
| | - at least one from finishing methods  
  a) filling  
  b) glazing  
  c) piping  
  d) garnishing  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 250  Prepare and present food for cold presentation (2FPC15)

Level: 2  
UAN: M/601/5364  
Credit value: 4  
GLH: 35

Unit aim
This unit is about preparing and presenting cold products such as salads, bread products, pies, patés and cure meats. It also covers the holding of such foods to maintain effective food safety.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare and present food for cold presentation
2. Understand how to prepare and present food for cold presentation

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 250  
Prepare and present food for cold presentation (2FPC15)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and present food for cold presentation
The learner can:
1. Check the food and garnish ingredients meet requirements
2. Choose and use tools and equipment correctly
3. Prepare food products using the correct preparation methods
4. Make sure the food products have the correct flavour, colour, texture and quantity
5. Garnish and present the food products to meet requirements
6. Safely store any prepared food products not for immediate consumption

What you must cover:
1. Food products
   a) Bread products
   b) Salads
   c) Pre-prepared pies
   d) Cooked red/white meat
   e) Fish
   f) Pre-prepared terrines
   g) Pre-prepared patés
   h) Cured meats
   i) Shellfish
   j) Vinaigrette
   k) Cold sauces
2. Garnish ingredients
   a) Fruit
   b) Vegetables
   c) Herbs
3. Preparation methods
   a) Slicing
   b) Dressing
   c) Garnishing
   d) Portioning
   e) Whisking
   f) Combining ingredients

Outcome 2 Understand how to prepare and present food for cold presentation
The learner can:
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 250

**Prepare and present food for cold presentation (2FPC15)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2FPC15</th>
<th>Prepare and present food for cold presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1-5 by directly observing the candidate’s work. The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least six from **food products**  
  a) bread products  
  b) salads  
  c) pre-prepared pies  
  d) cooked red/white meat  
  e) fish  
  f) pre-prepared terrines  
  g) pre-prepared patés  
  h) cured meats  
  i) shellfish  
  j) vinaigrette  
  k) cold sauces  
- at least two from **garnishing ingredients**  
  a) fruit  
  b) vegetables  
  c) herbs  
- at least four from **preparation methods**  
  a) slicing  
  b) dressing  
  c) garnishing  
  d) portioning  
  e) whisking  
  f) combining ingredients  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 251  Deal with communications as part of the reception function (2FOH1)

Level: 2
UAN: F/601/5109
Credit value: 3
GLH: 21

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to deal with incoming communications
2. Know how to deal with incoming communications
3. Be able to deal with outgoing communications
4. Know how to deal with outgoing communications

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 251 Deal with communications as part of the reception function (2FOH1)
Learning outcomes and assessment criteria

Outcome 1 Be able to deal with incoming communications
The learner can:
1. Deal with **communications** promptly, politely and in line with organisational style
2. Identify the person, find out what their needs are and deal with these correctly
3. Answer **enquiries** accurately without giving any confidential information
4. Record clear and accurate messages and pass them on as requested
5. Deal correctly with any problems

What you must cover:
1. **Communications**
   a) By telephone
   b) By letter or fax
   c) By email
2. **Enquiries**
   a) Those you can deal with by yourself
   b) Those that need to be passed/transferred to another person/department

Outcome 2 Know how to deal with incoming communications
The learner can:
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
Unit 251 Deal with communications as part of the reception function (2FOH1)
Learning outcomes and assessment criteria

Outcome 3 Be able to deal with outgoing communications
The learner can:
6. Choose the best method of communication with the person concerned
7. Use organisations agreed style
8. Communicate in a way that gives a positive impression of self and the organisation
9. State personal identity and explain the reason why contact is being made
10. Give only non-confidential and relevant information to the person that has been contacted
11. Leave clear and accurate messages where needed
12. Deal with any problems correctly

What you must cover:
1. Methods of communication
   a) By telephone
   b) By letter or fax
   c) By email

Outcome 4 Know how to deal with outgoing communications
The learner can:
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 251  
Deal with communications as part of the reception function (2FOH1)

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FOH1</th>
<th>Deal with communications as part of the reception function</th>
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</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to deal with incoming communications</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 - 4 by directly observing the candidate’s work. The assessor may assess assessment criteria 5 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for Outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
  - all from communications  
    a) by telephone  
    b) by letter or fax  
    c) using email  
  - both from enquiries  
    a) those you can deal with self  
    b) those that need to be passed/transferred to another person/department  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| **Outcome 3** | Be able to deal with outgoing communications |
| **What you must DO for Outcome 3** | The assessor must assess assessment criteria 6 -11 by directly observing the candidate’s work. The assessor may assess assessment criteria 12 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must COVER for Outcome 3** | There must be performance evidence, gathered through observing the candidate’s work for:  
  - all from methods of communication  
    a) by telephone  
    b) by letter or fax  
    c) using email  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 252  Deal with the arrival of customers (2FOH2)

Level: 2
UAN: D/601/5120
Credit value: 4
GLH: 32

Unit aim
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.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to deal with the arrival of customers
2. Know how to deal with the arrival of customers

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 252 Deal with the arrival of customers (2FOH2)
Learning outcomes and assessment criteria

Outcome 1 Be able to deal with the arrival of customers
The learner can:
1. Correctly identify customer requirements
2. Retrieve any customer booking details from the booking system and check them with the customer
3. Offer alternatives for any services that are not available as requested
4. Complete the registration document correctly
5. Give accurate information which meets customer needs
6. Promote the services and facilities of organisation when appropriate
7. Pass on customer details to the relevant departments in line with organisation's procedures

What you must cover:
1. Customers
   a) Customers with routine requirements
   b) Customers with special requirements
   c) Customers without advanced bookings
2. Booking systems
   a) Computerised system
   b) Manual system
3. Information to customers
   a) Location of room
4. Services and facilities
   a) Business facilities
   b) Leisure facilities
   c) Food and beverage facilities

Outcome 2 Know how to deal with the arrival of customers
The learner can:
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 252  
Deal with the arrival of customers (2FOH2)

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FOH2</th>
<th>Deal with the arrival of customers</th>
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</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to deal with the arrival of customers</td>
</tr>
</tbody>
</table>

**What you must DO for Outcome 1**

The assessor must assess assessment criteria 1, 2, 4, 5 and 6 by directly observing the candidate’s work. The assessor may assess assessment criteria 3 and 7 through questioning or witness testimony if no naturally occurring evidence is available.

**What you must COVER for Outcome 1**

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

- at least **one** from **customers**
  a) customers with routine requirements  
  b) customers with special requirements  
  c) customers without advanced bookings

- at least **one** from **booking systems**
  a) computerised system  
  b) manual system

- at least **four** from **information to customers**
  a) location of room  
  b) key security and safety procedures  
  c) services and facilities available  
  d) prices  
  e) special offers and promotions available

- at least **one** from **services and facilities**
  a) business facilities  
  b) leisure facilities  
  c) food and beverage facilities

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 253  Deal with bookings (2FOH3)

Level: 2
UAN: L/601/5100
Credit value: 4
GLH: 30

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to deal with booking enquiries
2. Know how to deal with booking enquiries
3. Be able to confirm, cancel and amend bookings
4. Know how to confirm, cancel and amend bookings

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 253  Deal with bookings (2FOH3)  
Learning outcomes and assessment criteria

Outcome 1  Be able to deal with booking enquires
The learner can:
1. Be polite and helpful when dealing with enquires
2. Find out what the customer needs and give them accurate information
3. Take the opportunity to sell other products and services to the customer
4. Invite the customer to make a booking, and take and record their details correctly

What you must cover:
1. Customers
   a) With routine requests
   b) With special needs
2. Enquiries
   a) Face to face
   b) Telephone
   c) Letter or fax
   d) Email
   e) On-line booking systems
3. Information
   a) Services and facilities available
   b) Features and benefits of services and facilities
   c) Prices
   d) Special offers and promotions available

Outcome 2  Know how to deal with booking enquiries
The learner can:
K1. State the importance of dealing with customers politely and helpfully at all times
K2. State why it is important to give accurate spoken and written information to customers
K3. Outline the types of unexpected situations and problems that may occur with bookings, and how to deal with these
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
Unit 253  Deal with bookings (2FOH3)
Learning outcomes and assessment criteria

Outcome 3  Be able to confirm, cancel and amend bookings
The learner can:
5. Deal with confirmations in the booking systems
6. Identify, check and follow up unconfirmed bookings in the booking system
7. Deal with booking amendments and cancellations and maintain records of bookings in line with organisation’s procedures

What you must cover:
1. Customers
   a) With routine requests
   b) With special needs
2. Booking systems
   a) Computerised systems
   b) Manual systems
   c) On-line systems
3. Booking amendments and cancellations
   a) Change bookings
   b) Cancel bookings

Outcome 4  Know how to confirm, cancel and amend bookings
The learner can:
K9. State organisation’s cancellation policies and procedures
K10. State why confirmations and deposits are required from customers
K11. State why it is essential to follow up unconfirmed bookings
<table>
<thead>
<tr>
<th>Unit 2FOH3</th>
<th>Deal with bookings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to deal with booking enquiries</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 - 4 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least one from customers</td>
</tr>
<tr>
<td></td>
<td>a) with routine requests</td>
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<td></td>
<td>b) with special needs</td>
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<tr>
<td></td>
<td>• at least three from enquiries</td>
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<tr>
<td></td>
<td>a) face to face</td>
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<td>b) telephone</td>
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<td></td>
<td>c) letter or fax</td>
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<td>d) email</td>
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<tr>
<td></td>
<td>e) on-line booking systems</td>
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<tr>
<td></td>
<td>• at least two from information</td>
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<tr>
<td></td>
<td>a) services and facilities available</td>
</tr>
<tr>
<td></td>
<td>b) features and benefits or services and facilities</td>
</tr>
<tr>
<td></td>
<td>c) prices</td>
</tr>
<tr>
<td></td>
<td>d) special offers and promotions available</td>
</tr>
</tbody>
</table>

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

| **Outcome 3** | Be able to confirm, cancel and amend booking |
| **What you must DO for Outcome 3** | The assessor must assess assessment criteria 5 - 7 by directly observing the candidate’s work. |
| **What you must COVER for Outcome 3** | There must be performance evidence, gathered through observing the candidate’s work for: |
| | • at least one from customer |
| | a) with routine requests |
| | b) with special needs |
| | • at least one from booking systems |
| | a) computerised systems |
| | b) manual systems |
| | c) on-line systems |
| | • one for booking amendments and cancellations |
| | a) change bookings |
| | b) cancel bookings |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 254  Prepare customer accounts and deal with departures (2FOH4)

**Level:** 2  
**UAN:** A/601/5125  
**Credit value:** 4  
**GLH:** 30

**Unit aim**  
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.

**Learning outcomes**  
There are **four** learning outcomes to this unit. The learner will:  
1. Be able to prepare and maintain customer accounts  
2. Understand how to prepare and maintain customer accounts  
3. Be able to deal with the departure of customers  
4. Understand how to deal with the departure of customers

**Endorsement of the unit by a sector or other appropriate body**  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 254  
Prepare customer accounts and deal with departures (2FOH4)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and maintain customer accounts
The learner can:
1. Enter charges regularly and accurately against customer accounts in the accounts system
2. Record any account adjustments accurately against customer accounts
3. File and store account documents correctly at all times
4. Present accounts to customer
5. Make sure customer accounts cannot be accessed by unauthorised people

What you must cover:
1. Account systems
   a) Computerised systems
   b) Manual systems
   c) On-line systems
2. Account adjustments
   a) Charges
   b) Allowances/discounts
   c) Refunds
   d) Deposits/pre-payments
   e) Transfers

Outcome 2 Understand how to prepare and maintain customer accounts
The learner can:
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
Unit 254 Prepare customer accounts and deal with departures (2FOH4)
Learning outcomes and assessment criteria

Outcome 3 Be able to deal with the departure of customers
The learner can:
6. Prepare documents and other necessary items before the customer departs
7. Present the account to the customer for confirmation
8. Check customer account details and request payment as required
9. Complete documentation and deal with it using the correct account or booking system
10. Complete all other procedures for customer departures
11. Record customer comments, complaints and suggestions and feed them back to appropriate person or department
12. Promote establishment services and facilities as appropriate

What you must cover:
1. Customer accounts
   a) Those where part payment is required
   b) Those where full payment is required
   c) Those where the account does not require immediate settlement
2. Account or booking system
   a) Computerised
   b) Manual
   c) On-line systems

Outcome 4 Understand how to deal with the departure of customers
The learner can:
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
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
## Unit 254

**Prepare customer accounts and deal with departures (2FOH4)**

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FOH4</th>
<th>Prepare customer accounts and deal with departures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to prepare and maintain customer accounts</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 - 5 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least one from account systems</td>
</tr>
<tr>
<td></td>
<td>a) computerised systems</td>
</tr>
<tr>
<td></td>
<td>b) manual systems</td>
</tr>
<tr>
<td></td>
<td>c) on-line systems</td>
</tr>
<tr>
<td></td>
<td>• at least two from account adjustments</td>
</tr>
<tr>
<td></td>
<td>a) charges</td>
</tr>
<tr>
<td></td>
<td>b) allowances/discounts</td>
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<tr>
<td></td>
<td>c) refunds</td>
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<td></td>
<td>d) deposits/pre-payments</td>
</tr>
<tr>
<td></td>
<td>e) transfers</td>
</tr>
<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
<td>Be able to deal with the departures of customers</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 3</strong></td>
<td>The assessor must assess assessment criteria 6 - 11 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td></td>
<td>The assessor may assess assessment criteria 12 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 3</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least two from customer account</td>
</tr>
<tr>
<td></td>
<td>a) those where part payment is required</td>
</tr>
<tr>
<td></td>
<td>b) those where full payment is required</td>
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<td></td>
<td>c) those where the account does not require immediate settlement</td>
</tr>
<tr>
<td></td>
<td>• at least one from account or booking system</td>
</tr>
<tr>
<td></td>
<td>a) computerised</td>
</tr>
<tr>
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<td>b) manual</td>
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<tr>
<td></td>
<td>c) on-line systems</td>
</tr>
<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
</tbody>
</table>
Unit 255 Produce documents in a business environment (2FOH5)

Level: 2
UAN: T/601/2482
Credit value: 4
GLH: 15

Unit aim
This unit is about preparing high-quality and attractive documents to agreed layouts, formats, styles to meet agreed deadlines.

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1. Understand the purpose of producing high-quality and attractive documents in a business environment
2. Know the resources and technology available and how to use them when producing documents in a business environment
3. Understand the purpose of following procedures when producing documents in a business environment
4. Be able to prepare for tasks
5. Be able to produce documents to agreed specifications

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from CfA.
Unit 255 Produce documents in a business environment (2FOH5)
Learning outcomes and assessment criteria

Outcome 1 Understand the purpose of producing high-quality and attractive documents in a business environment
The learner can:
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

Outcome 2 Know the resources and technology available and how to use them when producing documents in a business environment
The learner can:
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

Outcome 3 Understand the purpose of following procedures when producing documents in a business environment
The learner can:
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 255 Produce documents in a business environment (2FOH5)
Learning outcomes and assessment criteria

Outcome 4 Be able to prepare for tasks
The learner can:
1. Confirm the purpose, content, style and deadlines for documents

Outcome 5 Be able to produce documents to agreed specifications
The learner can:
2. Prepare resources needed to produce documents
3. Organise the content required to produce documents
4. Make use of technology, as required
5. Format and produce documents to an agreed style
6. Integrate non-text objects into an agreed layout, if required
7. Check texts for accuracy
8. Edit and correct texts, as required
9. Clarify document requirements, when necessary
10. Store documents safely and securely following organisational procedures
11. Present documents to the required format and within the agreed deadlines
## Unit 255 Produce documents in a business environment (2FOH5)

### Evidence requirements

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Assessment guidance</th>
</tr>
</thead>
</table>
| 4.                | 1                   | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:  
  - letters  
  - emails  
  - memos |
| 5.                | 2 - 4 9             | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role |
|                   | 5 - 8 10 , 11       | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:  
  - documents produced |
Unit 256 Use office equipment (2FOH6)

Level: 2
UAN: H/601/2493
Credit value: 4
GLH: 18

Unit aim
This unit is about using a variety of different office equipment following manufacturers’ and organisational guidelines

Learning outcomes
There are seven learning outcomes to this unit. The learner will:
1. Know about different types of office equipment and its uses
2. Understand the purpose of following instructions and health and safety procedures
3. Understand how to use equipment in a way that minimises waste
4. Know about the different types of problems that may occur and how to deal with them
5. Understand the purpose of meeting work standards and deadlines
6. Understand the purpose of leaving equipment and the work area ready for the next user
7. Be able to use office equipment

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from CfA.
Unit 256 Use office equipment (2FOH6)
Learning outcomes and assessment criteria

Outcome 1 Know about different types of office equipment and its uses
The learner can:
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

Outcome 2 Understand the purpose of following instructions and health and safety procedures
The learner can:
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

Outcome 3 Understand how to use equipment in a way that minimises waste
The learner can:
K9. Give examples of waste when using equipment
K10. Give examples of ways to reduce waste
K11. Explain the purpose of minimising waste

Outcome 4 Know about the different types of problems that may occur and how to deal with them
The learner can:
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

Outcome 5 Understand the purpose of meeting work standards and deadlines
The learner can:
K15. Explain the purpose of meeting work standards and deadlines when using equipment
Unit 256 Use office equipment (2FOH6)
Learning outcomes and assessment criteria

Outcome 6 Understand the purpose of leaving equipment and the work area ready for the next user
The learner can:
K16. Explain the purpose of leaving equipment and the work area ready for the next user

Outcome 7 Be able to use office equipment
The learner can:
1. Locate and select equipment needed for a task
2. Use equipment following manufacturer’s and organisational guidelines
3. Use equipment minimising waste
4. Keep equipment clean and hygienic
5. Deal with equipment problems following manufacturer’s and organisational procedures
6. Refer problems, if required
7. Make sure final work product meets agreed requirements
8. Make sure that product is delivered to agreed timescale
9. Make sure equipment, resources and work area are ready for the next user
### Unit 256  Use office equipment (2FOH6)

**Evidence requirements**

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Assessment guidance</th>
</tr>
</thead>
</table>
| 7. 1 - 9          |                     | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources:  
- letters  
- emails  
- memos |
Unit 257  Communicate in a business environment (2FOH7)

Level: 2  
UAN: D/601/2475  
Credit value: 3  
GLH: 18

Unit aim
This unit is about being able to communicate clearly and accurately, in writing and verbally, with other people in a business environment.

Learning outcomes
There are eight learning outcomes to this unit. The learner will:
1. Understand the purpose of planning communication
2. Understand how to communicate in writing
3. Understand how to communicate verbally
4. Understand the purpose of feedback in developing communication skills
5. Be able to plan communication
6. Be able to communicate in writing
7. Be able to communicate verbally
8. Be able to identify and agree ways of developing communication skills

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from CfA.
Unit 257 Communicate in a business environment (2FOH7)
Learning outcomes and assessment criteria

Outcome 1 Understand the purpose of planning communication
The learner can:
K1. Explain reasons for knowing the purpose of communication
K2. Explain reasons for knowing the audience to whom the communication is being presented
K3. Describe different methods of communication
K4. Describe when to use different methods of communication

Outcome 2 Understand how to communicate in writing
The learner can:
K5. Identify different sources of information that may be used when preparing written communication
K6. Describe the communication principles for using electronic forms of written communication in a business environment
K7. Describe the reasons for using language that suits the purpose of written communication
K8. Describe ways of organising, structuring and presenting written information so it meets the needs of an audience
K9. Describe ways of checking for the accuracy of written information
K10. Explain the purpose of accurate use of grammar, punctuation and spelling
K11. Explain what is meant by plain English, and why it is used
K12. Explain the need to proof read and check written work
K13. Explain how to identify work that is important and work that is urgent
K14. Describe organisational procedures for saving and filing written communications

Outcome 3 Understand how to communicate verbally
The learner can:
K15. Describe ways of verbally presenting information and ideas clearly
K16. Explain ways of making contributions to discussions that help to move them forward
K17. Describe methods of active listening
K18. Explain the purpose of summarising verbal communications

Outcome 4 Understand the purpose of feedback in developing communication skills
The learner can:
K19. Describe ways of getting feedback on communications
K20. Explain the purpose of using feedback to develop communication skills
Unit 257 Communicate in a business environment (2FOH7)
Learning outcomes and assessment criteria

Outcome 5 Be able to plan communication
The learner can:
1. Identify the purpose of communications and the audience(s)
2. Select methods of communication to be used
3. Confirm methods of communication, as required

Outcome 6 Be able to communicate in writing
The learner can:
4. Find and select information needed for written communications
5. Organise, structure and present information so that it is clear, accurate and meets the needs of the audience
6. Use language that suits the purpose of written communication and the audience
7. Use accurate grammar, spelling and punctuation, and plain English to make sure that meaning is clear
8. Proof read and check written communications and make amendments, as required
9. Confirm what is important and what is urgent
10. Produce written communications to meet agreed deadlines
11. Keep a file copy of written communications sent

Outcome 7 Be able to communicate verbally
The learner can:
12. Verbally present information and ideas to others clearly and accurately
13. Make contributions to discussion(s) that move the discussion forward
14. Actively listen to information given by other people, and make relevant responses
15. Ask relevant questions to clarify own understanding, as required
16. Summarise verbal communication(s) and agree that the correct meaning has been understood

Outcome 8 Be able to identify and agree ways of developing communication skills
The learner can:
17. Get feedback to confirm whether the communication has achieved its purpose
18. Use feedback to identify and agree ways of improving own communication skills
### Unit 257 Communicate in a business environment (2FOH7)

Evidence requirements

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Assessment guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>5.1 - 5.3</td>
<td>Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning</td>
</tr>
</tbody>
</table>
| 6.                | 6.1                 | Evidence may be supplied via witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:  
  - information selected |
|                   | 6.2 - 6.5 6.7 - 6.8 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:  
  - letters  
  - emails  
  - memos  
  - information formatted |
| 6.6               |                     | Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning |
| 7.                | 7.1                 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:  
  - presentation |
|                   | 7.2 7.4 - 7.5       | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:  
  - minutes of meetings |
|                   | 7.3                 | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role |
Unit 258 Provide reception services (2FOH9)

Level: 2
UAN: K/601/2480
Credit value: 3
GLH: 15

Unit aim
This unit is about providing a reception service in a business environment, acting as the first point of contact between a business, its clients and the public.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand the purpose of reception services in a business environment
2. Understand the procedures to be followed when providing reception services
3. Understand ways of improving reception services and developing own role
4. Provide a reception service

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from CfA.
Unit 258  Provide reception services (2FOH9)
Learning outcomes and assessment criteria

Outcome 1 Understand the purpose of reception services in a business environment
The learner can:
K1. Explain the purpose of the receptionist role as the first point of contact between the public/client and an organisation
K2. Explain the purpose of presenting a positive image of self and the organisation
K3. Explain how to present a positive image of self and the organisation

Outcome 2 Understand the procedures to be followed when providing reception services
The learner can:
K4. Describe the structure and lines of communication in an organisation
K5. Explain how the structure in an organisation affects lines of communication
K6. Explain the purpose of entry, departure, security and confidentiality procedures including own responsibilities
K7. Explain how to carry out entry, departure, security and confidentiality procedures in a reception area
K8. Explain the purpose of health and safety procedures when providing a reception service including own responsibilities
K9. Explain how to carry out health and safety procedures in a reception area
K10. Describe the emergency procedures and your role within them
K11. Describe the types of problems that may occur with visitors including conflict and aggression
K12. Explain ways of dealing with problems and when to refer them to an appropriate colleague

Outcome 3 Understand ways of improving reception services and developing own role
The learner can:
K13. Explain the purpose of suggesting ideas for improving a reception area
K14. Explain the purpose of carrying out additional duties if applicable and give examples

Outcome 4 Provide a reception service
The learner can:
1. Present a positive image of self and the organisation
2. Provide individuals with requested information and other useful information within guidelines on confidentiality
3. Follow entry and exit security procedures, if required
4. Follow relevant health and safety procedures
5. Deal with problems that may occur, if necessary
6. Refer problems, as required
7. Make sure a reception area gives a positive image of the organisation
8. Make suggestions for improving a reception area, as required
9. Follow organisational procedures in the event of an accident or emergency as required
10. Look for and complete additional task(s) during quiet periods, as required
### Unit 258  Provide reception services (2FOH9)

Evidence requirements

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Assessment guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>1 - 5, 7, 9 - 10</td>
<td>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.</td>
</tr>
</tbody>
</table>
|                   | 6, 8                | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:  
  - letters  
  - emails  
  - memos |
Unit 259  Store and retrieve information (2FOH10)

Level: 2
UAN: R/601/2490
Credit value: 3
GLH: 17

Unit aim
This unit is about storing and retrieving information securely and within the confidentiality requirements of the organisation.

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Understand processes and procedures for storing and retrieving information
2. Be able to store information
3. Be able to retrieve information

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from CfA.
Outcomes 1 Understand processes and procedures for storing and retrieving information

The learner can:

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

Outcome 2 Be able to store information

The learner can:

1. Identify, confirm and collect information to be stored
2. Follow legal and organisational procedures for security and confidentiality of information to be stored
3. Store information in approved locations
4. Check and update stored information, if required
5. Delete stored information, if required
6. Deal with, or refer problems, if required

Outcome 3 Be able to retrieve information

The learner can:

7. Confirm and identify information to be retrieved
8. Follow legal and organisational procedures for security and confidentiality of information
9. Locate and retrieve the required information
10. Check and update information, if required
11. Provide information in the agreed format and timescale
12. Deal with or refer to problems if required
## Unit 259  
**Store and retrieve information (2FOH10)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Assessment guidance</th>
</tr>
</thead>
</table>
| 2.                | 1 - 6               | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources:  
• letters  
• emails  
• memos  
• information |
|                   | 2 - 5               | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role |
| 3.                | 7 - 12              | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources:  
• letters  
• emails  
• memos  
• information |
|                   | 8                   | Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role |
Unit 260  Handle mail and book external services (2FOH8)

Level: 2
UAN: M/601/5123
Credit value: 3
GLH: 28

Unit aim
This unit is about collecting, sorting and distributing mail and booking external services such as transport.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to handle mail and messages
2. Know how to handle mail and messages
3. Be able to book external services
4. Know how to book external services

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 260  Handle mail and book external services (2FOH8)
Learning outcomes and assessment criteria

Outcome 1  Be able to handle mail and messages
The learner can:
1. Collect mail and messages
2. Sort and distribute mail and messages to the correct person or place
3. Deal with mail and messages which have not been collected and distributed in line with workplace procedures
4. Make sure that mail and messages are kept secure

What you must cover:
1. Mail
   a) letters
   b) parcels
   c) registered or courier-delivered post
   d) electronic
2. Messages
   a) faxes
   b) emails
   c) typed/handwritten memos

Outcome 2  Know how to handle mail and messages
The learner can:
K1. State why it is important to communicate politely and helpfully
K2. State the legal requirements for handling mail and messages
K3. Describe safe and hygienic working practices when handling mail, messages and written communications
K4. Describe organisation's procedures for handling and distributing mail and why these are important
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 recording delivery and registered mail
K8. Outline the types of unexpected situations and problems that may occur and how to deal with these
Unit 260 Handle mail and book external services (2FOH8)
Learning outcomes and assessment criteria

Outcome 3 Be able to book external services
The learner can:
5. Identify customer needs and requirements
6. Identify organisations correctly and contact them as requested
7. Book services which meet customer needs
8. Provide customers with accurate details of the booking and of any alternatives
9. Follow organisation’s procedures for booking services

What you must cover:
1. Services
   a) Transport
   b) Deliveries
   c) Entertainment

Outcome 4 Know how to book external services
The learner can:
K9. State the types of services that might be asked to be booked and the procedures that should be followed
K10. State why it is important to give accurate verbal and written information to customers
K11. State why confirmation and deposits are required from customers
K12. Outline the types of unexpected situations and problems that may occur and how to deal with these
## Unit 260

**Handle mail and book external services (2FOH8)**

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FOH8</th>
<th>Handle mail and book external services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to handle mail and messages</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-4 by directly observing the candidate’s work.</td>
</tr>
</tbody>
</table>
| **What you must COVER for Outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **one** from mail  
    a) letters  
    b) parcels  
    c) registered or courier delivered post  
    d) electronic  
  - at least **two** from messages  
    a) faxes  
    b) emails  
    c) typed/handwritten memos  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| **Outcome 3** | Be able to book external services |
| **What you must DO for Outcome 3** | The assessor must assess assessment criteria 5-9 by directly observing the candidate’s work. |
| **What you must COVER for Outcome 3** | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **two** from services  
    a) transport  
    b) deliveries  
    c) entertainment  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 261        Resolve customer service problems (2GEN5)

Level:  2
UAN:  M/601/1511
Credit value:  6
GLH:  40

Unit aim
This unit is about what to do when it is difficult to meet customer expectations. Even if the service the learner gives is excellent, some customers experience problems. Part of the learner's 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 the customer's expectations involve more than the learner can offer or because service procedures have not been followed. Some problems are reported by customers and sometimes the learner will spot the problem first and resolve it before their customer has even noticed. As soon as the learner is aware of a problem, they 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 the organisation is by the way problems are handled.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Spot customer service problems
2. Pick the best solution to resolve customer service problems
3. Take action to resolve customer service problems
4. Know how to resolve customer service problems

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from ICS.
Unit 261  Resolve customer service problems (2GEN5)
Learning outcomes and assessment criteria

Outcome 1  Spot customer service problems
The learner can:
1. Listen carefully to customers about any problem they have raised
2. Ask customers about the problem to check their understanding
3. Recognise repeated problems and alert the appropriate authority
4. Share customer feedback with others to identify potential problems before they happen
5. Identify problems with systems and procedures before they begin to affect customers

Outcome 2  Pick the best solution to resolve customer service problems
The learner can:
6. Identify the options for resolving a customer service problem
7. Work with others to identify and confirm the options to resolve a customer service problem
8. Work out the advantages and disadvantages of each option for their customer and the organisation
9. Pick the best option for their customer and the organisation
10. Identify for their customer other ways that problems may be resolved if they are unable to help

Outcome 3  Take action to resolve customer service problems
The learner can:
11. Discuss and agree the options for solving the problem with their customer
12. Take action to implement the option agreed with their customer
13. Work with others and their customer to make sure that any promises related to solving the problem are kept
14. Keep their customer fully informed about what is happening to resolve the problem
15. Check with their customer to make sure the problem has been resolved to the customer’s satisfaction
16. Give clear reasons to their customer when the problem has not been resolved to the customer’s satisfaction

Outcome 4  Know how to resolve customer service problems
The learner can:
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 261 Resolve customer service problems (2GEN5)

Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit. (Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1, 2, 3 and 4 – February 2010)

2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.

4. Your evidence must include examples of resolving problems involving each of the following:
   a. a problem first identified by customers
   b. a problem identified within the organisation before it has affected your customer
   c. a problem caused by differences between your customer’s expectations and what your organisation can offer
   d. a problem caused by a system or procedure failure
   e. a problem caused by a lack of resources or human error.

5. You must provide evidence that you:
   a. supplied relevant information when customers have requested it
   b. supplied relevant information when customers have not requested it
   c. have used agreed organisational procedures when solving problems
   d. have made exceptions to usual practice with the agreement of others.
Unit 262  Modify the content of dishes (2PR24)

Level: 2
UAN: F/601/4770
Credit value: 4
GLH: 40

Unit aim
This unit is about modifying food and drink to ensure that it enables consumers to gain the maximum nutritional value from it. Modification may include the consistency, the fat and calorific content.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to modify the content of dishes
2. Understand how to modify the content of dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 262  Modify the content of dishes (2PR24)
Learning outcomes and assessment criteria

Outcome 1  Be able to modify the content of dishes
The learner can:
1. Ensure that the preparation and cooking areas and equipment are safe, hygienic and ready for use
2. Prioritise and carry out work in an efficient manner
3. Obtain, and follow, clear and accurate information relating to dietary requirements
4. Ensure that the meal has been correctly prepared and cooked to the required stage, and that ingredients are of the type required
5. Incorporate substances to fortify the meal at the correct time to meet dish quality requirements
6. Ensure that finish and presentation of food or drink meets organisational standards and dietary requirements
7. Ensure food or drink is maintained at the correct temperature until ready for service
8. Store and clearly and accurately label dishes not for immediate use in line with legal requirements relating to temperature control
9. Clean preparation and cooking areas and equipment to organisational and legal standards after use
10. Report any problems to the proper person
11. Modify the consistency of food and drink in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices

What you must cover:
1. Food and drink products
   a) Cereals/pulses
   b) Fruit
   c) Egg
   d) Meat
   e) Soups/stocks/sauces
   f) Cheese
   g) Pasta
   h) Fish
   i) Vegetables
   j) Liquids
2. Dietary requirements
   a) Volume
   b) Consistency
   c) Aroma
   d) Appearance
   e) Nutrient levels
   f) Texture
   g) Nutritional balance
   h) Taste
3. Modify/fortify
   a) Purée
   b) Mash to a soft form
   c) Liquidise
   d) Mince to a soft form
   e) Smooth
   f) Add calorific value
   g) Use thickening agent/texture modification
   h) Modify the protein
   i) Modify the fat content
   j) Modify the sugar/carbohydrate level
Unit 262 Modify the content of dishes (2PR24)
Learning outcomes and assessment criteria

**Outcome 2 Understand how to modify the content of dishes**
The learner can:
K1. State the main nutrient groups
K2. State the quantity of nutrients typically needed to maintain a good dietary balance
K3. Describe what food preparation and cooking methods can affect the dietary content of foods
K4. Describe how modifying and fortifying food can add or remove vital nutrients
K5. Describe the importance of maintaining adequate nutritional levels
K6. State why it is important to follow exact specifications required for consumer given that individual needs may differ
K7. Describe why different types of consistency of food and drink are necessary for different types of consumer
K8. State why different consumers may require modified or fortified food and drink
K9. State what safe working practices should be followed when preparing food for special diets
K10. Describe why it is important to keep areas and equipment hygienic when modifying and fortify food
K11. State the main contamination threats when modifying food
K12. State why time and temperature are important when modifying food
K13. State why dishes should be stored at required safe temperature before cooking
K14. State why dishes not for immediate consumption should be cooled rapidly or maintained at a safe temperature after cooking
K15. State what foods can commonly present problems to those who suffer from severe allergenic reactions
K16. Describe what actions should be taken when producing food to prevent allergic reactions amongst consumers
K17. State where to obtain information about allergies
K18. State what foods or products can be used to modify or fortify dishes
K19. State whether the dish ingredients contain genetically modified organisms (GMOs) and what the organisational policy is on using GMOs
K20. Describe what the quality of the food products should be in terms of aroma, texture, taste, and appearance on completion
K21. Describe the level of consistency commonly required for different modification methods
K22. State what food types contain high levels of fat, and how to reduce those levels or find alternatives
K23. State the quantity of fat which should be within the diet
K24. Describe what the components of glutens are
K25. State why certain consumers require gluten free diets
K26. Describe what action to take if dish ingredients are not available
## Unit 262

### Modify the content of dishes (2PR24)

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR24</th>
<th>Modify the content of dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you have to DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1, 4, 5, 6, 7 and 9 by directly observing the candidate's work. The assessor may assess assessment criteria 2, 3, 8, 10 and 11 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must COVER for outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
</tbody>
</table>
| | • at least **five** from **food and drink products**  
  a) cereals/pulses  
  b) fruit  
  c) egg  
  d) meat  
  e) soups/stocks/sauces  
  f) cheese  
  g) pasta  
  h) fish  
  i) vegetables  
  j) liquids  
| | • at least **four** from **dietary requirements**  
  a) volume  
  b) consistency  
  c) aroma  
  d) appearance  
  e) nutrient levels  
  f) texture  
  g) nutritional balance  
  h) taste  
| | • at least **five** from **modify/fortify:**  
  a) purée  
  b) mash to a soft form  
  c) liquidise  
  d) mince to a soft form  
  e) smooth  
  f) add calorific value  
  g) use thickening agent/textural modification  
  h) modify the protein  
  i) modify the fat content  
  j) modify the sugar/carbohydrate level  |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 263 Provide tourism information services to customers (2FOH11)

Level: 2
UAN: R/601/5129
Credit value: 5
GLH: 50

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to work with customers on their tourism information needs
2. Understand how to work with customers on their tourism information needs
3. Be able to seek tourism information and offer advice to customers
4. Understand how to seek tourism information and offer advice to customers

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 263 Provide tourism information services to customers (2FOH11)
Learning outcomes and assessment criteria

Outcome 1 Be able to work with customers on their tourism information needs
The learner can:
1. Politely welcome customers
2. Use open questioning techniques to identify the customer needs
3. Use active listening skills when identify the customer needs
4. Make clear any areas of uncertainty with the customer if appropriate
5. Confirm customer requirements
6. Ensure that the customer is willing to pay for any external tourism information services, if appropriate
7. Focus on the customers needs while recognising other customers that may be waiting

Outcome 2 Understand how to work with customers on their tourism information needs
The learner can:
K1. State why it is important to be helpful and polite
K2. Explain when and how to use open question techniques effectively
K3. State why using active listening skills is helpful to the customer
K4. State why it is essential to confirm the customer needs
K5. State why it is important to check the customer is happy with the service and how to deal with any dissatisfaction
K6. State how to access information and sources
K7. Describe what tourism information the organisation possesses and where this is stored
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

Outcome 3 Be able to seek tourism information and offer advice to customers
The learner can:
8. Identify sources that provide the information required by the customer
9. Ensure that the information identified is accurate, current and relates to the customer
10. Provide relevant information and advice to the customer based on their needs
11. Clearly explain any restrictions with information and or products and services when appropriate
12. Offer information and advice that best fits the customer needs if several options are available
13. Confirm politely with the customer that they have understood the information and advice that has been provided
14. Give customers written and/or printed confirmation of the information they have sought, where appropriate
15. Ensure that the customer is happy with the service provided and politely conclude the customer enquiry
Unit 263  Provide tourism information services to customers (2FOH11)

Learning outcomes and assessment criteria

What you must cover:

1. Information sources
   a) Electronic sources
   b) Brochures
   c) Directories
   d) Timetables
   e) Maps
   f) Guidebooks
   g) External organisations
   h) Leaflets

Outcome 4  Understand how to seek tourism information and offer advice to customers

The learner can:

   K11. Describe how to access and use a range of different information sources
   K12. List a range of other external organisations that provide tourism information and how to contact them
   K13. Describe company’s procedures with regards to booking fees, liabilities and billing customers
   K14. Describe how to effectively structure advice and what limitations there are to the advice provided
   K15. State the relevant parts of the disability discrimination legislation and its implications when giving advice and information to customers
   K16. State the methods available for providing written or printed information to customers
   K17. Describe methods for politely concluding customer interactions
### Unit 263  Provide tourism information services to customers (2FOH11)

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2FOH11/10</th>
<th>Provide tourism information services to customers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Work with customers on their tourism information needs</td>
</tr>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess statements 1, 2, 3 and 5 by directly observing the candidate’s work. The assessor may assess statements 4, 6 and 7 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
<td>Seek tourism information and offer advice to customers</td>
</tr>
<tr>
<td><strong>What you must DO for outcome 3</strong></td>
<td>The assessor must assess statements 8, 9, 10, 13 and 15 by directly observing the candidate’s work. The assessor may assess statements 11, 12 and 14 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for outcome 3** | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least three from information sources  
    a) electronic sources  
    b) brochures  
    c) directories  
    d) timetables  
    e) maps  
    f) guidebooks  
    g) external organisations  
    h) leaflets  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 264 Cleaning and servicing a range of housekeeping areas (2HK1)

Level: 2
UAN: J/601/5015
Credit value: 3
GLH: 28

Unit aim
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.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to clean and service toilet and bathroom areas
2. Understand how to clean and service toilet and bathroom areas
3. Be able to clean and service furnished areas
4. Understand how to clean and service furnished areas
5. Be able to dispose of waste
6. Know how to dispose of waste

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 264  Cleaning and servicing a range of housekeeping areas (2HK1)

Learning outcomes and assessment criteria

Outcome 1 Be able to clean and service toilet and bathroom areas
The learner can:
1. **Prepare** bathroom and toilet areas for cleaning
2. Choose the correct cleaning equipment and materials for toilet and bathroom areas
3. Clean toilets and surrounding areas correctly
4. Clean bathroom appliances and surrounding areas correctly
5. Clean floors, walls, mirrors and other areas following correct procedures
6. Identify and report anything that needs maintenance or repair
7. Complete and pass on any records of work, when required
8. Carry out a final check of the area to ensure customer satisfaction

What you must cover
1. **Preparations**
   a) Use of protective clothing
   b) Put up hazard signs
   c) Protect vulnerable surrounding areas

Outcome 2 Understand how to clean and service toilet and bathroom areas
The learner can:
K1. Describe what to do if customers are present when cleaning rooms
K2. Explain why it is important to prepare the area and self 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 bathrooms 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
Unit 264 Cleaning and servicing a range of housekeeping areas (2HK1)

Learning outcomes and assessment criteria

Outcome 3 Be able to clean and service furnished areas
The learner can:
9. **Prepare** furnished areas for cleaning
10. Choose the correct cleaning equipment and materials for each part of the area
11. Clean the floor covering according to workplace procedures
12. Clean the furniture according to workplace procedures
13. Clean mirrors, wall covering and any other surfaces and leave the whole area tidy
14. Identify and report anything that needs maintenance or repair
15. Complete and pass on any records of work correctly
16. Carry out a final check of the area to make sure it will satisfy the customer

What you must cover
1. **Preparations**
   a) Use of protective clothing
   b) Put up hazard signs
   c) Protect surrounding areas

Outcome 4 Understand how to clean and service furnished areas
The learner can:
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
Outcome 5  Be able to dispose of waste

The learner can:
17. Wear appropriate personal protective clothing
18. Prepare the waste for despatch making sure it is handled carefully
19. Sanitise waste containers following workplace procedures

What you must cover:
1. **Waste**
   a) Hazardous waste
   b) Non-hazardous waste
2. **Collection methods**
   a) External collection
   b) Incineration/compression
   c) Recycling

Outcome 6  Know how to dispose of waste

The learner can:
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 264  Cleaning and servicing a range of housekeeping areas (2HK1)

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2HK1</th>
<th>Cleaning and servicing a range of housekeeping areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Be able to clean and service toilet and bathroom areas</td>
</tr>
<tr>
<td>What you must <strong>DO</strong> for Outcome 1</td>
<td>The assessor must assess assessment criteria 1-5 and 8 by directly observing the candidate’s work. The assessor may assess assessment criteria 6 and 7 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for Outcome 1 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least one from preparations  
    a) use of protective clothing  
    b) put up hazard warning signs  
    c) protect surrounding areas  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| Outcome 3 | Be able to clean and service furnished areas |
| What you must **DO** for Outcome 3 | The assessor must assess assessment criteria 9-13 and 16 by directly observing the candidate’s work. The assessor may assess assessment criteria 14 and 15 through questioning or witness testimony if no naturally occurring evidence is available. |
| What you must **COVER** for Outcome 3 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least one from preparations  
    a) use of protective clothing  
    b) put up hazard warning signs  
    c) protect vulnerable surrounding areas  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| Outcome 5 | Be able to dispose of waste |
| What you must **DO** for Outcome 5 | The assessor must assess assessment criteria 17-19 by directly observing the candidate’s work. |
| What you must **COVER** for Outcome 5 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least one from waste  
    a) hazardous waste  
    b) non-hazardous waste  
  - at least two from collection methods  
    a) external collection  
    b) incineration/compression  
    c) recycling  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 265  Use of different chemicals and equipment in housekeeping (2HK2)

Level: 2
UAN: D/601/5005
Credit value: 4
GLH: 33

Unit aim
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).

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to work using different chemicals
2. Understand how to work using different chemicals
3. Be able to work using manual equipment
4. Understand how to work using manual equipment
5. Be able to work using electrical equipment
6. Know how to work using electrical equipment

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Outcome 1  Be able to work using different chemicals
The learner can:
1. Choose correct chemicals for areas going to be cleaned
2. Wear appropriate protective clothing
3. Prepare and use chemicals in line with the manufacturers' instructions, using the correct equipment
4. Store chemicals securely
5. Complete relevant documentation in line with organisational procedures

What you must cover
1. Chemicals
   a) Multi-surface cleaner
   b) Toilet cleaner
   c) Glass cleaner
   d) Air freshener
   e) Polish
   f) Sanitizer
   g) Other

Outcome 2  Understand how to work using different chemicals
The learner can:
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
Unit 265  Use of different chemicals and equipment in housekeeping (2HK2)
Learning outcomes and assessment criteria

Outcome 3 Be able to work using manual equipment
The learner can:
6. Choose correct equipment for areas going to be cleaned
7. Prepare areas for cleaning
8. Use equipment safely, correctly and where appropriate using correct chemicals
9. Leave areas clean and tidy and free from debris
10. Store equipment in line with organisational procedures

What you must cover
1. Equipment
   a) Mop systems for wet use
   b) Mop systems for dry use
   c) Colour-coded cloths
   d) Duster
   e) Bucket
   f) Sponge/non-abrasive pad
   g) Brushes
   h) Dustpan
   i) Abrasive pad

Outcome 4 Understand how to work using manual equipment
The learner can:
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

Outcome 5 Be able to work using electrical equipment
The learner can:
11. Choose the correct equipment and chemicals for the area to be cleaned
12. Check that equipment is safe to use
13. Select and use correct attachments for equipment
14. Use equipment, attachments and chemicals in line with manufacturers’ instructions
15. Store equipment and attachments correctly in line with the manufacturers’ instructions
Unit 265  Use of different chemicals and equipment in housekeeping (2HK2)
Learning outcomes and assessment criteria

What you must cover:
1. Equipment
   a) Vacuum cleaners
   b) Suction dryers
   c) Polishers/burnishers
   d) Scrubbers
   e) Spray extractors
2. Attachments
   a) Hard/soft floor attachments
   b) Upholstery attachments
   c) Brushes/pads
   d) Crevice tools
3. Chemicals
   a) Carpet shampoo
   b) Foam inhibitor
   c) Spray polish
   d) Floor maintainer
   e) Floor stripper
   f) Degreasers
   g) Greasy stain removers
   h) Non-greasy stain removers
   i) Cleaning granules

Outcome 6  Know how to work using electrical equipment
The learner can:
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 265  Use of different chemicals and equipment in housekeeping (2HK2)

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2HK2</th>
<th>Use of different chemicals and equipment</th>
</tr>
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<td>Be able to work using different chemicals</td>
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<td>What you must <strong>COVER</strong> for outcome 1</td>
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<tr>
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<td>d) air freshener</td>
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<tr>
<td></td>
<td>e) polish</td>
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<td>f) sanitizer</td>
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<tr>
<td></td>
<td>g) other</td>
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<td>e) bucket</td>
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<td></td>
<td>f) sponge/non-abrasive pad</td>
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<tr>
<td></td>
<td>g) brushes</td>
</tr>
<tr>
<td></td>
<td>h) dustpan</td>
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<td>i) abrasive pad</td>
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<td>Outcome 5</td>
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<td>b) suction dryers</td>
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<td>c) polishers/burnishers</td>
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<td>d) scrubbers</td>
</tr>
<tr>
<td></td>
<td>e) spray extractors</td>
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<td>Chemicals</td>
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<tr>
<td>at least two from attachments</td>
<td>at least two from chemicals</td>
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<td>a) hard/soft floor attachments</td>
<td>a) carpet shampoo</td>
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<td>b) upholstery attachments</td>
<td>b) foam inhibitor</td>
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<tr>
<td>c) brushes/pads</td>
<td>c) spray polish</td>
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<td>d) crevice tools</td>
<td>d) floor maintainer</td>
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<td>e) spray extractors/nozzles</td>
<td>e) floor stripper</td>
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<td>f) hoses</td>
<td>f) degreasers</td>
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<td>g) greasy stain removers</td>
<td>g) greasy stain removers</td>
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<td>h) non-greasy stain removers</td>
<td>h) non-greasy stain removers</td>
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<td>i) cleaning granules</td>
<td>i) cleaning granules</td>
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</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. For this unit, the assessor is only required to collect supplementary evidence for:

- two from equipment
- three from attachments
- three from chemicals
Unit 266 Maintain housekeeping supplies (2HK3)

Level: 2  
UAN: D/601/5036  
Credit value: 3  
GLH: 24

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to receive and check housekeeping supplies
2. Understand how to receive and check housekeeping supplies
3. Be able to store and issue housekeeping supplies
4. Understand how to store and issue housekeeping supplies

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 266 Maintain housekeeping supplies (2HK3)
Learning outcomes and assessment criteria

Outcome 1 Be able to receive and check housekeeping supplies
The learner can:
1. Receive deliveries of housekeeping supplies and check that they are not damaged and are within their use-by-date
2. Make sure that deliveries match orders and delivery notes
3. Complete delivery documents accurately
4. Handle and move housekeeping supplies to storage areas safely and without damaging or losing any supplies
5. Keep receiving areas clean, tidy, hygienic and secure

What you must cover:
1. Deliveries
   a) External suppliers
   b) Internal suppliers
2. Housekeeping supplies
   a) Equipment
   b) Materials
   c) Customer supplies

Outcome 2 Understand how to receive and check housekeeping supplies
The learner can:
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 what procedures to follow when discrepancies in deliveries/delivery documentations have been identified
K7. State what procedures to follow to handle and transport goods safely to storage areas
Unit 266 Maintain housekeeping supplies (2HK3)
Learning outcomes and assessment criteria

Outcome 3 Be able to store and issue housekeeping supplies
The learner can:
6. Store **housekeeping supplies** under the correct **storage conditions**
7. Issue housekeeping supplies ensuring that they are handled in line with manufacturers’ instructions
8. Follow stock rotation and issuing procedures
9. Report low levels of housekeeping supplies to the appropriate members of staff
10. Keep storage areas clean, tidy and hygienic, reporting signs of pest infestations immediately
11. Secure storage areas against unauthorised access
12. Refer all tasks outside own area of responsibility to the appropriate member of staff

What you must cover:
1. **Housekeeping supplies**
   a) Equipment
   b) Materials
   c) Customer supplies
2. **Storage conditions**
   a) Lighting
   b) Ventilation
   c) Temperature
   d) Cleanliness

Outcome 4 Understand how to store and issue housekeeping supplies
The learner can:
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
K11. State why storage areas need to be secure from unauthorised access
K12. Describe what procedures to follow to proof storage areas from 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
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<tr>
<th>Unit 2HK3</th>
<th>Maintain housekeeping supplies</th>
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<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-5 by directly observing the candidate’s work.</td>
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<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
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<td>- at least two from housekeeping supplies</td>
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<td>a) equipment</td>
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<td>b) materials</td>
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<td>c) customer supplies</td>
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<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
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<td><strong>Outcome 3</strong></td>
<td>Be able to store and issue housekeeping supplies</td>
</tr>
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<td>The assessor must assess assessment criteria 6-11 by directly observing the candidate’s work.</td>
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<td>The assessor may assess assessment criteria 12 through questioning or witness testimony if no naturally occurring evidence is available.</td>
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<td>- at least two from housekeeping supplies</td>
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<td>c) customer supplies</td>
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<td>c) temperature</td>
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Unit 267  Clean, maintain and protect semi-hard and hard floors (2HK4)

Level:  2
UAN:  D/600/6336
Credit value:  4
GLH:  23

Unit aim
This unit is about cleaning semi-hard and hard floors using manual equipment. It covers assessing the amount of cleaning that is required and the selection of appropriate equipment and cleaning agents.

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 completed.

Learning outcomes
There are seven learning outcomes to this unit. The learner will:
1. Understand how to prepare to clean semi-hard and hard floors
2. Understand how to clean semi-hard and hard floors
3. Understand how to treat semi-hard and hard floors
4. Understand how to protect hard floors
5. Be able to prepare to clean semi-hard and hard floors
6. Be able to clean semi-hard and hard floors
7. Be able to protect hard floors

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from Asset Skills.
Unit 267  Clean, maintain and protect semi-hard and hard floors (2HK4)
Learning outcomes and assessment criteria

Outcome 1  Understand how to prepare to clean semi-hard and hard floors
The learner can:
K1  State types of semi-hard and hard floors
K2  Explain the process for preparing to clean hard floors
K3  State the importance of maintaining personal hygiene when cleaning
K4  State the importance of removing personal items and where these should be stored
K5  State the importance of wearing appropriate personal protective equipment and for others to see it being worn
K6  State the importance of checking health and safety instructions against organisational requirements
K7  Explain why it is important to follow the checks and restrictions for use of deep cleaning equipment
K8  State what could happen if the right safety measures are not taken
K9  State the importance of colour coding
K10  State factors which would affect how to clean a semi-hard or hard floor

Outcome 2  Understand how to clean semi-hard and hard floors
The learner can:
K11  State the importance of removing large items of debris by hand before beginning cleaning
K12  Describe the safe handling techniques which should be used for removing large items of debris
K13  State methods for removing loose dust and debris
K14  Explain how to select a method for removing loose dust and debris
K15  State which containers to put dust and debris into
K16  Describe how different types of spillages can be identified
K17  Describe the importance of reporting body fluids and spillages that you cannot identify
K18  Give reasons why body fluids or spillages that are unidentified should not be cleaned until instructions to do so have been issued
K19  State methods that could be used to remove spillages
K20  Explain how to select a method to clean up spillages
K21  State the importance of disposing of unused cleaning solutions correctly

Outcome 3  Understand how to treat semi-hard and hard floors
The learner can:
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
Unit 267 Clean, maintain and protect semi-hard and hard floors (2HK4)
Learning outcomes and assessment criteria

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

Outcome 4 Understand how to protect hard floors
The learner can:
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

Outcome 5 Be able to prepare to clean semi-hard and hard floors
The learner can:
1. Prepare the work area and equipment so that the task can be completed efficiently, correctly
2. Select the appropriate personal protective equipment for use when cleaning floors
3. Select the correct equipment for the work area and the most effective treatment to use
4. Report damaged and deteriorated floor surfaces that may require restoration
5. Identify and note any factors that may affect how the floor is cleaned
6. Identify any additional requirements that need to be applied other than supervisors instructions
7. Ventilate the area during cleaning

Outcome 6 Be able to clean semi-hard and hard floors
The learner can:
8. Remove large items of debris and loose dust carefully and safely without causing it to spread
9. Report any bodily fluid or spillages that cannot be identified according to organisational requirements
10. Select a method for clearing up spillages that is correct for:
    • the floor
    • the size of spillage
    • the type of spillage
Unit 267 Clean, maintain and protect semi-hard and hard floors (2HK4)

Learning outcomes and assessment criteria

11. Select equipment and cleaning agents that are right for the floor taking into account the amount of ground-in-soil
12. Soften ground-in soil and stains before attempting to remove them
13. Conduct a test clean in an area where marks are least likely to be noticed
14. Apply the treatment safely according to manufacturer’s instructions without over wetting or damaging the surface
15. Report stains that cannot be removed
16. Dispose of unused cleaning treatments and waste products in line with organisational requirements

Outcome 7 Be able to protect hard floors

The learner can:
17. Select an appropriate protective coating and equipment for the floor surface
18. Apply the correct number of protective coatings evenly and systematically to the floor, following manufacturer’s instructions
19. Leave the floor dry and free of dust
20. Dispose of unused materials correctly and return items to the correct place
21. Dispose of waste correctly
22. Reinstate the work area
Unit 267  Clean, maintain and protect semi-hard and hard floors (2HK4)

Evidence requirements

Cleaning Assessment Guidance Level 2
The primary source of evidence must be by observation in the workplace by an assessor. It is recommended that assessment is holistic where possible. This is referencing the evidence across all the units which it fits. However, other forms of evidence may be used in exceptional instances and these are set out in the principles of assessment and are as follows:

- health and safety considerations
- activities that would cause serious inconvenience or loss to an employer if there was an undue delay in their being carried out
- infrequently occurring activities
- equality of access

In order to provide consistency across awarding organisations and centres the following guidance has been developed. The tables give guidance on the acceptable types of evidence for each unit. It does not mean that evidence must be provided for each type allowed.

Suggested evidence types for the headings are as follows:
Observation: direct observation or witness testimony where direct observation is not possible (see Assessment Principles)
Question and Answer: candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning
Simulation/Realistic working environment: should be used as a last resort where allowed. A definition of a realistic working environment is given in the Assessment Principles document.
Unit 267  Clean, maintain and protect semi-hard and hard floors (2HK4)

Evidence requirements

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<tr>
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O = Observation  
Q = Question & answer  
S = Simulation/RWE
Unit 268  Clean and maintain soft floors and furnishings (2HK5)

Level: 2
UAN: H/600/6337
Credit value: 4
GLH: 21

Unit aim
This unit is about cleaning soft floors and furnishings, including the removal of stains and applying treatments. The unit will cover a range of specialist methods including: dry suction, pile agitation, bonnet mopping absorption, dry powder extraction, water extraction, dry solvent application, shampooing, pile realignment.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand how to prepare to clean soft floors and furnishings
2. Understand how to maintain soft floors and furnishings
3. Be able to prepare to maintain soft floors and furnishings
4. Be able to maintain soft floors and furnishings

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from Asset Skills.
Unit 268  
Clean and maintain soft floors and furnishings  
(2HK5)  
Learning outcomes and assessment criteria

Outcome 1  Understand how to prepare to clean soft floors and furnishings

The learner can:

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

Outcome 2  Understand how to maintain soft floors and furnishings

The learner can:

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 268 Clean and maintain soft floors and furnishings (2HK5)

Learning outcomes and assessment criteria

Outcome 3 Be able to prepare to maintain soft floors and furnishings
The learner can:
1. Prepare the work area and equipment so that the task can be completed efficiently and safely
2. Examine the material to make sure it is suitable for the planned treatment given the:
   - type of soiling
   - position
   - amount of soiling
3. Identify whether the material is colourfast and shrink resistant
4. Identify and report damaged and deteriorated surfaces that may require restoration
5. Identify and note any factors that may affect how the material is cleaned
6. Identify any additional requirements that need to be applied other than supervisors instructions
7. Identify and move any portable objects that may hinder working
8. Ventilate the area during deep cleaning

Outcome 4 Be able to maintain soft floors and furnishings
The learner can:
9. Remove loose dust and debris before applying the cleaning agent or treatment
10. Soften ground-in-soil and stains before attempting to remove them
11. Conduct a test clean in an area where marks are least likely to be noticed
12. Apply the treatment safely according to manufacturer’s instructions without over wetting or damaging the material
13. Assess the treated area and apply more treatment to remove stains safely where necessary
14. Leave surfaces with an even appearance when work is completed
15. Leave the material free of excess moisture and ground in soil when work is completed
16. Dispose of waste correctly
17. Reinstate the work area
18. Report stains that cannot be removed
Unit 268 Clean and maintain soft floors and furnishings (2HK5)

Evidence requirements

Cleaning Assessment Guidance Level 2

The primary source of evidence must be by observation in the workplace by an assessor. It is recommended that assessment is holistic where possible. This is referencing the evidence across all the units which it fits. However, other forms of evidence may be used in exceptional instances and these are set out in the principles of assessment and are as follows:

- health and safety considerations
- activities that would cause serious inconvenience or loss to an employer if there was an undue delay in their being carried out
- infrequently occurring activities
- equality of access

In order to provide consistency across awarding organisations and centres the following guidance has been developed. The tables give guidance on the acceptable types of evidence for each unit. It does not mean that evidence must be provided for each type allowed.

Suggested evidence types for the headings are as follows:

Observation: direct observation or witness testimony where direct observation is not possible (see Assessment Principles)

Question and Answer: candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning

Simulation / Realistic working environment: should be used as a last resort where allowed. A definition of a realistic working environment is given in the Assessment Principles document.
Unit 268  Clean and maintain soft floors and furnishings (2HK5)

Evidence requirements

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<tr>
<th>Outcome 1</th>
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O = Observation
Q = Question & answer
S = Simulation/RWE
Unit 269  Providing a linen service (2HK6)

Level: 2
UAN: H/601/5037
Credit value: 3
GLH: 25

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to receive and check linen
2. Understand how to receive and check linen
3. Be able to store and issue clean linen
4. Understand how to store and issue clean linen

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 269 Providing a linen service (2HK6)
Learning outcomes and assessment criteria

Outcome 1 Be able to receive and check linen
The learner can:
1. Match deliveries of linen supplies orders and delivery notes
2. Complete delivery documentation accurately
3. Report discrepancies with deliveries to the appropriate person
4. Move clean linen safely to the storage area
5. Check linen meets presentation requirements and report any discrepancies to the appropriate person
6. Keep receiving areas clean, tidy, hygienic and secure

What you must cover:
1. Deliveries
   a) Internal linen supply
   b) External linen supply
2. Presentation requirements
   a) Clean
   b) Free from stains
   c) Free from fabric damage
   d) Folded correctly

Outcome 2 Understand how to receive and check linen
The learner can:
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 what 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

Outcome 3 Be able to store and issue clean linen
The learner can:
7. Store linen supplies under the correct conditions
8. Follow stock rotation procedures
9. Issue correct type and quantity of linen to staff
10. Keep accurate and complete records of items received, stored and issued
11. Report signs of missing stock immediately
12. Keep storage areas clean, dry and secure
13. Report any signs of pest infestation immediately
Unit 269 Providing a linen service (2HK6)
Learning outcomes and assessment criteria

What you must cover:
1. Conditions
   a) Lighting
   b) Ventilation
   c) Temperature
   d) Cleanliness

Outcome 4 Understand how to store and issue clean linen
The learner can:
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 what procedures should be followed to issue linen items to staff
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
### Evidence requirements

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<thead>
<tr>
<th>Unit 2HK6</th>
<th>Providing a linen service</th>
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<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Receive and check clean linen</td>
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<tr>
<td>**What you must **</td>
<td><strong>DO</strong> for Outcome 1</td>
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</table>
| **What you must ** | **COVER** for Outcome 1 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **one** from deliveries  
    a) internal linen supply  
    b) external linen supply  
  - at least **three** from presentation requirements  
    a) clean  
    b) free from stains  
    c) free from fabric damage  
    d) folded correctly  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| **Outcome 3** | Store and issue clean linen |
| **What you must ** | **DO** for Outcome 3 | The assessor **must** assess assessment criteria 7, 8, 9, 10, 12 and 13 by directly observing the candidate’s work. The assessor may assess assessment criteria 11 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must ** | **COVER** for Outcome 3 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **three** from conditions  
    a) lighting  
    b) ventilation  
    c) temperature  
    d) cleanliness  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 270 Carry out periodic room servicing and deep cleaning (2HK7)

Level: 2
UAN: K/601/5010
Credit value: 3
GLH: 25

Unit aim
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.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to carry out periodic room servicing
2. Understand how to carry out periodic room servicing
3. Be able to carry out periodic deep cleaning
4. Understand how to carry out periodic deep cleaning

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 270  Carry out periodic room servicing and deep cleaning (2HK7)
Learning outcomes and assessment criteria

Outcome 1 Be able to carry out periodic room servicing
The learner can:
1. Make sure necessary information about the schedule and requirements for periodic room servicing is available
2. Obtain the necessary stock to replace items in the room
3. Carry out the required periodic room servicing
4. Leave the room in the required condition
5. Follow the correct procedures for items that have been replaced
6. Identify and report anything that needs specialist maintenance

What you must cover:
1. Periodic room servicing
   a) Turning mattresses
   b) Changing curtains and drapes
   c) Changing other soft furnishings as required

Outcome 2 Understand how to carry out periodic room servicing
The learner can:
K1. Outline the schedule for periodic room servicing and deep clean in organisation
K2. State why it is important to follow this schedule
K3. State why the work area needs to be inspected on completion
K4. State organisation’s quality standards for the appearance and cleanliness of rooms
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

Outcome 3 Be able to carry out periodic deep cleaning
The learner can:
7. Make sure necessary information about the schedule and requirements for periodic deep cleaning are available
8. Prepare areas for periodic deep cleaning
9. Choose the correct cleaning equipment and materials for each part of the area
10. Carry out periodic deep cleaning as required
11. Leave the room in the required condition
12. Identify and report any items that need specialist maintenance
What you must cover:

1. **Preparation**
   a) Use of appropriate protective clothing
   b) Move furniture to clean underneath
   c) Protect vulnerable surrounding areas

2. **Periodic deep cleaning**
   a) High dusting
   b) Vacuuming under furniture and carpet edges
   c) Cleaning shower rails, plug traps, drains, gulleys and behind pedestals
   d) Cleaning pull cords, plugs and switches
   e) Cleaning skirting boards and other paintwork
   f) Cleaning air vents and extractors

**Outcome 4  Understand how to carry out periodic deep cleaning**

The learner can:

K8. Outline the preparations needed to carry out periodic deep cleaning and why these are important
K9. State the equipment and materials needed for periodic deep cleaning and how to obtain them
K10. Describe how to use the equipment and materials efficiently and safely
K11. State health and safety requirements for high dusting
### Unit 2HK7 Carry out periodic room servicing and deep cleaning (2HK7)

**Evidence requirements**

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<tr>
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<th>Carry out periodic room servicing and deep cleaning</th>
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<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to carry out periodic room servicing</td>
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<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-5 by directly observing the candidate’s work.</td>
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<td>The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</td>
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<td><strong>What you must COVER for outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
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<td>- at least <strong>one</strong> from <strong>periodic room servicing</strong></td>
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<td>a) turning mattresses</td>
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<td>b) changing curtains and drapes</td>
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<td>c) changing other soft furnishings as required</td>
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<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
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| **Outcome 3** | Be able to carry out periodic deep cleaning |
| **What you must DO for outcome 3** | The assessor must assess assessment criteria 7-11 by directly observing the candidate’s work. |
| | The assessor may assess assessment criteria 12 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must COVER for outcome 3** | There must be performance evidence, gathered through observing the candidate’s work for: |
| | - at least **two** from **preparations** |
| | a) use of appropriate protective clothing |
| | b) move furniture to clean underneath |
| | c) protect vulnerable surrounding areas |
| | - at least **five** from **periodic deep cleaning** |
| | a) high dusting |
| | b) vacuum under furniture and carpet edges |
| | c) clean shower rails, plugs traps, drains, gulleys and behind pedestals |
| | d) clean pull cords, plugs and switches |
| | e) clean skirting boards and other paintwork |
| | f) clean air vents and extractors |
| | Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 271 Complete kitchen documentation (2P&C1)

Level: 2
UAN: L/601/5372
Credit value: 3
GLH: 25

Unit aim
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.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to complete kitchen documentation
2. Understand how to complete kitchen documentation

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 271  Complete kitchen documentation (2P&C1)
Learning outcomes and assessment criteria

Outcome 1 Be able to complete kitchen documentation
The learner can:
1. Ensure sufficient **relevant documents** are available and when necessary, obtain extra copies
2. Complete relevant documents accurately and legibly to meet organisational requirements
3. Ensure relevant documents arrive with proper person within time required
4. Copy and file relevant documents in line with organisational requirements
5. Respond to queries about completion of relevant documents, within the boundaries of authority

What you must cover:
1. **Relevant documents:**
   a) Temperature charts
   b) Food safety information
   c) Accident report forms
   d) Equipment fault reports
   e) Stock usage reports

Outcome 2 Understand how to complete kitchen documentation
The learner can:
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 271  Complete kitchen documentation (2P&C1)
### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2P&amp;C1</th>
<th>Complete kitchen documentation</th>
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<tr>
<td><strong>What you have to DO</strong> for outcome 1</td>
<td>The assessor must assess assessment criteria 1 &amp; 2 by directly observing the candidate’s work. The assessor may assess assessment criteria 3, 4 and 5 through questioning or witness testimony if no naturally occurring evidence is available.</td>
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</table>
| **What you must COVER** for outcome 1 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least two from relevant documents:  
    a) temperature charts  
    b) food safety information  
    c) accident report forms  
    d) equipment fault reports  
    e) stock usage report  
  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit aim
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.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare kitchen for food operations
2. Understand how to prepare kitchen for food operations
3. Be able to prepare food items for operation and service
4. Understand how to prepare food items for operation and service
5. Be able to close kitchen after operations
6. Understand how to close kitchen after operations

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 272  
Set up and close kitchen (2P&C2)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare kitchen for food operations

The learner can:
1. Prioritise work and carry it out in an efficient manner
2. Check that food preparation and cooking tools and kitchen equipment are clean, and of the right type and in working order
3. Turn on appropriate kitchen equipment at the correct time and to correct setting
4. Report any unhygienic or defective tools or kitchen equipment, or other problems, to the proper person
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

What you must cover:

1. **Tools**
   a) Knives
   b) Utensils
2. **Kitchen equipment**
   a) Oven/combination oven
   b) Grill
   c) Hob
   d) Fryer
   e) Microwave
   f) Steamer
   g) Fridge/freezer

Outcome 2 Understand how to prepare kitchen for food operations

The learner can:
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

Outcome 3 Be able to prepare food items for operation and service

The learner can:
6. Prepare work and carry it out in an efficient manner
7. Ensure that there are sufficient ingredients in stock in line with establishment requirements
8. Prepare ingredients to the organisational needs and quality requirements
9. Report any ingredients that are not prepared to the correct quantity or quality to proper person
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
Unit 272    Set up and close kitchen (2P&C2)
Learning outcomes and assessment criteria

What you must cover:
1. Establishment requirements
   a) Number of customers
   b) Menu requirements
2. Ingredients
   a) Vegetables
   b) Garnishes
   c) Frozen products
   d) Fresh high risk products
3. Prepare
   a) Washing
   b) Cutting
   c) Defrosting
   d) Weighing

Outcome 4 Understand how to prepare food items for operation and service
The learner can:
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

Outcome 5 Be able to close kitchen after operations
The learner can:
11. Prioritise work and carry it out in an efficient manner
12. Check that tools are cleaned and stored to organisational and legal requirements
13. Check food storage equipment meets organisational and legal requirements for kitchen closure
14. Check that cooking equipment is turned off, unplugged and cleaned following manufactures’ and organisation’s instructions
15. Report any un-cleaned tools, food storage or cooking equipment or problems to the appropriate person
16. Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations
Unit 272  Set up and close kitchen (2P&C2)
Learning outcomes and assessment criteria

What you must cover:

1. **Tools**
   a) Knives
   b) Utensils

2. **Food storage equipment**
   a) Fridge
   b) Freezer
   c) Dry store/larder

3. **Cooking equipment**
   a) Oven/combination oven
   b) Grill
   c) Hob
   d) Fryer
   e) Microwave
   f) Steamer

Outcome 6  Understand how to close kitchen after operations

The learner can:

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
### Unit 2P&C2  Set up and close kitchen (2P&C2)

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2P&amp;C2</th>
<th>Set up and close kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to prepare kitchen for food operations</td>
</tr>
<tr>
<td>**What you must ** <strong>DO</strong> <strong>for</strong> outcome 1</td>
<td>The assessor must assess assessment criteria 1, 2, 3 and 5 by directly observing the candidate’s work. The assessor may assess assessment criteria 4 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must ** **COVER** **for** outcome 1 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **two** from **tools**  
    a) knives  
    b) utensils  
  - at least **five** from **kitchen equipment**:  
    a) oven/combination oven  
    b) grill  
    c) hob  
    d) fryer  
    e) microwave  
    f) steamer  
    g) fridge/freezer  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
| **Outcome 3** | Be able to prepare food items ready for operations |
| **What you must ** **DO** **for** outcome 3 | The assessor must assess assessment criteria 6, 7, 8 and 10 by directly observing the candidate’s work. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must ** **COVER** **for** outcome 3 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **one** from **establishment requirements**  
    a) number of customers  
    b) menu requirements  
  - at least **two** from **ingredients**:  
    a) vegetables  
    b) garnishes  
    c) frozen products  
    d) fresh high risk products  
  - at least **two** from **prepare**:  
    a) washing  
    b) cutting  
    c) defrosting  
    d) weighing  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
<table>
<thead>
<tr>
<th>Outcome 5</th>
<th>Be able to close kitchen after operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcome 5</td>
<td>The assessor <em>must</em> assess assessment criteria 11, 12, 13, 14 and 16 by directly observing the candidate’s work. The assessor may assess assessment criteria 15 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for Outcome 5 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least two from **tools**  
    a) knives  
    b) utensils  
  - at least two from **food storage equipment**  
    a) fridge  
    b) freezer  
    c) dry store/larder  
  - at least four from **cooking equipment**  
    a) oven/combination oven  
    b) grill  
    c) hob  
    d) fryer  
    e) microwave  
    f) steamer  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 273 Promote additional services or products to customers (2GEN6)

Level: 2  
UAN: D/601/0936  
Credit value: 6  
GLH: 40

Unit aim
Services or products are continually changing in organisations to keep up with customers’ expectations. By offering new or improved services or products the organisation can increase customer satisfaction. Many organisations must promote these to be able to survive in a competitive world. However, it is equally important for organisations that are not in competition with others to encourage their customers to try new services or products. This unit is about the learners’ need to keep pace with new developments and to encourage customers to take an interest in them. Customers expect more and more services or products to be offered to meet their own growing expectations. They need to be made aware of what is available from the organisation. Because of this everybody offering services or products needs to play a part in making customers aware of what is available. Learners should not choose this unit if their organisation does not want them to suggest additional services or products to customers.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Identify additional services or products that are available
2. Inform customers about additional services or products
3. Gain customer commitment to using additional services or products
4. Understand how to promote additional services or products to customers

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from ICS.
Unit 273 Promote additional services or products to customers (2GEN6)
Learning outcomes and assessment criteria

Outcome 1 Identify additional services or products that are available
The learner can:
1. Update and develop their knowledge of their organisation’s services or products
2. Check with others when they are unsure about new service or product details
3. Identify appropriate services or products that may interest their customer
4. Spot opportunities for offering their customer additional services or products that will improve the customer experience

Outcome 2 Inform customers about additional services or products
The learner can:
5. Choose the best time to inform their customer about additional services or products
6. Choose the best method of communication to introduce their customer to additional services or products
7. Give their customer accurate and sufficient information to enable them to make a decision about the additional services or products
8. Give their customer time to ask questions about the additional services or products

Outcome 3 Gain customer commitment to using additional services or products
The learner can:
9. Close the conversation if the customer shows no interest
10. Give information to move the situation forward when their customer shows interest
11. Secure customer agreement and check customer understanding of the delivery of the service or product
12. Take action to ensure prompt delivery of the additional services or products to their customer
13. Refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility

Outcome 4 Understand how to promote additional services or products to customers
The learner can:
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 273  Promote additional services or products to customers (2GEN6)

Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit. (Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1, 2, 3 and 4 – February 2010)

2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.

4. Your communication with customers may be face to face, in writing, by telephone, text message, email, internet (including social networking), intranet or by any other method you would be expected to use within your job role.

5. You must provide evidence that the additional services or products offered include:
   a. use of services or products that are new to your customer
   b. additional use of services or products that your customer has used before.

6. Your evidence must show that you:
   a. identify what your customer wants by seeking information directly
   b. identify what your customer wants from spontaneous customer comments.
Unit 274       Deal with customers across a language divide (2GEN7)

Level: 2  
UAN: A/601/1219  
Credit value: 8  
GLH: 53

Unit aim
Customer service is frequently delivered across a language divide. Customer service centres may be located in one country but deal mainly with another. In a multi-cultural society many customers may have a different first language from those delivering customer service. 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 the learner's customer's first language. The learner should choose this unit if they frequently deal across a language divide. The learner should not choose this unit if they come across customers who do not share their first language only occasionally.

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Prepare to deal with customers with a different first language
2. Deal with customers with a different first language to their own
3. Know how to deal with customers across a language divide

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from ICS.
Unit 274  Deal with customers across a language divide (2GEN7)

Learning outcomes and assessment criteria

Outcome 1 Prepare to deal with customers with a different first language
The learner can:
1. Identify the language or languages other than their own that they are most likely to come across when dealing with customers
2. Learn a greeting, an expression of thanks and a farewell phrase in the language they expect to encounter
3. Identify a source of assistance with a language they expect to encounter when delivering customer service
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
5. Log useful words and phrases to support their dealings with a customer with a different first language
6. Learn an appropriate phrase to explain to a customer in their first language that they do not speak that language fluently

Outcome 2 Deal with customers with a different first language to their own
The learner can:
7. Identify their customer’s first language and indicate to the customer that they are aware of this
8. Establish the expectations of the customer regarding whether they expect to deal in the learner’s first language or theirs
9. Speak clearly and slowly if using a language which is not the first language for either them or their customer
10. Maintain a consistent tone and volume when dealing with somebody across a language divide
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
12. Check their understanding of specific words with their customer using questions for clarification
13. Seek appropriate assistance from colleagues if they are unable to complete a customer transaction because of language barriers
14. Reword a question or explanation if their customer clearly does not understand their original wording
15. Use a few words of their customer’s first language to create a rapport
Outcome 3 Know how to deal with customers across a language divide

The learner can:

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 274  
Deal with customers across a language divide (2GEN7)

Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit. (Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1, 2, 3 and 4 – February 2010)

2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.

4. You must provide evidence of dealing with customers across a language divide:
   a. during routine delivery of customer service
   b. during a busy time in your job
   c. during a quiet time in your job.
Unit 275  Maintain customer service through effective handover (2GEN8)

Level: 2
UAN: Y/601/1227
Credit value: 4
GLH: 27

Unit aim
Customer service delivery in a team involves many situations when the learner is unable to see actions through and they pass on responsibility to a colleague. This sharing of responsibility should be organised and follow a recognised pattern. Most of all the learner needs to be sure that, when responsibility is passed on, the actions are seen through. This involves routinely checking with their colleagues that customer service actions have been completed. This unit is for a learner whose job involves service delivery as part of a team and who regularly passes on responsibility for completion of a customer service action to a colleague.

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Agree joint responsibilities in a customer service team
2. Check that customer service actions are seen through by working together with colleagues
3. Understand how to maintain customer service through effective handover

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from ICS.
Unit 275  Maintain customer service through effective handover (2GEN8)
Learning outcomes and assessment criteria

Outcome 1 Agree joint responsibilities in a customer service team
The learner can:
1. Identify services or products they are involved in delivering that rely on effective teamwork
2. Identify steps in the customer service delivery process that rely on exchange of information between them and their colleagues
3. Agree with colleagues when it is right to pass responsibility for completing a customer service action to another
4. Agree with colleagues on how information should be exchanged between them to enable another to complete a customer service action
5. Identify ways of reminding themselves when they have passed responsibility to a colleague for completing a customer service action

Outcome 2 Check that customer service actions are seen through by working together with colleagues
The learner can:
6. Access reminders to identify when to check that a customer service action has been completed
7. Ensure that they are aware of all details of customer service actions their colleague was due to complete
8. Ask their colleague about the outcome of them completing the customer service action as agreed
9. Identify the next customer service actions if their colleagues have been unable to complete the actions they had previously agreed
10. Work with colleagues to review the way in which customer service actions are shared

Outcome 3 Understand how to maintain customer service through effective handover
The learner can:
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 275  Maintain customer service through effective handover (2GEN8)

Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit. (Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1, 2, 3 and 4 – February 2010)

2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.

4. You must provide evidence of maintaining customer service through effective handover:
   a. during routine delivery of customer service
   b. during a busy time in your job
   c. during a quiet time in your job
   d. when people, systems or resources have let you down.

5. You do not need to be more senior than your colleague or be their supervisor to pass on responsibility to them for customer service actions or check completion.
Unit 276  Process dried ingredients prior to cooking (2FP8)

Level: 2
UAN: H/601/6494
Credit value: 2
GLH: 15

Unit aim
This unit is about processing and cooking dishes that incorporate dried ingredients.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to process dried ingredients prior to cooking
2. Understand how to process dried ingredients prior to cooking

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 276  Process dried ingredients prior to cooking  
(2FP8)
Learning outcomes and assessment criteria

Outcome 1 Be able to process dried ingredients prior to cooking
The learner can:
1. Check the dried foods meet dish requirements
2. Select the appropriate tools and equipment and use correctly
3. Re-hydrate dried foods in the correct manner to meet dish requirements
4. Make sure the re-hydrated food has the correct flavour, colour, texture and quantity
5. Remove non-edible parts of the re-hydrated food
6. Make sure the re-hydrated food is held ready for combining with other ingredients in a way which preserves its colour, consistency and flavour
7. Safely store any re-hydrated food not for immediate use

What you must cover:

1. Dried foods
   a) Dried meat
   b) Dried fish and shellfish
   c) Dried vegetables and mushroom

2. Preparation methods
   a) Cleaning
   b) Soaking
   c) Washing
   d) Straining
   e) Storage

Outcome 2 Understand how to process dried ingredients prior to cooking
The learner can:

K1. State how to select the correct type, quality and quantity of dried ingredients to meet dish requirements
K2. Describe what quality points to look for in dried ingredients
K3. Describe what to do if there are problems with the dried ingredients
K4. Describe how to carry out different preparation methods according to dish requirements
K5. Describe how to minimise and correct common faults when using dried ingredients
K6. State the correct temperatures for holding and storing dried ingredients
K7. State how to process un-cooked, re-hydrated ingredients
Unit 276  Process dried ingredients prior to cooking (2FP8)
Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FP8</th>
<th>Process dried ingredients prior to cooking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must ** DO for ** outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 - 7 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must ** COVER for ** outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from <strong>dried foods</strong></td>
</tr>
<tr>
<td></td>
<td>a) dried meat</td>
</tr>
<tr>
<td></td>
<td>b) dried fish and shellfish</td>
</tr>
<tr>
<td></td>
<td>c) dried vegetables and mushroom</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>four</strong> from <strong>preparation methods</strong></td>
</tr>
<tr>
<td></td>
<td>a) cleaning</td>
</tr>
<tr>
<td></td>
<td>b) soaking</td>
</tr>
<tr>
<td></td>
<td>c) washing</td>
</tr>
<tr>
<td></td>
<td>d) straining</td>
</tr>
<tr>
<td></td>
<td>e) storage</td>
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<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
</tbody>
</table>
Unit 277  Prepare and mix spice and herb blends (2FP9)

Level: 2
UAN: A/601/6498
Credit value: 2
GLH: 19

Unit aim
This unit is about selecting, preparing and blending a variety of spices and herbs to produce spice mixes ready for cooking.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare and mix spice and herb blends
2. Understand how to prepare and mix spice and herb blends

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 277 Prepare and mix spice and herb blends (2FP9)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and mix spice and herb blends
The learner can:
1. Select the type and quantity of ingredients needed for the spice mix
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. Combine the ingredients according to spice mix requirements
5. Process the spice mix to meet requirements
6. Make sure the spice mix has the correct flavour, colour, aroma, consistency and quantity
7. Make sure the spice mix is at the correct temperature for holding and serving
8. Safely store any cooked or uncooked spice mixes not for immediate use in a way that preserves the flavour, colour, aroma and consistency

What you must cover:
1. **Ingredients**
   a) Fresh spices and herbs
   b) Dried spices
   c) Vegetables
2. **Preparation methods:**
   a) Cleaning and trimming
   b) Weighing/measuring
   c) Chopping
   d) Crushing
   e) Pounding
   f) Grinding
   g) Mixing
3. **Equipment**
   a) Spice grinding machine
   b) Pestle and mortar
   c) Knives

Outcome 2 Understand how to prepare and mix spice and herb blends
The learner can:
K1. State how to select the correct type, quality and quantity of ingredients to meet spice mix requirements
K2. Describe what quality points to look for in spice mix ingredients
K3. Describe what to do if there are problems with the ingredients
K4. State what the correct tools and equipment are and the reasons for using them when carrying out the necessary preparation methods
K5. State what the correct tools and equipment are and the reasons for using them when carrying out the necessary cooking methods
K6. Describe how to carry out different preparation methods according to spice mix requirements
K7. State the correct temperatures for cooking and toasting spices
K8. Describe how to identify when individual spices and spice mixes have the correct colour, flavour, aroma, consistency and quantity
K9. State how to finish and store spice mixes
K10. Describe how to minimise and correct common faults in spice mixes
K11. Describe how to balance the flavour, texture, colour, consistency and quality of the final spice mix
K12. Describe what quality points relate to spice mixes
K13. State the correct temperatures and conditions for holding and storing spice mixes
K14. State how to store spice mixes
## Unit 277  
Prepare and mix spice and herb blends (2FP9)

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2FP9</th>
<th>Prepare and mix spice and herb blends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-6 by directly observing the candidate’s work. For assessment criteria 7, 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. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
• at least two from **ingredients:**  
  a) fresh spices and herbs  
  b) dried spices  
  c) vegetables  
• at least five from **preparation methods:**  
  a) cleaning and trimming  
  b) weighing/measuring  
  c) chopping  
  d) crushing  
  e) pounding  
  f) grinding  
  g) mixing  
• at least two from **equipment:**  
  a) spice grinding machine  
  b) pestle and Mortar  
  c) knives  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 278  Prepare, cook and finish Dim Sum (2FPC16)

Level: 2
UAN: K/601/6514
Credit value: 5
GLH: 43

Unit aim
This unit is about preparing from raw ingredients, cooking and finishing the most common Dim Sum dishes.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare fillings for Dim Sum
2. Understand how to prepare fillings for Dim Sum
3. Be able to prepare dough and wrappers for Dim Sum
4. Understand how to prepare dough and wrappers for Dim Sum
5. Be able to assemble and cook Dim Sum
6. Understand how to assemble and cook Dim Sum

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 278 Prepare, cook and finish Dim Sum (2FPC16)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare fillings for Dim Sum
The learner can:
1. Select the type and quantity of ingredients needed for the product
2. Check the **ingredients** to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** and combine ingredients to meet the requirements of the dish
5. Make sure the product has the correct colour, texture and quantity
6. Make sure the product is at the correct temperature for holding and storing
7. Safely store any cooked product not for immediate use

What you must cover:
1. **Preparation methods**
   a) Weighing/measuring
   b) Chopping
   c) Mixing
   d) Portioning
2. **Ingredients**
   a) Raw fish and shell fish
   b) Raw meat and poultry
   c) Vegetables and vegetable products
   d) Seasonings and sauces
   e) Dried ingredients

Outcome 2 Understand how to prepare fillings for Dim Sum
The learner can:
K1. State how to select the correct type, quality and quantity of ingredients to meet product requirement
K2. Describe what quality points to look for in ingredients
K3. State what to do if there are problems with the ingredients
K4. State what the correct tools and equipment are and the reasons for using them when carrying out the necessary preparation methods
K5. State what the correct tools and equipment are and the reasons for using them when carrying out the necessary cooking methods
K6. State what preparation methods are appropriate to different types of Dim Sum products
K7. State what cooking methods are appropriate to different types of Dim Sum products
K8. State the correct temperatures for storing Dim Sum fillings not for immediate use
K9. Describe how to carry out necessary preparation methods according to product requirements
K10. Describe how to identify when Dim Sum fillings have the correct colour, flavour, texture and quantity
K11. Describe how to minimise and correct common faults with Dim Sum fillings
K12. State how to control portion sizes and minimise waste
K13. State how to store Dim Sum fillings
K14. State healthy eating options when preparing and cooking Dim Sum
Unit 278 Prepare, cook and finish Dim Sum (2FPC16)
Learning outcomes and assessment criteria

Outcome 3 Be able to prepare dough and wrappers for Dim Sum
The learner can:
8. Select the type and quantity of ingredients needed for the products
9. Check the ingredients to make sure they meet quality standards
10. Select the appropriate tools and equipment and use correctly
11. Prepare the ingredients to meet dish requirement
12. Make sure the dough product has the correct colour, texture and finish
13. Make sure the bread and dough product is at the correct temperature for holding and storing
14. Safely store any un-cooked dough and wrappers not for immediate use

What you must cover:
1. Dough and wrappers
   a) Dough
   b) Won ton wrappers
   c) Pastry-based casing
   d) Cheung fun
2. Preparation methods
   a) Weighing/measuring
   b) Mixing/kneading
   c) Shaping
   d) Combining with fats

Outcome 4 Understand how to prepare dough and wrappers for Dim Sum
The learner can:
K15. State how to select the correct type, quality and quantity of ingredients to meet product requirement
K16. Describe what to do if there are problems with the ingredients
K17. State what the correct tools and equipment are and the reasons for using them when carrying out different preparation methods
K18. State what the correct tools and equipment are and the reasons for using them when carrying out different cooking methods
K19. Describe how to carry out different preparation methods according to product requirements
K20. Describe how to carry out different cooking methods according to product requirements
K21. Describe the quality points relating to prepared Dim Sum dough and won ton wrapper products
K22. Describe how to control portions and minimise waste
K23. State the effects of different temperatures and humidity on the ingredients used
K24. State the storage and holding requirements and ideal conditions for processed Dim Sum dough and won ton wrapper products
K25. Describe what precautions should be taken when storing Dim Sum dough and Won Ton wrapper products
K26. Describe how to minimise and correct common faults in producing Dim Sum dough and wrappers
K27. Describe the quality points relating to finished Dim Sum dough and wrappers
K28. State healthy eating options when preparing Dim Sum dough and wrappers
Unit 278 Prepare, cook and finish Dim Sum (2FPC16)
Learning outcomes and assessment criteria

Outcome 5 Be able to assemble and cook Dim Sum

The learner can:
15. Select the type and quantity of ingredients needed for the product
16. Check the ingredients to make sure they meet quality standards
17. Select the appropriate tools and equipment and use correctly
18. Fill dough and wrappers with the correct amount of filling
19. Shape Dim Sum to the required standard
20. Cook Dim Sum using the appropriate cooking method using the correct equipment
21. Ensure that the Dim Sum is cooked to the required standard and at the correct temperature
22. Assemble and present cooked Dim Sum according to the organisational standard
23. Make sure the Dim Sum are at the correct temperature for serving
24. Safely store any un-cooked Dim Sum components not for immediate use

What you must cover:

1. Dim Sum
   a) Encased in dough
   b) Encased in won ton wrappers
   c) Cheung fun based
   d) Pastry based
   b) Shaping
   c) Sealing
   d) Steaming
   e) Boiling
   f) Frying

2. Preparation and cooking methods
   a) Weighing/measuring
   b) Baking
   c) Combination cooking methods
   d) Sealing
   e) Steaming
   f) Frying
   g) Boiling
   h) Combination cooking methods

Outcome 6 Understand how to assemble and cook Dim Sum

The learner can:
K29. State how to select the correct type, quality and quantity of ingredients to meet product requirements
K30. Describe what to do if there are problems with the ingredients
K31. Describe how to store and maintain freshness and condition of ready-made wrappings
K32. State what the correct tools and equipment are and the reasons for using them when carrying out different preparation methods
K33. State what the correct tools and equipment are and the reasons for using them when carrying out different cooking methods
K34. Describe how to carry out different preparation methods according to product requirements
K35. Describe how to carry out different cooking methods according to product requirements
K36. Describe the quality points relating to prepared Dim Sum products ready for cooking
K37. Describe how to control portions and minimise waste
K38. State the effects of different temperatures and humidity on the ingredients used
K39. State the storage and holding requirements and ideal conditions for processed Dim Sum products
K40. Describe what precautions should be taken when storing Dim Sum products
K41. Describe how to minimise and correct common faults in producing Dim Sum
K42. Describe how to minimise and correct common faults in cooking Dim Sum
K43. Describe the quality points relating to finished Dim Sum products
K44. State healthy eating options when preparing and cooking Dim Sum products
## Unit 278  Prepare, cook and finish Dim Sum (2FPC16)
### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FPC16</th>
<th>Prepare, cook and finish Dim Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to prepare fillings for Dim Sum</td>
</tr>
</tbody>
</table>

**What you must DO for outcome 1**

- The assessor must assess assessment criteria 1-6 by directly observing the candidate's work.
- The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.

**What you must COVER for outcome 1**

- There must be performance evidence, gathered through observing the candidate's work, for:
  - at least two from preparation methods
    - a) weighing/measuring
    - b) chopping
    - c) mixing
    - d) portioning
  - at least two from ingredients
    - a) raw fish and shell fish
    - b) raw meat and poultry
    - c) vegetables and vegetable products
    - d) seasonings and sauces
    - e) dried ingredients
- Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.

<table>
<thead>
<tr>
<th><strong>Outcome 3</strong></th>
<th>Be able to prepare dough and wrappers</th>
</tr>
</thead>
</table>

**What you must DO for outcome 3**

- The assessor must assess assessment criteria 8 - 13 by directly observing the candidate's work.
- The assessor may assess assessment criteria 14 through questioning or witness testimony if no naturally occurring evidence is available.

**What you must COVER for outcome 3**

- There must be performance evidence, gathered through observing the candidate's work, for:
  - at least two from dough and wrappers
    - a) dough
    - b) won ton wrappers
    - c) pastry based casing
    - d) cheung fun
  - at least two from preparation methods
    - a) weighing/measuring
    - b) mixing/kneading
    - c) shaping
    - d) combining with fats
- Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.

<table>
<thead>
<tr>
<th><strong>Outcome 5</strong></th>
<th>Be able to assemble and cook Dim Sum</th>
</tr>
</thead>
</table>

**What you must DO for outcome 5**

- The assessor must assess assessment criteria 15 - 23 by directly observing the candidate's work.
The assessor may assess assessment criteria 24 through questioning or witness testimony if no naturally occurring evidence is available.

<table>
<thead>
<tr>
<th>What you must COVER for outcome 5</th>
<th>There must be performance evidence, gathered through observing the candidate's work for:</th>
</tr>
</thead>
</table>
|                                   | - at least **two** from **Dim Sum**  
|                                   |   a) encased in dough  
|                                   |   b) encased in won ton wrappers  
|                                   |   c) cheung fun based  
|                                   |   d) pastry-based  
|                                   | - at least **four** from **preparation and cooking methods**  
|                                   |   a) weighing/measuring  
|                                   |   b) shaping  
|                                   |   c) sealing  
|                                   |   d) steaming  
|                                   |   e) boiling  
|                                   |   f) frying  
|                                   |   g) baking  
|                                   |   h) combination cooking methods  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 279  Prepare, cook and finish noodle dishes (2FPC17)

Level: 2
UAN: A/601/6520
Credit value: 4
GLH: 33

Unit aim
This unit is about preparing, cooking and finishing fresh noodles and noodle dishes.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare noodle dishes
2. Understand how to prepare noodle dishes
3. Be able to cook noodle dishes
4. Understand how to cook noodle dishes
5. Be able to finish noodle dishes
6. Understand how to finish noodle dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 279   Prepare, cook and finish noodle dishes (2FPC17)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare noodle dishes
The learner can:
1. Check the noodles and other ingredients meet dish requirements
2. Select the appropriate tools and equipment and use correctly
3. Prepare the noodles and other ingredients to meet dish requirements

What you must cover:
1. Noodles:
   a) Fresh noodles
   b) Dried noodles

Outcome 2 Understand how to prepare noodle dishes
The learner can:
K1. State how to select the correct type, quality and quantity of noodles and other ingredients to meet dish requirements
K2. Describe what quality points to look for in noodles and other ingredients
K3. Describe what to do if there are problems with the noodles and other ingredients
K4. Describe how to carry out different preparation methods according to dish requirements

Outcome 3 Be able to cook noodle dishes
The learner can:
4. Cook the noodles and other ingredients to meet dish requirements
5. Make sure the noodle dish has the correct flavour, colour, texture and quantity

Outcome 4 Understand how to cook noodle dishes
The learner can:
K5. Describe how to carry out different cooking methods according to dish requirements
K6. Describe how to minimise and correct common faults with noodles and noodle dishes
K7. Describe how to identify when noodle dishes have the correct flavour, colour, texture and quantity
Unit 279 Prepare, cook and finish noodle dishes (2FPC17)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish noodle dishes
The learner can:
6. Present and garnish the noodle dish to meet requirements
7. Make sure the noodle dish is at the correct temperature for holding and serving
8. Safely store any cooked noodle dishes not for immediate use

Outcome 6 Understand how to finish noodle dishes
The learner can:
K8. State the correct temperatures for holding and serving noodle dishes
K9. Describe how to store un-cooked, dried and fresh noodles
K10. Describe how to store cooked noodles and noodle dishes
K11. State healthy eating options when preparing, cooking and finishing noodle dishes

What you must cover (Outcomes 1/3/5):
1. Preparation and Cooking methods:
   a) Soaking
   b) Blanching
   c) Straining
   d) Mixing
   e) Boiling
   f) Steaming
   g) Deep frying
   h) Wok frying
   i) Combining cooking methods
## Unit 279
Prepare, cook and finish noodle dishes (2FPC17)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FPC17</th>
<th>Prepare, cook and finish noodle dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1, 3, 5</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6 and 7 by directly observing the candidate’s work. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for outcome 1, 3, 5** | There must be performance evidence, gathered through observing the candidate’s work for:  
- both from noodles in Chinese or Thai cuisine  
  a) fresh noodles  
  b) dried noodles  
- at least four from preparation and cooking methods in Chinese or Thai cuisine  
  a) soaking  
  b) blanching  
  c) straining  
  d) mixing  
  e) boiling  
  f) steaming  
  g) deep frying  
  h) wok frying  
  i) combining cooking methods  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 280  Prepare and cook food using a Tandoor (2FPC18)

Level: 2
UAN: L/601/6537
Credit value: 4
GLH: 30

Unit aim
This unit is about preparing food for and using a Tandoor oven.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to prepare food using a Tandoor
2. Understand how to prepare food using a Tandoor
3. Be able to cook food using a Tandoor
4. Understand how to cook using a Tandoor

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 280  Prepare and cook food using a Tandoor  
(2FPC18)
Learning outcomes and assessment criteria

Outcome 1  Be able to prepare food using a Tandoor
The learner can:
1. Select the type and quantity of ingredients needed to prepare the dish
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare ingredients according to dish requirements
5. Prepare food for cooking according to dish requirements
6. Safely store any food items not for immediate use
7. Prepare the Tandoor to ensure that it is cooking at the required temperature

What you must cover:
1. Food for cooking:
   a) Whole pieces of meat and fish
   b) Kebabs
   c) Bread
2. Preparation methods:
   a) Marinating and coating
   b) Forming onto skewers
   c) Shaping

Outcome 2  Understand how to prepare food using a Tandoor
The learner can:
K1. State how to select the correct type, quality and quantity of ingredients to meet Tandoor dish requirements
K2. Describe what quality points to look for in Tandoor dish ingredients
K3. Describe what to do if there are problems with the ingredients
K4. Describe how to carry out different preparation methods according to dish requirements
K5. State what the correct tools and equipment are and the reasons for using them when using a Tandoor
K6. Describe how to prepare the Tandoor for cooking

Outcome 3  Be able to cook food using a Tandoor
The learner can:
8. Place in Tandoor oven in the appropriate position
9. Cook until food meets dish requirements
10. Remove food items from Tandoor and serve according to dish requirements

Outcome 4  Understand how to cook using a Tandoor
The learner can:
K7. State the correct temperature for Tandoor cooking
K8. Describe how to minimise and correct common faults in Tandoor cooking
K9. Describe what quality points relating to Tandoor cooked dishes
Unit 280  
Prepare and cook food using a Tandoor (2FPC18)

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2FPC18</th>
<th>Prepare and cook food using a Tandoor</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for outcome 1, 3</td>
<td>The assessor must assess assessment criteria 1-7, 8 and 9 by directly observing the candidate’s work. The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for outcome 1, 3 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least two from **food for cooking**  
    a) whole pieces of meat and fish  
    b) kebabs  
    c) bread  
  - at least two from **preparation methods**  
    a) marinating and coating  
    b) forming onto skewers  
    c) shaping  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 281  Produce basic fish dishes (2PR1)

Level: 2
UAN: H/601/4938
Credit value: 4
GLH: 34

Unit aim
This unit is about cooking and finishing basic fish dishes.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to produce basic fish dishes
2. Understand how to produce basic fish dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 281 Produce basic fish dishes (2PR1)
Learning outcomes and assessment criteria

Outcome 1 Be able to produce basic fish dishes
The learner can:
1. Check fish meets dish requirements
2. Choose and use the right tools and equipment correctly
3. Combine fish with other ingredients
4. Cook fish to meet dish requirements
5. Garnish and present the dish to meet requirements
6. Make sure dishes have the correct flavour, colour, consistency and quantity
7. Make sure dishes are at correct temperature for holding and serving
8. Safely store any cooked fish not for immediate use

What you must cover:
1. Fish
   a) Raw fish portions
   b) Processed fish products (ie fish cakes, coated fish portions)
   c) Whole fish
2. Cooking by
   a) Frying – deep
   b) Frying – shallow
   c) Grilling
   d) Boiling (including boil in the bag)
   e) Steaming
   f) Baking
   g) Microwaving

Outcome 2 Understand how to produce basic fish dishes
The learner can:
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 281  Produce basic fish dishes (2PR1)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR1</th>
<th>Produce basic fish dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you have to **DO <strong>for outcome 1</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1 - 7 by directly observing the candidate’s work. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must **COVER **for outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **two** from **fish**  
    a) raw fish portions  
    b) processed fish products (ie fish cakes, coated fish portions)  
    c) whole fish  
  - at least **four** from **cooking by**  
    a) frying – deep  
    b) frying – shallow  
    c) grilling  
    d) boiling (including boil in the bag)  
    e) steaming  
    f) baking  
    g) microwaving  
  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 282  Produce basic meat dishes (2PR2)

Level: 2  
UAN: H/601/4941  
Credit value: 4  
GLH: 34

Unit aim  
This unit is about cooking and finishing basic meat dishes.

Learning outcomes  
There are two learning outcomes to this unit. The learner will:
1. Be able to produce basic meat dishes
2. Understand how to produce basic meat dishes

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 282 Produce basic meat dishes (2PR2)
Learning outcomes and assessment criteria

Outcome 1 Be able to produce basic meat dishes
The learner can:
1. Check meat meets type, cut, quality and quantity requirements
2. Choose and use tools and equipment correctly
3. Combine meat with other ingredients
4. Cook meat to meet dish requirements
5. Make sure dish has the correct flavour, consistency and quantity
6. Garnish and present the dish to meet organisational specifications
7. Make sure dishes are at correct temperature for holding and serving
8. Safely store cooked meat not for immediate use

What you must cover:
1. Meat
   a) Raw meat portions
   b) Processed meat products (ie burgers, sausages)
   c) Meat joints
2. Cooking by
   a) Grilling (over and under heat source)
   b) Griddling
   c) Frying (shallow/stir)
   d) Boiling (including boil in the bag)
   e) Braising
   f) Steaming
   g) Stewing
   h) Roasting
   i) Baking
   j) Microwaving

Outcome 2 Understand how to produce basic meat dishes
The learner can:
K1. Describe how to check the meat is of correct type, cut and quantity for dishes
K2. State what quality points to look for in prepared meat
K3. Describe what to do if there are any problems with the meat or other ingredients
K4. Explain the benefits of sealing meat
K5. State the most effective (or appropriate) methods of cooking different cuts of meat
K6. State the correct tools and equipment to use for relevant cooking methods
K7. State why it is important to use the correct tools and equipment
K8. Describe how to use different cooking methods to meet dish requirements
K9. State the correct temperature for cooking meat using various methods
K10. Describe how to correct a meat dish to meet finishing requirements
K11. Describe how to follow finishing methods including, garnishing and presentation
K12. State correct temperature for holding and serving meat
K13. State healthy eating options when cooking and finishing meat
## Unit 282  Produce basic meat dishes (2PR2)
Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR2</th>
<th>Produce basic meat dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you have to DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 - 7 by directly observing the candidate's work. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must COVER for outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td></td>
<td>* at least two from meat</td>
</tr>
<tr>
<td></td>
<td>a) raw meat portions</td>
</tr>
<tr>
<td></td>
<td>b) processed meat products (ie burgers, sausages)</td>
</tr>
<tr>
<td></td>
<td>c) meat joints</td>
</tr>
<tr>
<td></td>
<td>* at least five from cooking by</td>
</tr>
<tr>
<td></td>
<td>a) grilling (over and under heat sources)</td>
</tr>
<tr>
<td></td>
<td>b) griddling</td>
</tr>
<tr>
<td></td>
<td>c) frying (shallow/stir)</td>
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<tr>
<td></td>
<td>d) boiling (including boil in the bag)</td>
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<tr>
<td></td>
<td>e) braising</td>
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<td>f) steaming</td>
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<td></td>
<td>g) stewing</td>
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<tr>
<td></td>
<td>h) roasting</td>
</tr>
<tr>
<td></td>
<td>i) baking</td>
</tr>
<tr>
<td></td>
<td>j) microwaving</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 283  Produce basic poultry dishes (2PR3)

Level: 2  
UAN: R/601/7303  
Credit value: 4  
GLH: 33

Unit aim  
This unit is about cooking and finishing basic poultry dishes.

Learning outcomes  
There are two learning outcomes to this unit. The learner will:  
1. Be able to produce basic poultry dishes  
2. Understand how to produce basic poultry dishes

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 283  Produce basic poultry dishes (2PR3)
Learning outcomes and assessment criteria

Outcome 1  Be able to produce basic poultry dishes
The learner can:
1. Check poultry meets dish requirements
2. Choose and use tools and equipment correctly
3. Combine poultry with other ingredients
4. Cook poultry to meet dish requirements
5. Make sure dishes have the correct flavour, colour, consistency and quantity
6. Garnish and present dishes to meet requirements
7. Make sure dishes are at correct temperature for holding and serving
8. Safely store cooked poultry not for immediate use

What you must cover:
1. Poultry
   a) Coated poultry products
   b) Raw poultry portions
   c) Whole birds
2. Cooking by
   a) Grilling
   b) Griddling
   c) Roasting
   d) Poaching (including boil in the bag)
   e) Frying (deep/shallow/sautéing/stir)
   f) Steaming
   g) Baking
   h) Microwaving

Outcome 2  Understand how to produce basic poultry dishes
The learner can:
K1. Describe how to check the poultry meets dish requirements
K2. State what quality points to look for in poultry items, including frozen and coated items
K3. Describe what to do if there are any problems with the poultry or other ingredients
K4. State what tools and equipment to use for the relevant cooking methods
K5. State why it is important to use the tools and equipment correctly
K6. Describe how each of the cooking methods should be followed to meet dish requirements
K7. State why it is important to use the correct cooking techniques
K8. State the correct temperatures for cooking poultry and poultry products
K9. Describe how to correct a poultry dish to meet finishing requirements
K10. Describe how to follow finishing methods including: garnishing and presentation
K11. State the correct temperature for holding and serving poultry dishes
K12. State healthy eating options when cooking and finishing poultry
## Unit 283  Produce basic poultry dishes (2PR3)

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR3</th>
<th>Produce basic poultry dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you have to <strong>DO</strong> for outcome 1</td>
<td>The assessor <strong>must</strong> assess assessment criteria 1 - 7 by directly observing the candidate’s work. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for outcome 1 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least two from **poultry**:  
    a) coated poultry products  
    b) raw poultry portions  
    c) whole birds  
  - at least four from **cooking by**:  
    a) grilling  
    b) griddling  
    c) roasting  
    d) poaching (including boil in the bag)  
    e) frying (deep/shallow/sautéing/stir)  
    f) baking  
    g) steaming  
    h) microwaving  
  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 284 Produce basic vegetable dishes (2PR4)

Level: 2  
UAN: R/601/4949  
Credit value: 4  
GLH: 32

Unit aim  
This unit is about cooking and finishing basic vegetable dishes. It also covers the cooking and finishing of vegetables in a simple form, for example, boiled or steamed carrots, roast potatoes.

Learning outcomes  
There are two learning outcomes to this unit. The learner will:  
1. Be able to produce basic vegetable dishes  
2. Understand how to produce basic vegetable dishes

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 284  Produce basic vegetable dishes (2PR4)
Learning outcomes and assessment criteria

**Outcome 1  Be able to produce basic vegetable dishes**
The learner can:
1. Check the **vegetables** meet both quality and quantity requirements
2. Choose and use tools and equipment correctly
3. Combine vegetables with other ingredients
4. **Cook** vegetables to meet dish requirements
5. Make sure dish has the correct flavour, colour, texture and quantity
6. Finish and present dishes to meet requirements
7. Make sure dishes are at correct temperature for holding and serving
8. Safely store cooked vegetables not for immediate use

**What you must cover:**
1. **Vegetables**
   a) Roots and tubers
   b) Bulbs
   c) Flower heads
   d) Fungi
   e) Seeds and pods
   f) Leaves
   g) Stems
   h) Vegetable fruits
2. **Format**
   a) Fresh
   b) Frozen

   c) Pre-prepared
3. **Cooking by**
   a) Blanching
   b) Boiling
   c) Roasting
   d) Baking
   e) Grilling
   f) Frying (deep/shallow/stir)
   g) Steaming
   h) Combination cooking methods
   i) Microwaving

**Outcome 2  Understand how to produce basic vegetable dishes**
The learner can:
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 problems 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 284  Produce basic vegetable dishes (2PR4)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2PR4</th>
<th>Produce basic vegetable dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you have to DO for outcome 1</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1 - 7 by directly observing the candidate’s work. The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for outcome 1** | There must be performance evidence, gathered through observing the candidate’s work, for:  
  - at least **four** from **vegetables**  
    a) roots and tubers  
    b) bulbs  
    c) flower heads  
    d) fungi  
    e) seeds and pods  
    f) leaves  
    g) stems  
    h) vegetable fruits  
  - at least **one** from **format**  
    a) fresh  
    b) frozen  
    c) pre-prepared  
  - at least **four** from **cooking by**  
    a) blanching  
    b) boiling  
    c) roasting  
    d) baking  
    e) grilling  
    f) frying (deep/shallow/stir)  
    g) steaming  
    h) combination cooking methods  
    i) microwaving  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 285  Cook-chill food (2PR5)

Level:  2
UAN:  L/601/4755
Credit value:  3
GLH:  27

Unit aim
This unit is about portioning and packing, sealing and labelling blast chill food correctly whilst monitoring and recording its temperature. The unit also covers storing cook-chill food correctly, stock rotation procedures and maintaining accurate records.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to portion, pack and blast-chill food
2. Understand how to portion, pack and blast-chill food
3. Be able to store cook-chill food
4. Understand how to store cook-chill food

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 285          Cook-chill food (2PR5)
Learning outcomes and assessment criteria

Outcome 1  Be able to portion, pack and blast-chill food
The learner can:
1. Make sure the food is of the correct type, quality and quantity required
2. Deal correctly with any food that does not meet requirements
3. Correctly portion, pack and cover food
4. Blast-chill food and correctly seal and label it
5. Transport containers to the appropriate storage areas
6. Handle containers correctly during transport to ensure they remain undamaged
7. Monitor and record food temperatures accurately

What you must cover
1. Food
   a) Meat dishes
   b) Poultry dishes
   c) Joints/whole birds
   d) Vegetables/fruits
   e) Vegetable dishes
   f) Fish dishes
   g) Sauces/soups
   h) Egg dishes
   i) Pasta dishes
   j) Desserts

Outcome 2  Understand how to portion, pack and blast-chill food
The learner can:
K1. State why time and temperature is important when preparing cook-chill food
K2. State why containers must be sealed and labelled correctly before storage
K3. State why portions must be controlled when filling packages
K4. Describe what quality points to look for when portioning, packing and blast-chilling food

Outcome 3  Be able to store cook-chill food
The learner can:
8. Store cook-chill items under the correct conditions
9. Follow stock rotation procedures correctly and use stock in date order
10. Maintain accurate records of food items that are received, stored and issued
11. Handle food items so that they remain undamaged
12. Monitor and record food temperatures accurately
13. Secure storage areas against unauthorised access
14. Report problems that have been identified with storage of cooking items promptly to the proper person

Outcome 4  Understand how to store cook-chill food
The learner can:
K5. State why it is important to monitor and record food temperatures regularly
K6. State why stock rotation procedures must be followed
K7. State why time and temperature are important when storing cook-chill food
K8. State why storage areas should be secure from unauthorised access
## Unit 285  
**Cook-chill food (2PR5)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2PR5</th>
<th>Cook-chill food</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to portion, pack and blast-chill food</td>
</tr>
</tbody>
</table>

**What you must **DO** for outcome 1**  
The assessor must assess assessment criteria 1, 3, 4, 5, 6 and 7 by directly observing the candidate’s work.  
The assessor may assess assessment criteria 2 through questioning or witness testimony if no naturally occurring evidence is available.

**What you must **COVER** for outcome 1**  
There must be performance evidence, gathered through observing the candidate’s work for:  
- at least four from food  
  a) meat dishes  
  b) poultry dishes  
  c) joints/whole birds  
  d) vegetables/fruit  
  e) vegetable dishes  
  f) fish dishes  
  g) sauces/soups  
  h) egg dishes  
  i) pasta dishes  
  j) desserts  

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

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Store cook-chill food</th>
</tr>
</thead>
</table>

**What you have to **DO** for outcome 3**  
The assessor must assess assessment criteria 8 - 13 by directly observing the candidate’s work.  
The assessor may assess assessment criteria 14 through questioning or witness testimony if no naturally occurring evidence is available.

**What you must **COVER** for outcome 3**  
Evidence for the points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 286  
Cook-freeze food (2PR6)

Level: 2  
UAN: D/601/4758  
Credit value: 3  
GLH: 27

Unit aim
This unit is about portioning and packing food, and sealing and labelling cook-freeze food correctly. It also covers storing cook-freeze food correctly, stock rotation procedures and maintaining accurate records.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to portion, pack and blast-freeze food
2. Understand how to portion, pack and blast-freeze food
3. Be able to store cook-freeze food
4. Understand how to store cook-freeze food

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 286  Cook-freeze food (2PR6)
Learning outcomes and assessment criteria

Outcome 1  Be able to portion, pack and blast-freeze food
The learner can:
1. Make sure the food is of the correct type, quality and quantity required
2. Deal correctly with any food that does not meet requirements
3. Correctly portion, pack and cover food
4. Blast-freeze food and correctly seal and label it
5. Transport containers to the appropriate storage areas
6. Handle containers correctly during transport to ensure they remain undamaged
7. Monitor and record food temperatures accurately

What you must cover
1. Food
   a) Meat dishes
   b) Poultry dishes
   c) Joints/whole birds
   d) Vegetables/fruits
   e) Vegetable dishes
   f) Fish dishes
   g) Sauces/soups
   h) Egg dishes
   i) Desserts

Outcome 2  Understand how to portion, pack and blast-freeze food
The learner can:
K1. State why time and temperature are important when preparing cook-freeze food
K2. State why containers must be sealed and labelled correctly before storage
K3. State why portions must be controlled when filling packages

Outcome 3  Be able to store cook-freeze food
The learner can:
8. Follow stock rotation procedures correctly and use stock in date order
9. Maintain accurate records of food items that are received, stored and issued
10. Handle food items so that they remain undamaged
11. Monitor and record food temperatures accurately
12. Secure storage areas against unauthorised access
13. Identify any problems with the storage of cook-freeze items and report them to the proper person.

Outcome 4  Understand how to store cook-freeze food
The learner can:
K4. State why it is important to monitor and record food temperatures regularly
K5. State why time and temperature are important when storing cook-freeze food
K6. State why stock rotation procedures must be followed
K7. State why storage areas should be secured from unauthorised access
### Unit 286  
**Cook-freeze food (2PR6)**

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR6</th>
<th>Cook-freeze food</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to portion, pack and blast-freeze food</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1, 3, 4, 5, 6 and 7 by directly observing the candidate’s work. The assessor may assess assessment criteria 2 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>- at least four from food</td>
</tr>
<tr>
<td></td>
<td>a) meat dishes</td>
</tr>
<tr>
<td></td>
<td>b) poultry dishes</td>
</tr>
<tr>
<td></td>
<td>c) joints/whole birds</td>
</tr>
<tr>
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<td>d) vegetables FRUITS</td>
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<td>e) vegetable dishes</td>
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<td>f) fish dishes</td>
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<td></td>
<td>g) sauces/soups</td>
</tr>
<tr>
<td></td>
<td>h) egg dishes</td>
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<tr>
<td></td>
<td>i) desserts</td>
</tr>
<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
<td>Be able to store cook-freeze food</td>
</tr>
<tr>
<td><strong>What you must DO for Outcome 3</strong></td>
<td>The assessor must assess assessment criteria 8 - 12 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 3</strong></td>
<td>Evidence for the points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
</tbody>
</table>
Unit 287  Produce basic hot sauces (2PR7)

Level: 2
UAN: F/601/7328
Credit value: 4
GLH: 36

Unit aim
This unit is about preparing, cooking and finishing basic hot sauces.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to produce a basic hot sauce
2. Understand how to produce a basic hot sauce

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 287 Produce basic hot sauces (2PR7)
Learning outcomes and assessment criteria

Outcome 1 Be able to produce a basic hot sauce
The learner can:
1. Check ingredients meet quality and quantity requirements
2. Choose and use tools and equipment correctly
3. **Prepare, cook and finish** the sauce to meet requirements
4. Make sure that the sauce has the correct flavour, colour, texture, consistency and finish
5. Present the sauce to meet requirements
6. Make sure the sauce is at the correct temperature for holding and serving
7. Safely store cooked sauces not for immediate use

What you must cover:
1. Preparation, cooking and finishing methods
   a) Weighing/measuring
   b) Chopping
   c) Simmering
   d) Boiling
   e) Roux preparation
   f) Passing/straining/blending
   g) Skimming
   h) Whisking
   i) Adding cream

Outcome 2 Understand how to produce a basic hot sauce
The learner can:
K1. Describe how to check ingredients meet dish requirements
K2. State what qualities to look for in sauce ingredients
K3. Describe how to use correct tools and equipment required for preparation, cooking and finishing hot sauces
K4. State the importance of using the correct equipment and techniques
K5. State the correct temperature for cooking various hot sauces
K6. Describe how to identify when hot sauces have the correct flavour, colour, texture, consistency and finish
K7. Describe how to present cooked sauces correctly
K8. State the importance of holding and serving sauces at the correct temperature
K9. State healthy eating options when making hot sauce dishes


**Unit 287  Produce basic hot sauces (2PR7)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2PR7</th>
<th>Produce basic hot sauces</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must ** <strong>DO</strong> <strong>for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-5 by directly observing the candidate’s work. 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. The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must ** **COVER** **for outcome 1** | There must be performance evidence, gathered through observing the candidate’s work, for:  
- at least five from preparation, cooking and finishing methods  
  a) weighing/measuring  
  b) chopping  
  c) simmering  
  d) boiling  
  e) roux preparation  
  f) passing/straining/blending  
  g) skimming  
  h) whisking  
  i) adding cream  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 288 Produce basic rice, pulse and grain dishes (2PR8)

Level: 2
UAN: K/601/4861
Credit value: 3
GLH: 25

Unit aim
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 and set polenta.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to produce basic rice, pulse and grain dishes
2. Understand how to produce basic rice, pulse and grain dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 288  Produce basic rice, pulse and grain dishes
(2PR8)
Learning outcomes and assessment criteria

Outcome 1  Be able to produce basic rice, pulse and grain dishes
The learner can:
1. Check **ingredients** meet quality and quantity requirements
2. Choose and use tools and equipment correctly
3. Cook ingredients using the correct **preparation and cooking methods**
4. Make sure dishes have the correct flavour, colour, texture and quantity
5. Garnish and present food products to meet organisational standards
6. Make sure dishes are at the correct temperature for holding and serving
7. Make sure prepared food is stored safely that is not for immediate use

What you must cover:
1. **Ingredients**
   a) Rice
   b) Peas, beans and lentils
   c) Grain, including polenta
2. **Preparation and cooking methods**
   a) Soaking and washing
   b) Boiling
   c) Braising
   d) Steaming
   e) Frying
   f) Baking
   g) Microwaving

Outcome 2  Understand how to produce basic rice, pulse and grain dishes
The learner can:
K1. Describe how to check ingredients meet the dish requirements
K2. State what quality points to look for in rice, pulse and grains
K3. Describe what to do if there are problems with rice, pulse 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 rice, pulse and grains can be cooled to maintain effective food safety
K10. State healthy eating options when making rice, pulse and grain dishes
Unit 288  Produce basic rice, pulse and grain dishes (2PR8)
Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR8</th>
<th>Produce basic rice, pulse and grain dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you have to DO</strong> for outcome 1</td>
<td>The assessor must assess assessment criteria 1 - 5 by directly observing the candidate's work. 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. The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER** for outcome 1 | There must be performance evidence, gathered through observing the candidate’s work, for:  
  - all three from ingredients  
    a) rice  
    b) peas, beans and lentils  
    c) grain, including polenta  
  - at least four from preparation and cooking methods  
    a) soaking and washing  
    b) boiling  
    c) braising  
    d) steaming  
    e) frying  
    f) baking  
    g) microwaving  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 289 Produce basic pasta dishes (2PR9)

Level: 2
UAN: F/601/7331
Credit value: 3
GLH: 25

Unit aim
This unit is about preparing, cooking and finishing basic pasta dishes.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to produce basic pasta dishes
2. Understand how to produce basic pasta dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 289  Produce basic pasta dishes (2PR9)
Learning outcomes and assessment criteria

Outcome 1  Be able to produce basic pasta dishes
The learner can:
1. Check pasta and other ingredients meet dish requirements
2. Choose and use the correct tools and equipment correctly
3. **Prepare and cook** the pasta and other ingredients to meet the dish requirements
4. Make sure pasta dish is of the correct flavour, colour, texture and quantity
5. Present and garnish the pasta dish to meet requirements
6. Make sure the temperature is correct for holding and serving pasta dishes
7. Safely store any cooked pasta dishes not for immediate use

What you must cover:
1. **Pasta**
   a) Stuffed pasta
   b) Shaped pasta
   c) Lasagne
   d) Dried pasta
   e) Pre-prepared fresh pasta

2. **Preparation and Cooking methods**
   a) Blanching
   b) Straining
   c) Mixing
   d) Boiling
   e) Baking

Outcome 2  Understand how to produce basic pasta dishes
The learner can:
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 safely prior to storage
K11. Describe how to safely store cooked pasta dishes
K12. State healthy eating options when making pasta dishes
# Unit 289 Produce basic pasta dishes (2PR9)

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR9</th>
<th>Produce basic pasta dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you have to DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-5 by directly observing the candidate’s work. 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. The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least three from pasta  
    a) stuffed  
    b) shaped  
    c) lasagne  
    d) dried  
    e) pre-prepared fresh  
  - at least three from preparation and cooking methods  
    a) blanching  
    b) straining  
    c) mixing  
    d) boiling  
    e) baking  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 290  Produce basic bread and dough products  
(2PR11)

Level:  2  
UAN:  K/601/4925  
Credit value:  4  
GLH:  38

Unit aim  
This unit is about preparing, cooking and finishing basic bread and dough products.

Learning outcomes  
There are two learning outcomes to this unit. The learner will:
1. Be able to produce basic bread and dough products  
2. Understand how to produce basic bread and dough products

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 290  Produce basic bread and dough products (2PR11)
Learning outcomes and assessment criteria

Outcome 1  Be able to produce basic bread and dough products
The learner can:
1. Check the ingredients meet quality and quantity requirements for the dish
2. Choose and use the correct tools and equipment
3. Prepare and cook ingredients to meet requirements
4. Make sure the bread and dough products have the correct colour, texture and finish
5. Present the bread and dough product to meet requirements
6. Make sure the bread and dough product is at the correct temperature for holding and serving
7. Safely store any cooked bread and dough product not for immediate use

What you must cover:
1. Bread and dough products
   a) Bun dough
e) Knocking back
d) Proving
b) Bread dough
f) Shaping
  c) Naan dough/pitta dough
  g) Baking
  d) Pizza dough
  h) Frying
e) Soda bread dough
3. Finishing methods
   a) Glazing
f) Par-cooked products

2. Preparation and cooking methods
   a) Weighing/measuring
b) Sieving
   c) Mixing/kneading
c) Filling
d) Decorating

Outcome 2  Understand how to produce basic bread and dough products
The learner can:
K1. Describe how to check that the ingredients meet dish requirements
K2. State what quality points to look for in bread and dough products
K3. Describe what to do if there are any problems with the ingredients
K4. State which tools and equipment should be used to carry out the relevant methods to prepare, cook and serve basic bread and dough products
K5. Describe how to correctly carry the relevant cooking methods
K6. State why it is important to use the correct tools, equipment and techniques
K7. Describe how to identify when bread and dough products have the correct colour, texture and finish
K8. Describe how to carry out relevant finishing methods
K9. State the correct temperature and conditions for holding and serving bread and dough products
K10. State how to safely store bread and dough products
K11. State healthy eating options when making bread and dough products
Unit 290  Produce basic bread and dough products  
(2PR11)  
Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR11</th>
<th>Produce basic bread and dough products</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for outcome 1</td>
<td>The assessor must assess assessment criteria 1-5 by directly observing the candidate’s work. 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. The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for outcome 1 | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least two from **bread and dough products**  
    a) bun dough  
    b) bread dough  
    c) naan dough/pitta dough  
    d) pizza dough  
    e) soda bread dough  
    f) par-cooked products  
  - at least seven from **preparation and cooking methods**  
    a) weighing/measuring  
    b) sieving  
    c) mixing/kneading  
    d) proving  
    e) knocking back  
    f) shaping  
    g) baking  
    h) frying  
  - at least one from **finishing methods**  
    a) glazing  
    b) icing  
    c) filling  
    d) decorating  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 291  Produce basic pastry products (2PR12)

Level: 2
UAN: F/601/4946
Credit value: 5
GLH: 43

Unit aim
This unit is about preparing, cooking and finishing basic pastry products.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to produce basic pastry products
2. Understand how to produce basic pastry products

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 291 Produce basic pastry products (2PR12)
Learning outcomes and assessment criteria

Outcome 1 Be able to produce basic pastry products
The learner can:
1. Check ingredients meet quality and quantity requirements
2. Choose and use the correct techniques, tools and equipment
3. Prepare and cook ingredients to meet dish requirements
4. Make sure pastry has the correct flavour, colour, texture and finish
5. Make sure the temperature is correct for holding and serving
6. Safely store any cooked pastry not for immediate use

What you must cover:
1. Pastry
   a) Short
   b) Sweet
   c) Suet
   d) Choux
   e) Puff
   f) Convenience
d) Creaming
e) Resting
f) Piping
g) Rolling
h) Laminating/folding
i) Cutting/shaping/trimming
j) Lining
2. Preparation methods
   a) Weighing/measuring
   b) Sifting
c) Rubbing in
3. Cooking methods
   a) Baking
   b) Steaming
c) Combining cooking methods

Outcome 2 Understand how to produce basic pastry products
The learner can:
K1. Describe how to check the ingredients meet dish requirements
K2. Describe what to do if there are any problems with the ingredients
K3. State why it is important to follow the recipe when preparing pastry products correctly
K4. Describe how to correctly use tools and equipment required for preparing, cooking and finishing basic pastry dishes
K5. Describe how to carry out the relevant preparation, cooking and finishing methods
K6. State why it is important to use the correct tools, equipment and techniques
K7. State the correct temperatures for cooking pastry products
K8. Describe how to identify when pastry products have the correct flavour, colour, texture and finish
K9. State how to store pastry products after preparation and cooking
K10. State healthy eating options when making pastry products
## Unit 291 Produce basic pastry products (2PR12)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR12</th>
<th>Produce basic pastry products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1-4 by directly observing the candidate’s work. For assessment criteria 5, 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. The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must COVER for outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work, for:</td>
</tr>
<tr>
<td></td>
<td>- at least three from pastry</td>
</tr>
<tr>
<td></td>
<td>a) short</td>
</tr>
<tr>
<td></td>
<td>b) sweet</td>
</tr>
<tr>
<td></td>
<td>c) suet</td>
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<td></td>
<td>d) choux</td>
</tr>
<tr>
<td></td>
<td>e) puff</td>
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<tr>
<td></td>
<td>f) convenience</td>
</tr>
<tr>
<td></td>
<td>- at least six from preparation methods</td>
</tr>
<tr>
<td></td>
<td>a) weighing/measuring</td>
</tr>
<tr>
<td></td>
<td>b) sifting</td>
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<tr>
<td></td>
<td>c) rubbing in</td>
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<td>d) creaming</td>
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<td>e) resting</td>
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<td>f) piping</td>
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<td>g) rolling</td>
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<td>h) laminating/folding</td>
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<td></td>
<td>i) cutting/shaping/trimming</td>
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<td></td>
<td>j) lining</td>
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<td>- at least one from cooking methods</td>
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<tr>
<td></td>
<td>a) baking</td>
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<tr>
<td></td>
<td>b) steaming</td>
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<tr>
<td></td>
<td>c) combining cooking methods</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
**Unit 292**  Produce basic cakes, sponges and scones (2PR13)

**Level:** 2  
**UAN:** L/601/4934  
**Credit value:** 4  
**GLH:** 32

**Unit aim**  
This unit is about preparing, cooking and finishing basic cakes, sponges and scones.

**Learning outcomes**  
There are **two** learning outcomes to this unit. The learner will:
1. Be able to produce basic cakes, sponges and scones  
2. Understand how to produce basic cakes, sponges and scones

**Endorsement of the unit by a sector or other appropriate body**  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 292 Produce basic cakes, sponges and scones (2PR13)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce basic cakes, sponges and scones

The learner can:
1. Check ingredients meet requirements
2. Choose and use tools and equipment correctly
3. Prepare, cook and finish the product to meet requirements
4. Make sure products have correct flavour, colour, texture and quantity
5. Present the product to meet requirements
6. Make sure products are at correct temperature for holding and serving
7. Safely store any cooked products not for immediate use

What you must cover:
1. Preparation, cooking and finishing methods
   a) Using prepared mixes
   b) Weighing/measuring
   c) Creaming/beating
   d) Whisking
   e) Folding
   f) Rubbing in
   g) Greasing
   h) Glazing
   i) Portioning
   j) Piping
   k) Shaping
   l) Baking
   m) Filling
   n) Rolling
   o) Lining
   p) Trimming / Icing
   q) Spreading / Smoothing
   r) Kneading
   s) Dusting / Dredging / Sprinkling
   t) Mixing
2. Products
   a) Cakes (eg Fruit cake, rock cakes, small cakes, shortcake/bread)
   b) Sponges (eg Victoria sandwich, sponge biscuits, swiss roll)
   c) Scones

Outcome 2 Understand how to produce basic cakes, sponges and scones

The learner can:
K1. Describe how to check the ingredients meet requirements
K2. State what quality points to look for in the ingredients
K3. Describe what you should do if there is a problem with the ingredients
K4. State the correct tools and equipment to carry out the necessary preparation and cooking methods
K5. Describe how to carry out the necessary preparation and cooking methods according to product requirements
K6. State why it is important to use the correct tools, equipment and techniques
K7. Describe how to identify when cakes, sponges and scones have the correct flavour, colour, texture and quantity
K8. Describe how to present basic cakes, sponges and scones
K9. Describe how to store cakes, sponges and scones
K10. State healthy eating options when making cakes, sponges and scones
Unit 292 Produce basic cakes, sponges and scones (2PR13)

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR13</th>
<th>Produce basic cakes, sponges and scones</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for outcome 1</td>
<td>The assessor must assess assessment criteria 1 - 5 by directly observing the candidate’s work. 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. The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| What you must **COVER** for outcome 1 | There must be performance evidence, gathered through observing the candidate’s work, for:  
  - at least twelve from preparation and cooking methods  
    a) using prepared mixes  
    b) weighing/measuring  
    c) creaming/beating  
    d) whisking  
    e) folding  
    f) rubbing in  
    g) greasing  
    h) glazing  
    i) portioning  
    j) piping  
    k) shaping  
    l) baking  
    m) filling  
    n) rolling  
    o) lining  
    p) trimming/icing  
    q) spreading/ smoothing  
    r) kneading  
    s) dusting/dredging/sprinkling  
    t) mixing  
  Candidates must demonstrate through performance that they can make three of the following:  
  - cakes (eg fruit cake, rock cakes, small cakes, shortcake/bread)  
  - sponges (eg Victoria sandwich, sponge biscuits, Swiss roll)  
  - scones  
  Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 293     Produce basic hot and cold desserts (2PR14)

Level: 2
UAN: J/601/4964
Credit value: 3
GLH: 28

Unit aim
This unit is about cooking and finishing basic hot and cold desserts.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to produce hot and cold desserts
2. Understand how to produce hot and cold desserts

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 293 Produce basic hot and cold desserts (2PR14)
Learning outcomes and assessment criteria

Outcome 1 Be able to produce hot and cold desserts
The learner can:
1. Check **ingredients** meet quality and quantity requirements
2. Choose and use the right tools and equipment
3. Use correct preparation and **cooking methods** to prepare desserts
4. Make sure dishes have the correct flavour, colour, texture and quantity
5. **Finish** and present the dish to meet organisational standards
6. Make sure dishes are at the correct temperature for holding and serving
7. Safely store any prepared ingredients not for immediate consumption

What you must cover:
1. **Ingredients**
   a) Ice cream
   b) Pre-prepared pastry-based products
   c) Pre-prepared sponge-based products
   d) Pre-prepared egg-based products
   e) Fresh fruit
   f) Pre-prepared fruit
   c) **Microwaving**
   d) **Steaming**
2. **Cooking methods**
   a) Baking
   b) Frying
   a) **Garnishing**
   b) De-moulding
   c) **Slicing**
   d) **Portioning**
3. **Finishing methods**
   a) Garnishing
   b) De-moulding
   c) Slicing
   d) Portioning
   e) Piping
   f) **Glazing**

Outcome 2 Understand how to produce hot and cold desserts
The learner can:
K1. Describe how to check that ingredients meet dish requirements
K2. Describe what to do if there are any problems with ingredients
K3. State why time and temperature are important when finishing basic hot and cold desserts
K4. State what quality points to look for in basic hot and cold desserts
K5. Describe how to correctly carry out the relevant cooking methods
K6. Describe how to carry out the relevant finishing methods
K7. State why it is important to use the correct tools, equipment and techniques
K8. Describe how to identify the correct colour, texture, consistency and quantity of hot and cold desserts
K9. Describe what types of problems can occur when cooking and finishing hot and cold desserts and how to correct them
K10. Describe how to store prepared hot and cold desserts
K11. State healthy eating options when preparing hot and cold desserts
## Unit 293 Produce basic hot and cold desserts (2PR14)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR14</th>
<th>Produce basic hot and cold desserts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 - 5 by directly observing the candidate’s work. 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. The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
- at least three from ingredients  
  a) ice cream  
  b) pre-prepared pastry based products  
  c) pre-prepared sponge based products  
  d) pre-prepared egg based products  
  e) fresh fruit  
  f) pre-prepared fruit  
- at least two from cooking methods  
  a) baking  
  b) frying  
  c) microwaving  
  d) steaming  
- at least three from finishing methods  
  a) garnishing  
  b) de-moulding  
  c) slicing  
  d) portioning  
  e) piping  
  f) glazing  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 294  Produce cold starters and salads (2PR15)

Level: 2  
UAN: H/601/4955  
Credit value: 3  
GLH: 28

Unit aim
This unit is about preparing and presenting cold products such as salads, bread products, pies, patés and cured meats. It also covers the holding of such foods to maintain effective food safety.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to produce cold starters and salads
2. Understand how to produce cold starters and salads

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 294 Produce cold starters and salads (2PR15)
Learning outcomes and assessment criteria

Outcome 1 Be able to produce cold starters and salads
The learner can:
1. Check ingredients meet dish requirements
2. Choose and use tools and equipment correctly
3. Prepare products using the correct preparation methods
4. Make sure that food products have the correct flavour, colour, texture and quantity
5. Make sure that food products are garnished and presented to meet organisational requirements
6. Safely store any prepared food not for immediate consumption

What you must cover:
1. Food products
   a) Bread products
   b) Salads
   c) Pre-prepared pastry items
   d) Cooked and cured meats
   e) Fish and shellfish
   f) Pre-prepared patés
   g) Cold dressings and sauces
   h) Pre-prepared vegetable items
2. Preparation methods
   a) De-frosting
   b) Washing
   c) Slicing
   d) Dressing
   e) Garnishing
   f) Portioning
   g) Combining ingredients

Outcome 2 Understand how to produce cold starters and salads
The learner can:
K1. Describe how to check that food products and garnish ingredients meet requirements
K2. State what quality points to look for in the presentation of cooked, cured, prepared foods
K3. Describe what to do if there are any problems with the ingredients
K4. State which tools and equipment should be used to carry out the relevant preparation methods
K5. State why it is important to use 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 dressings and cold sauces
K8. Describe how to finish and garnish cold starters and salads
K9. Describe how to identify the correct colour, flavour, texture and quantity of food products
K10. State why time and temperature are important when preparing cooked, cured and prepared foods for presentation
K11. State healthy eating options available when preparing and presenting food for cold presentation
### Unit 294  Produce cold starters and salads (2PR15)

#### Evidence requirements

<table>
<thead>
<tr>
<th>What you must <strong>DO</strong> for outcome 1</th>
<th>Produce cold starters and salads</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessor <strong>must</strong> assess assessment criteria 1 - 5 by directly observing the candidate’s work. The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What you must <strong>COVER</strong> for outcome 1</th>
<th>There must be performance evidence, gathered through observing the candidate’s work for:</th>
</tr>
</thead>
</table>
| - at least **five** from **food products**  
  a) bread products  
  b) salads  
  c) pre-prepared pastry items  
  d) cooked and cured meats  
  e) fish and shellfish  
  f) pre-prepared pates  
  g) cold dressings and sauces  
  h) pre-prepared vegetable items  
  
- at least **four** from **preparation methods**  
  a) de-frosting  
  b) washing  
  c) slicing  
  d) dressing  
  e) garnishing  
  f) portioning  
  g) combining ingredients |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
**Unit 295  Produce flour, dough and tray-baked products (2PR16)**

**Level:** 2  
**UAN:** M/601/4960  
**Credit value:** 3  
**GLH:** 32

**Unit aim**
This unit is about preparing flour, dough and tray-bakes, as well as correctly storing those items not for immediate use. It also covers baking and deep frying products, such as biscuits and scones. Additionally it describes the importance of presenting cooked products to organisational standards.

**Learning outcomes**
There are four learning outcomes to this unit. The learner will:
1. Be able to prepare flour, dough and tray-baked products
2. Understand how to prepare flour, dough and tray-baked products
3. Be able to cook, finish and present flour, dough and tray-baked products
4. Understand how to cook, finish and present flour, dough and tray-baked products

**Endorsement of the unit by a sector or other appropriate body**
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 295 Produce flour, dough and tray-baked products (2PR16)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare flour, dough and tray-baked products
The learner can:
1. Identify number of portions required for service
2. Ensure ingredients are of the type, quality and quantity required
3. Use the appropriate basic preparation methods to meet quality and organisational requirements when preparing ingredients
4. Make sure prepared ingredients are stored, clearly and accurately labelled in line with legal requirements for temperature control

What you must cover:
1. Ingredients
   a) Pre-prepared pastry
   b) Cake/sponge mixes
   c) Scone mix
   d) Dough mix
   e) Biscuit mix
   f) Tray-bake mix
2. Basic preparation methods
   a) Mixing
   b) Kneading
   c) Greasing
   d) Creaming/beating
   e) Lining
   f) Melting
   g) Glazing
   h) Portioning
   i) Rolling
   j) Shaping
   k) Cutting

Outcome 2 Understand how to prepare flour, dough and tray-baked products
The learner can:
K1. State why it is essential that ovens should be at the correct temperature before baking starts
K2. State why time, temperature are important when preparing, cooking and storing basic flour, dough and tray-baked products
K3. State why prepared basic flour, dough and tray-baked products should be stored at the required safe temperature before cooking

Outcome 3 Be able to cook, finish and present flour, dough and tray-baked products
The learner can:
5. Ensure that flour, dough and tray-baked products are of the type, quality and quantity required
6. Combine the flour, dough and tray-baked products with other ingredients
7. Cook flour, dough and tray-baked products using the appropriate basic cooking methods to meet quality and organisational requirements
8. Use basic finishing methods where necessary to meet quality and organisational requirements
9. Store and clearly and accurately label dishes not for immediate use, in line with legal requirements relating to temperature control
Unit 295  Produce flour, dough and tray-baked products (2PR16)

Learning outcomes and assessment criteria

What you must cover:

1. **Flour, dough and tray-bake products**
   a) Pastry products
   b) Cakes/sponges
   c) Scones
   d) Dough products
   e) Biscuits
   f) Tray-bake

2. **Basic cooking methods**
   a) Baking

3. **Basic finishing methods**
   a) Dusting/sprinkling/dredging
   b) Filling
   c) Piping
   d) Spreading/coating
   e) Glazing
   f) Trimming
   g) Portioning

Outcome 4  Understand how to cook, finish and present flour, dough and tray-baked products

The learner can:

K4. Describe what quality points to look for in basic flour, dough and other ingredients for tray-baked products

K5. Describe the preparation and cooking methods for basic flour, dough and tray-baked products

K6. State how to identify when different flour, dough and tray-baked products are cooked to dish requirements

K7. Describe how to present flour, dough and tray-baked products

K8. Describe what problems can occur while preparing and cooking flour, dough and tray-baked products, and to whom problems should be reported

K9. Describe how to ensure that products have the correct aroma, texture, temperature and consistency

K10. State why it is important to follow dish instructions, and use the correct equipment while portioning

K11. Describe healthy eating options when preparing, cooking and finishing basic flour, dough and tray-baked products
## Unit 2PR16 Produce flour, dough and tray-baked products (2PR16)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR16</th>
<th>Produce flour, dough and tray-baked products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to prepare flour, dough and tray-baked products</td>
</tr>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 - 4 by directly observing the candidate's work.</td>
</tr>
<tr>
<td><strong>What you must COVER for outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
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<tr>
<td></td>
<td>• at least four from <strong>ingredients</strong></td>
</tr>
<tr>
<td></td>
<td>a) pre-prepared pastry</td>
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<tr>
<td></td>
<td>b) cake/sponge mixes</td>
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<td>c) scone mix</td>
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<td>d) dough mix</td>
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<td>e) biscuit mix</td>
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<td>f) tray-bake mix</td>
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<td></td>
<td>• at least six from <strong>basic preparation methods</strong></td>
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<tr>
<td></td>
<td>a) mixing</td>
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<td>b) kneading</td>
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<td>c) greasing</td>
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<td>d) creaming/beating</td>
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<td>e) lining</td>
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<td>f) melting</td>
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<td>g) glazing</td>
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<td>h) portioning</td>
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<td>i) rolling</td>
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<td>j) shaping</td>
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<td>k) cutting</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Be able to cook, finish and present flour, dough and tray-baked products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 3</strong></td>
<td>The assessor must assess assessment criteria 5 - 9 by directly observing the candidate's work.</td>
</tr>
<tr>
<td><strong>What you must COVER for outcome 3</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work for:</td>
</tr>
<tr>
<td></td>
<td>• at least four from <strong>flour, dough and tray-bake products</strong></td>
</tr>
<tr>
<td></td>
<td>a) pastry products</td>
</tr>
<tr>
<td></td>
<td>b) cakes/sponges</td>
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<tr>
<td></td>
<td>c) scones</td>
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<td>d) dough products</td>
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<td>e) biscuits</td>
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<td></td>
<td>f) tray-bakes</td>
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<td>• at least one from <strong>basic cooking methods:</strong></td>
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<tr>
<td></td>
<td>a) baking</td>
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<td>b) deep frying</td>
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<td>• at least four from <strong>basic finishing methods</strong></td>
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<tr>
<td></td>
<td>a) dusting/sprinkling/dredging</td>
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<td>b) filling</td>
<td>c) piping</td>
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<tr>
<td>d) spreading/coating</td>
<td>e) glazing</td>
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<tr>
<td>f) trimming</td>
<td>g) portioning</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 296  Produce healthier dishes (2PR17)

Level: 2  
UAN: A/601/4962  
Credit value: 3  
GLH: 28

Unit aim
This unit is about preparing, cooking and finishing dishes that use healthier ingredients, preparation, cooking and finishing techniques.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to produce healthier dishes
2. Understand how to produce healthier dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 296        Produce healthier dishes (2PR17)
Learning outcomes and assessment criteria

Outcome 1 Be able to produce healthier dishes
The learner can:
1. Check ingredients meet dish requirements
2. Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre
3. Cook food in a way that maximises its nutritional value
4. Use flavourings that minimise the use of salt and sugar
5. Present dishes in a way that is attractive to the customer
6. Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish

What you must cover:
1. Dish
   a) meat/poultry
   b) fish
   c) vegetables/fruit
   d) eggs
   e) pasta/rice/grain/pulses
   f) soups/sauces
   g) pastry
   h) bread/dough
   i) sponges/cakes/biscuits/scones

Outcome 2 Understand how to produce healthier dishes
The learner can:
K1. Describe the concept of a balanced diet and how this is important to good health
K2. State the government’s current guidelines for healthy eating
K3. State the types and combinations of ingredients that make up a healthy dish
K4. Describe the nutritional benefits of minimising the fat, sugar and salt content of dishes
K5. Describe the nutritional benefits of starchy foods, fruits vegetables and pulses
K6. Explain how to read and interpret food labelling
K7. Describe how to select types, combinations and proportions of ingredients that will make a healthy dish
K8. Describe what techniques can be used to prepare ingredients in a healthy way
K9. Describe what techniques can be used to cook the dish in a way that maximises its nutritional value
K10. State what healthier flavourings can be used as alternatives to salt and sugar
K11. Explain why it is important to present healthier dishes to customers in an attractive way and how to do so
K12. State why it is important to provide the customers with their choice of sauces, dressing, toppings and condiments
K13. State appropriate alternative healthier types of sauces, dressings, toppings and condiments
### Unit 2PR17

#### Produce healthier dishes (2PR17)

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR17</th>
<th>Produce healthier dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 - 4 by directly observing the candidate’s work. The assessor may assess assessment criteria 5 and 6 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for Outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least four from dish  
    a) meat/poultry  
    b) fish  
    c) vegetables/fruit  
    d) eggs  
    e) pasta/rice/grain/pulses  
    f) soups/sauces  
    g) pastry  
    h) bread/dough  
    i) sponges/cakes/biscuits/scones  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 297  Maintain an efficient use of food resources (2PR19)

Level:  2
UAN:  J/601/4768
Credit value:  4
GLH:  34

Unit aim
This unit is about working in an efficient way to ensure food resource wastage is limited.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to maintain an efficient use of food resources
2. Understand how to maintain an efficient use of food resources

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 297 Maintain an efficient use of food resources (2PR19)

Learning outcomes and assessment criteria

Outcome 1 Be able to maintain an efficient use of food resources

The learner can:
1. Gain information to anticipate the volume of customers to be served
2. Check storage areas to ensure that sufficient volumes of food resources are available
3. Check that available food items are of the type and quality required
4. Organise food resources for immediate use in a manner that makes them accessible
5. Follow portion control measures that meet organisational and dish requirements
6. Organise food items for immediate use to reduce the risk of cross contamination
7. Label and store food items in a safe manner for use in the next service period
8. Identify items nearing the end of their shelf life
9. Record any food wastage
10. Identify any potential food shortages and report to relevant people

What you must cover:
1. Information to be gained from
   a) Senior colleagues
   b) Bookings information
   c) Records of sales patterns
   d) Records of anticipated customer volumes
2. Portion control measures
   a) Use of scoops, measures and scales
   b) Counting of items
   c) Following standard recipe and brand standard

Outcome 2 Understand how to maintain an efficient use of food resources

The learner can:
K1. Describe the principles of stock and portion control
K2. Describe the financial impact of food resource wastage can have upon the organisation
K3. State organisational procedures for recording food usage
K4. State procedures for storing opened food items
K5. State the importance of maintaining minimum food stock levels
K6. Describe how stock items should be stored and labelled
K7. Describe how labelling systems used by the organisation operate
K8. State the individuals responsible for re-ordering food stock items
K9. Describe how food stock needing to be disposed of is recorded and reported
**Unit 297**

**Maintain an efficient use of food resources (2PR19)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 2PR19</th>
<th>Maintain an efficient use of food resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1 - 7 by directly observing the candidate’s work. The assessor may assess assessment criteria 8, 9 and 10 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must COVER for outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
• at least **three** from **information to be gained from:**  
  a) senior colleagues  
  b) booking information  
  c) records of sales patterns  
  d) records of anticipated customer volumes  
• at least **two** from **portion control measures:**  
  a) use of scoops, measures and scales  
  b) counting of items  
  c) following standard recipe and brand standard  
Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony. |
Unit 298  Maintain an efficient use of resources in the kitchen (2PR20)

Level: 2  
UAN: A/601/4766  
Credit value: 3  
GLH: 23

Unit aim
This unit is about working in an efficient way to ensure that physical resources used in the kitchen, including energy and water, are not wasted.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to maintain an efficient use of resources in the kitchen
2. Understand how to maintain an efficient use of resources in the kitchen

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 298 Maintain an efficient use of resources in the kitchen (2PR20)
Learning outcomes and assessment criteria

Outcome 1 Be able to maintain an efficient use of resources in the kitchen
The learner can:
1. Follow manufacturer’s guidelines to ensure that kitchen equipment is working at correct settings
2. Use **cooking equipment** efficiently to reduce unnecessary **waste** of energy
3. Ensure taps are not left running to reduce the waste of water
4. Ensure correct disposal of packaging to minimise space
5. Ensure packaging is disposed of in the correct place
6. Report equipment faults or potential wastage to the appropriate person

What you must cover:
1. **Cooking equipment**
   a) Grills
   b) Ovens
   c) Hot plates
   d) Fridges and freezers
   e) Extraction equipment
2. **Waste**
   a) Food waste
   b) Glass
   c) Card
   d) Plastic packaging

Outcome 2 Understand how to maintain an efficient use of resources in the kitchen
The learner can:
K1. State the principles of energy efficiency and waste reduction
K2. Describe the financial impact that wastage of physical resources can have upon the organisation
K3. Describe how electricity and gas waste can be minimised
K4. List the different types of waste produced by the operation
K5. Describe how different types of waste should be safely handled
K6. Describe the organisational procedures for storing waste
K7. State who excessive waste should be reported to
### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR20</th>
<th>Maintain an efficient use of resources in the kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for outcome 1</td>
<td>The assessor <strong>must</strong> assess assessment criteria 2 by directly observing the candidate's work. The assessor may assess assessment criteria 1, 3, 4, 5 and 6 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td>What you must <strong>COVER</strong> for outcome 1</td>
<td>There must be performance evidence, gathered through observing the candidate's work, for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>three</strong> from <strong>cooking equipment</strong></td>
</tr>
<tr>
<td></td>
<td>a) grills</td>
</tr>
<tr>
<td></td>
<td>c) hot plates</td>
</tr>
<tr>
<td></td>
<td>e) extraction equipment</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>two</strong> from <strong>waste</strong></td>
</tr>
<tr>
<td></td>
<td>a) food waste</td>
</tr>
<tr>
<td></td>
<td>c) card</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 299  
Prepare, operate and clean specialist food preparation and cooking equipment (2PR21)

Level: 2  
UAN: J/601/4849  
Credit value: 4  
GLH: 35

Unit aim  
This unit is about operating and maintaining cooking equipment that is specific to the operation. ‘Specialist equipment’ may include items specific to the operation or those that do not appear in all kitchen environments. This may include items such as pressure fryers, combination ovens and food holding systems.

Learning outcomes  
There are five learning outcomes to this unit. The learner will:
1. Be able to prepare specialist food preparation and cooking equipment
2. Be able to operate specialist food preparation and cooking equipment
3. Know how to operate specialist food preparation and cooking equipment
4. Be able to clean specialist food preparation and cooking equipment
5. Know how to clean specialist food preparation and cooking equipment

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 299  Prepare, operate and clean specialist food preparation and cooking equipment (2PR21)

Learning outcomes and assessment criteria

Outcome 1  Be able to prepare specialist food preparation and cooking equipment
The learner can:
1. Ensure that the equipment is safe to operate
2. Check the equipment controls are set at the correct level before operating

Outcome 2  Be able to operate specialist food preparation and cooking equipment
The learner can:
3. Follow manufacturer’s procedures to both switch on and operate equipment
4. Monitor the action of the equipment to ensure that it is operating at the correct temperature and speed
5. Shut down equipment at the end of service following the correct procedures
6. Re-assemble the equipment so it is ready to use and meets required health and safety and food safety standards
7. Report any identified problems or faults to the relevant person

Outcome 3. Know how to operate specialist food preparation and cooking equipment
The learner can:
K1. State the types of specialist equipment used within the organisation
K2. State what each type of specialist equipment is used for
K3. Describe the relevant hazards and potential hazards relating to specialist equipment
K4. State how hazards and potential hazards can be minimised
K5. State who to report any identified faults to

Outcome 4. Be able to clean specialist food preparation and cooking equipment
The learner can:
8. Check the equipment is suitably clean to use
9. Disassemble the equipment correctly and safely to enable effective cleaning
10. Clean the equipment and its component parts using the correct methods and cleaning agents

Outcome 5. Know how to clean specialist food preparation and cooking equipment
The learner can:
K6. Describe how the equipment should be cleaned
K7. List the relevant cleaning agents that should be used with the equipment
K8. Describe how cleaning agents should be used to avoid accidents and potential food safety hazards
Unit 299

Prepare, operate and clean specialist food preparation and cooking equipment (2PR21)

Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR21</th>
<th>Prepare, operate and clean specialist food preparation and cooking equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes</td>
<td>Example Assessment Methods</td>
</tr>
<tr>
<td>Learning Outcome 1</td>
<td>Be able to prepare specialist food preparation and cooking equipment</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td>Be able to operate specialist food preparation and cooking equipment</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 4</td>
<td>Be able to clean specialist food preparation and cooking equipment</td>
</tr>
<tr>
<td>Learning Outcome 3</td>
<td>Know how to operate specialist food preparation and cooking equipment</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 5</td>
<td>Know how to clean specialist food preparation and cooking equipment</td>
</tr>
<tr>
<td>Learning Outcome 3</td>
<td>Know how to operate specialist food preparation and cooking equipment</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 5</td>
<td>Know how to clean specialist food preparation and cooking equipment</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Contingencies</th>
<th>Alternative Assessment Methods</th>
<th>Examples of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 2</td>
<td>Simulation</td>
<td>Observation sheet</td>
</tr>
<tr>
<td></td>
<td>Oral questions</td>
<td>Video</td>
</tr>
<tr>
<td></td>
<td>Written questions</td>
<td>Question/answer sheets</td>
</tr>
<tr>
<td></td>
<td>Professional discussion</td>
<td>Records of professional discussion</td>
</tr>
</tbody>
</table>
Unit 666  Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector (PERR/10)

Level: 2
UAN: T/601/7214
Credit value: 2
GLH: 16

Unit aim
This unit is about ensuring that learners achieve the national occupational standard to understand employment rights and responsibilities within the hospitality, leisure, travel and tourism sector.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Know employer and employee rights and responsibilities and own organisational procedures
2. Know factors that affect own organisation and occupation

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Guidance
Note this is a knowledge only unit. Learners taking this qualification as a part of an Apprenticeship must achieve this unit. Knowledge for this unit can be collected in a variety of ways including workbook, oral/written questioning.
Unit 666  Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector (PERR/10)

Learning outcomes and assessment criteria

Outcome 1 Know employer and employee rights and responsibilities and own organisational procedures

The learner can:

K1 State employee and employer rights and responsibilities under employment law including Disability Discrimination Act, Health and Safety and other relevant legislation
K2 State importance of having employment rights and responsibilities
K3 Describe organisational procedures for Health and Safety, including documentation
K4 Describe organisational procedures for equality and diversity including documentation
K5 Identify sources of information and advice on employment rights and responsibilities, including access to work and additional learning support

Outcome 2 Know factors that affect own organisation and occupation

The learner can:

K6 Describe the role played by own occupation within the organisation and industry
K7 Describe career pathways available to them
K8 State types of representative body related to the hospitality industry, their main roles and responsibilities and their relevance to the industry
K9 Identify sources of information and advice on own industry, occupation, training and career
K10 Describe principles, policies and codes of practice used by own organisation and industry
K11 Describe issues of public concern that affect own organisation and industry
Appendix 1  Course design and delivery

Initial assessment and induction

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

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

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

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

Recommended delivery strategies

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

Centres may design course programmes of study in any way that:
- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification

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

Centres may wish to include topics as part of the course programme that will not be assessed through the qualifications.
Appendix 2   Assessment

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

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

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

N/SVQ Recording forms are available on the City & Guilds website or can be purchased from the Walled Garden.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

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

People 1st Assessment Strategy Guidance
There are four components to the sector assessment strategy which set out requirements and guidance relating to:

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

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

Assessment Principles

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

- the majority of assessment of the sector’s NVQs/SVQs will be based on **performance evidence**, ie direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation.

- opportunities to ascertain candidate’s **accreditation of prior learning** is maximised by early contact between the assessor and candidate and during initial assessment/induction period.

**Witness Testimony**

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

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

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

- other approved assessors that are recognised to assess the relevant national occupational standards, or

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

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

**Professional Discussion**

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

**Simulation**

Simulation can only be used to assess candidates for the sector’s NVQs/SVQs where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.
There are no People1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

**Realistic Working Environment**

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

**Continuous Professional Development**

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

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>The work situation being represented is relevant to the NVQ(s)/SVQ(s) being assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>● The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brassiere, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations.</td>
</tr>
<tr>
<td></td>
<td>● Appropriate industrial equipment, furnishings and resources (eg ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.</td>
</tr>
<tr>
<td></td>
<td>● Industry trends are considered in the product and service offer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The candidate's work activities reflect those found in the situation being represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>● Candidates operate in a professional capacity with corresponding job schedules and/or descriptions.</td>
</tr>
<tr>
<td></td>
<td>● Candidates are clear on their work activities and responsibilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The RWE is operated in the same manner to as a real work situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>● Customers are not prompted to behave in a particular manner.</td>
</tr>
<tr>
<td></td>
<td>● Customer feedback received is maintained and acted upon.</td>
</tr>
</tbody>
</table>
The RWE is underpinned by commercial principles and responsibilities

- Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.
- There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions.
- Candidates are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimizing wastage.
- Legislative regulations are adhered to eg food safety, health and safety, equal opportunities, trade description.
- Consumer information is provided on products and services eg allergy advice on food products.

Annex C - Occupational Expertise of Assessors and Verifiers

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

= mandatory

<table>
<thead>
<tr>
<th>Assessors and Internal Verifiers must:</th>
<th>Assessor</th>
<th>Internal Verifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a good knowledge and understanding of the national occupational standard and NVQ/SVQ that is being assessed or verified.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>D34 or V1 – In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>D32/D33 or A1/A2 – In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through ‘hands on’ experience in the industry.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Adhere to the awarding body’s assessment requirements and practice standardised assessment principles</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Adhere to the awarding organisation’s assessment requirements and practice standardised assessment principles</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Have sufficient resources to carry out the role of assessor or verifier, ie time and budget</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information,</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.

Hold qualifications, or have undertaken training, that has legislative relevance to the NVQ/SVQ being assessed (See Annex E).

Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex F).

Annex D - Qualifications and Training Relevant to Assessors and Verifiers

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

✓ = mandatory

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

Note:
The above states areas of training/qualifications needed for specific N/SVQs. People1st is not stating ‘which’ qualification assessors and verifiers should take, only the area in which they should be trained/qualified in.
It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual’s performance review.

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

| Updating occupational expertise | • Internal and external work placements  
|                               | • Work experience and shadowing (eg within associated departments)  
|                               | • External visits to other organisations  
|                               | • Updated and new training and qualifications (www.uksp.co.uk)  
|                               | • Training sessions to update skills  
|                               | • Visits to educational establishments  
|                               | • Trade fairs  

| Keeping up to date with sector developments and new legislation | • Relevant sector websites  
|                                                              | • Membership of professional bodies  
|                                                              | • Papers and documents on legislative change  
|                                                              | • Networking events  
|                                                              | • Seminars, conferences, workshops, membership of committees/working parties (eg People1st events)  
|                                                              | • Staff development days  

| Standardising and best practice in assessment | • Regular standardisation meetings with colleagues  
|                                             | • Sharing best practice through internal meetings, news letters, email circulars  
|                                             | • Comparison of assessment and verification in other sectors  
|                                             | • Attending awarding body meetings / seminars  

Downloadable guidance on CPD can be found at [www.ifl.ac.uk](http://www.ifl.ac.uk)
Appendix 3  Guidance on the use of Expert Witness

Introduction to Expert Witness Records

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

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

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

Requirements for Expert Witnesses

An Expert Witness should:

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

Using an Expert Witness to collect evidence

It is important to remember that having an Expert Witness does not eliminate the need for a competent assessor to be assigned to a learner.
The assessor must still observe the minimum number of ‘what you must do’ and ‘what you must cover’ items in each unit.
The Expert Witness can be used to infer consistent competency and/or fill in gaps within the assessment process to ensure a streamlined approach to assessment.
In all instances, the assessor is responsible for making the final assessment decision and for signing off each unit, once satisfied that there is sufficient evidence of the learner’s competence.

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

• their own observations and assessments of the candidate’s performance
• evidence collected by the Expert Witness and related to the ‘what you must do and what you must cover’
• evidence of underpinning knowledge that has been gathered by the assessor.
How to record an Expert Witness Record

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

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

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

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

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

Verification of Expert Witness Testimonies

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

The sample should include:

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

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

Using Expert Witness Testimonies in your centre

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

## Centre Details

<table>
<thead>
<tr>
<th>Centre contact name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre name</td>
<td></td>
</tr>
<tr>
<td>Centre approval number</td>
<td></td>
</tr>
</tbody>
</table>

## Expert Witness Details

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td></td>
</tr>
<tr>
<td>Workplace name</td>
<td></td>
</tr>
<tr>
<td>Workplace address</td>
<td></td>
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<tr>
<td>Street:</td>
<td></td>
</tr>
<tr>
<td>Town:</td>
<td></td>
</tr>
<tr>
<td>County:</td>
<td></td>
</tr>
<tr>
<td>Postcode:</td>
<td>Tel no:</td>
</tr>
</tbody>
</table>

## Expert Witness status

(please tick)

- new witness
- update to current
- delete from approval
- witness details
To be completed by the Assessor

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

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

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

Assessor’s signature

Witness’s signature
Appendix 4  Relationships to other qualifications

**Literacy, language, numeracy and ICT skills development**

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

- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)

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

**Core Skills (Scotland only)**

Core Skills are a central part of the Scottish qualifications system and are mandatory for Modern Apprenticeship framework completion. In many cases, candidates undertaking the qualifications will already have a Core Skills Profile from previous qualifications, eg some Standard Grade and other National Qualifications allow Automatic Core Skills certification.
Appendix 5   Sources of general information

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

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

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

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

The centre homepage section of the City & Guilds website also contains useful information such on such things as:
• Walled Garden
  Find out how to register and certificate candidates online
• Events
  Contains dates and information on the latest Centre events
• Online assessment
  Contains information on how to register for GOLA assessments.
## Useful contacts

### UK learners
**General qualification information**

**T:** +44 (0)844 543 0033  
**E:** learnersupport@cityandguilds.com

### International learners
**General qualification information**

**T:** +44 (0)844 543 0033  
**F:** +44 (0)20 7294 2413  
**E:** intcg@cityandguilds.com

### Centres
Exam entries, Certificates, Registrations/enrolment, 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, e-assessment, Navigation, User/menu option, Problems

**T:** +44 (0)844 543 0000  
**F:** +44 (0)20 7294 2413  
**E:** walledgarden@cityandguilds.com

### Employer
Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

**T:** +44 (0)121 503 8993  
**E:** business@cityandguilds.com

### Publications
Logbooks, Centre documents, Forms, Free literature

**T:** +44 (0)844 543 0000  
**F:** +44 (0)20 7294 2413

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