

# SVQ1 in Hospitality and Catering at SCQF Level 4 (7140-04)

## Qualification handbook for centres – Level 4 units

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# SVQ1 in Hospitality and Catering at SCQF Level 4 (7140-04)



## Qualification handbook for centres – Level 4 units

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Qualification title	Number	SQA Accreditation Number
SVQ 1 in Food and Beverage Service at SCQF level 4	7140-04	GA0W 21
SVQ 1 in Food Preparation and Cooking at SCQF level 4	7140-04	GA0V 21
SVQ 1 in Accommodation Services at SCQF level 4	7140-04	GA0X 21
SVQ 1 in Hospitality Services at SCQF level 4	7140-04	GA0Y 21

Version and date	Change detail	Section
1.2 July 2012	Core skills signposting added	Appendix 3

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# 1 Units

## Availability of units

The Level 4 units for these qualifications follow. Units for Level 5 can be found in the SVQ2 in Hospitality and Catering at SCQF Level 5 qualification handbook.

City & Guilds unit number	Title	SSC unit reference	SCQF Credits	SCQF Level
101	Maintain a safe, hygienic and secure working environment	1GEN1	3	4
102	Maintain, handle and clean knives	1GEN7	3	4
103	Maintain customer care	1GEN3	3	4
104	Work effectively as part of a hospitality team	1GEN4	3	4
105	Clean and store crockery and cutlery	1GEN5	3	4
106	Maintain a vending machine	1GEN6	3	4
107	Prepare and clear areas for table/tray service	1FS1	3	4
108	Provide a table/tray service	1FS2	3	4
109	Prepare and clear areas for counter/takeaway service	1FS3	3	4
110	Provide a counter/takeaway service	1FS4	3	4
111	Provide a trolley service	1FS5	3	4
112	Assemble meals for distribution via conveyor belt	1FS6	3	4
113	Prepare and clear areas for drinks service	1BS1	3	4
114	Serve drinks	1BS2	4	4
115	Prepare vegetables	1FP1	3	4
116	Prepare and finish simple salad and fruit dishes	1FP2	2	4
117	Prepare hot and cold sandwiches	1PR1	2	4
118	Cook vegetables	1FC1	3	4
119	Prepare and cook fish	1FPC1	3	4
120	Prepare and cook meat and poultry	1FPC2	4	4
121	Prepare and cook pasta	1FPC3	2	4
122	Prepare and cook rice	1FPC4	2	4
123	Prepare and cook eggs	1FPC5	2	4
124	Prepare and cook pulses	1FPC6	2	4
125	Prepare and cook vegetable protein	1FPC7	2	4
126	Cook and finish simple bread and dough products	1FPC8	3	4
127	Prepare and cook grain	1FPC9	3	4

128	Process information for reception function	1FOH1	3	4
129	Assist in handling mail (CfA)	1FOH2	2	4
130	Communicate in a business environment (CfA)	1FOH3	4	4
131	Make and receive telephone calls (CfA)	1FOH4	3	4
132	Receive, move and store customer and organisation property	1FOH5	3	4
133	Service public areas at front of house	1FOH6	3	4
134	Collect and deliver items for customers and staff	1FOH7	2	4
135	Prepare, service and clear meeting and conference rooms	1FOH8	3	4
136	Use a filing system (CfA)	1FOH9	2	4
137	Collect linen and make beds	1HK1	3	4
138	Clean windows from the inside	1HK2	2	4
139	Help to service bathrooms and toilets	1HK3	3	4
140	Help to clean and maintain furnished areas	1HK4	3	4
141	Package food for delivery	1P&C1	3	4
142	Solve business problems (CfA)	1FOH10	3	4
143	Produce basic egg dishes	1PR10	3	4
144	Prepare meals for distribution	1PR23	2	4
145	Prepare meals to meet relevant nutritional standards set for school meals	1PR26	4	4
146	Present menu items according to a defined brand standard	1PR28	3	4

## Unit 101

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

### What is this unit about?

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.

## What you have to do

To meet the national standard you must:

1. Wear clean, smart and appropriate clothing, footwear and headgear
2. Keep your hair neat and tidy and wear it in line with your organisation's standards
3. Make sure any jewellery, perfume and cosmetics you wear are in line with your organisation's standards
4. Get any cuts, grazes and wounds treated by the proper person
5. Report illness and infections promptly to the proper person

## What you have to know

For the whole unit

- K1. Your responsibilities under the Health and Safety at Work Act
- K2. Why it is important to work in a healthy, safe and hygienic way
- K3. Where you can get information about health, hygiene and safety in your workplace

For Element 1GEN1

- K4. General rules on hygiene that you must follow
- K5. Why correct clothing, footwear and headgear should be worn at all times
- K6. Why it is important to maintain good personal hygiene
- K7. What you should do if you have cuts, grazes and wounds and why it is important

**What you have to do****What you must cover:****Hazards**

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

**Ways of dealing with hazards**

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

**Emergency procedures**

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

**What you have to know**

- K8. The types of hazards that you may find in your workplace and how to deal with these correctly
- K9. Hazards you can deal with yourself and hazards that you must report to someone else
- K10. How to warn other people about hazards and why this is important
- K11. Why you should report accidents and near accidents and who you should report these to
- K12. Types of emergencies that may happen in your workplace and how to deal with these
- K13. Where to find first aid equipment and who the registered first-aider is in your workplace
- K14. Safe lifting and handling techniques that you must follow
- K15. Other ways of working safely that are relevant to your job and why these are important
- K16. Your organisation's emergency procedures, in particular for fire, and how you should follow these
- K17. The possible causes of fire in your workplace
- K18. What you can do to minimise the risk of fire
- K19. Where to find fire alarms and how to set them off
- K20. Why you should never approach a fire unless it is safe to do so
- K21. Why it is important to follow fire safety laws
- K22. Your organisation's security procedures and why these are important
- K23. The correct procedures for dealing with customer property
  - a) Why is it important to report all usual/non-routine incidents to the appropriate person

**What is this unit about?**

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.

**What you have to do**

To meet the national standard you must:

1. Prioritise work and carry it out in an organised and efficient manner
2. Ensure that knives are clean
3. Sharpen knives using safe sharpening methods
4. Select knives that are appropriate to the task that you are about to commence
5. Ensure that the cutting surface is firm and secure and appropriate to the task
6. Handle knives safely 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:**

Knives

- a) Straight bladed knives and cleavers
- b) Serrated blades
- c) Scissors/secateurs

Tasks include:

- 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

**What you have to know**

- K1. Why knives should be kept sharp
- K2. Why knives should be stored safely
- K3. Why and to whom all accidents should be reported
- K4. Why the appropriate knife should be selected for the specific task
- K5. Why handles of knives should not be allowed to become greasy during use
- K6. Why knives should be handled and carried correctly
- K7. Why cutting surfaces should be firm and secure
- K8. Why knives should be cleaned in between dealing with different food groups
- K9. What risk there are of contamination from poorly maintained knives
- K10. Why cutting surfaces should be clean
- K11. Why damaged knives should not be used
- K12. What action can be taken to prevent allergenic reactions amongst consumers when maintaining, handling and cleaning knives.

### **What is this unit about?**

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

When you have completed this unit, you will have proved you can:

- 1GEN3.1 Deal with customers
- 1GEN3.2 Deal with customers' problems

**Unit 103 (1GEN3.1) Deal with customers****What you have to do**

To meet the national standard you must:

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

**What you must cover:****Customers**

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

**What you have to know**

For the whole unit

- K1. Your organisation's standards for customer care and how to put these into practice
- K2. The importance of customers and good customer care for you and your organisation

For element 1GEN3.1

- K3. Your organisation's standards for dress and appearance and why these are important
- K4. How to make a good first impression on the customer and why this is important
- K5. Why it is important to maintain your focus on the customer and their needs
- K6. How to help your customer feel welcome and at ease
- K7. Routine and special requests that customers may have and how to deal with these
- K8. The types of questions that customers may have and how to answer these
- K9. The types of information you should not give to customers
- K10. How to show consideration to customers when you are providing a service
- K11. Why it is important to find out if you can help the customer in other ways
- K12. How to be polite and helpful to customers and behave in a way that makes them feel valued
- K13. The types of non-routine needs that you customers may have and how to deal with these

**Unit 103 (1GEN3.2) Deal with customers' problems****What you have to do**

To meet the national standard you must:

10. Recognise when something is a problem from the customer's point of view
11. Show concern for the customer's problem and apologise for any inconvenience
12. Reassure them that it will be dealt with quickly
13. If appropriate, explain what has caused the problem
14. Deal with the customer's problem quickly and calmly, following the correct procedures
15. If you cannot deal with the problem yourself, ask an appropriate member of staff for help
16. Let the customer know what is happening
17. Make sure the customer is satisfied with the way you have dealt with their problem
18. Report customer problems to the appropriate member of staff when this will help to improve customer care

**What you have to know**

- K14. Why it is important to see the problem from the customer's point of view
- K15. Why it is important to show concern and apologise
- K16. The types of problems that customers may have and how to deal with these yourself
- K17. The types of customer problems that you should pass on to another member of staff and who this should be
- K18. Situations where it is important to explain to the customer what has caused their problem
- K19. Why it is important to let the customer know what is happening to solve their problem
- K20. Why it is important to make sure the customer is satisfied with what you have done
- K21. How reporting customer problems can help to improve customer care in the future

**What you must cover:****Problems**

- b) problems with service
- c) communication problems
- d) incidents and accidents

**Customers**

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

**What is this unit about?**

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

**What you have to do****What you have to know**

To meet the national standard you must:

**Plan and organise your work**

1. Make sure you understand the requirements of the work
2. Ask questions about things you do not understand
3. Accurately follow instructions
4. Plan your work by prioritising tasks in order of importance
5. Keep everything you need for your work organised and available
6. Keep your work area as clean and tidy as possible
7. Keep waste to a minimum
8. Ask for help from the relevant person if you need it
9. Provide work on time and as agreed

**Work effectively with team members**

10. Give team members help when they ask for it
11. Make sure the help you give them is within the limits of your job role
12. Make sure the help you give does not prevent you from completing your own work 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

**Plan and organise your work**

- K1. Why it is essential to understand the requirements of the work
- K2. The benefits to you and your team of planning and organising your work
- K3. How to make the most efficient use of your time and avoid things that may unnecessarily disrupt it
- K4. The benefits of keeping everything you need for your work organised and available
- K5. Why it is important to keep your work area clean and tidy
- K6. Why it is important to keep waste to a minimum
- K7. When to ask for help and who you can ask

**Work effectively with team members**

- K8. Why effective teamwork is important
- K9. The people in your team and how they fit into the organisation
- K10. The responsibilities of the team and why it is important to the organisation as a whole
- K11. How to maintain good working relationships with team members
- K12. How to determine if helping a team member will prevent you from completing your own work on time
- K13. The limits of your job role and what you can and cannot do when helping team members
- K14. What could be essential information that needs to be passed on to a team member and why you need to pass it on as soon as possible
- K15. The types of behaviour that help the team to work well and the types that do not
- K16. Why you should report any problems with working relationships to your line

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manager

K17. How to communicate clearly and why it is important

**Develop your own skills**

- 17. Seek feedback on your work and deal with this feedback positively
- 18. Identify, with the relevant person, aspects of your work which are up to standard and areas that you could improve
- 19. Agree what you have to do to improve your work
- 20. Agree an action / learning plan with the relevant person
- 21. Seek opportunities to review and develop your plan

**Develop your own skills**

- K18. Why it is important to improve your knowledge and skills
- K19. How to get feedback from team members and how this can help you
- K20. How a learning plan should help to improve your work
- K21. Why it is important to review your action / learning plan regularly

**What is this unit about?**

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

When you have completed this unit, you will have proved you can:

- 1GEN5.1 Clean crockery and cutlery
- 1GEN5.2 Store crockery and cutlery

**Unit 105 (1GEN5.1) Clean crockery and cutlery****What you have to do****What you have to know**

To meet the national standard you must:

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

- K1. The correct methods of preparing crockery and cutlery for cleaning
- K2. How to check cleaning equipment and machinery
- K3. Dilution ratios for cleaning materials
- K4. The correct methods of cleaning crockery and cutlery
- K5. What the procedures are in the event of breakages of crockery
- K6. The importance of leaving cleaning equipment ready for future use
- K7. What types of unexpected situations may occur when cleaning crockery and cutlery and how you should deal with these

**What you must cover:****Cleaning methods**

- a) by machine
- b) by hand

**Unit 105 (1GEN5.1) Clean crockery and cutlery****What you have to do****What you have to know**

To meet the national standard you must:

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

- K8. Why items should be clean and dry before storage
- K9. Why storage areas should be clean, tidy and free from rubbish
- K10. Correct storage locations for crockery and cutlery and why items should be stored in the correct place
- K11. What types of unexpected situations may occur when storing crockery and cutlery and how you should deal with these

**What you must cover:****Items to be stored**

- a) Crockery
- b) Cutlery

**What is this unit about?**

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

When you have completed this unit, you will have proved you can:

- 1GEN6.1 Clean a merchandising vending machine
- 1GEN6.2 Clean a drinks vending machine
- 1GEN6.3 Fill a vending machine
- 1GEN6.4 Display vending goods

**Unit 106 (1GEN6.1) Clean a merchandising vending machine****What you have to do**

To meet the national standard you must:

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

**What you must cover:****Cleaning materials**

- a) sanitiser
- b) sterilant

**Machine**

- a) chilled food machine
- b) can machine
- c) ambient machine

**What you have to know**

- K1. Safe and hygienic practices to follow when cleaning a merchandising vending machine
- K2. Why it is important to check the electricity supply is safely isolated, if applicable to the machine
- K3. Why it is important to wear protective clothing
- K4. Why it is important not to mix chemicals
- K5. What the appropriate usage measures are for the cleaning agents
- K6. Why it is important that the interior and exterior of the machine is left clean, dry and free from smears
- K7. Why it is important to keep the area immediately around the vending machine clean and tidy
- K8. Why work routines and sequences need to be followed
- K9. Why it is important to conduct a test vend
- K10. Unexpected situations that may occur when cleaning a merchandising vending machine and how to deal with these

**Unit 106 (1GEN6.2) Clean a drinks vending machine****What you have to do****What you have to know**

To meet the national standard you must:

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

- K11. Safe and hygienic working practices when cleaning a drinks vending machine
- K12. Why it is important to keep the area immediately around the vending machine clean and tidy
- K13. Why work routines and sequences need to be followed
- K14. Why it is important that the interior and exterior of the machine is left clean, dry and free from smears
- K15. Unexpected situations that may occur when cleaning a drinks vending machine and why these are important

**What you must cover:****Cleaning materials**

- a) sanitizer
- b) sterilant

**Working parts**

- a) ingredient canister
- b) the brewer unit
- c) carbon dioxide gas cylinder

**Machine**

- a) in-cup/sachet/cartridge/dispenser
- b) instant machines
- c) fresh brew

## Unit 106 (1GEN6.3) Fill a vending machine

What you have to do	What you have to know
To meet the national standard you must:	K16. Safe and hygienic working practices that may occur when filling a vending machine
18. Isolate the electricity safely, in accordance with the manufacturer's instructions	K17. What procedures need to be followed if faults or problems are identified
19. Remove and dispose of any stock that is already in the machine and has passed its expiry date	K18. Why it is important that the interior of the machine is clean prior to re-stocking
20. Supply enough stock to meet demand, and position it correctly in the machine	K19. Why it is necessary to carry out temperature tests
21. Follow stock rotation procedures	K20. Why stock rotation procedures need to be followed
22. Test the vending machine for normal operation	K21. What documentation needs to be accurately completed
23. Complete all necessary records	K22. What the daily schedules are
	K23. Unexpected situations why these are important

## What you must cover:

## Machine

- a) chilled food machine
- b) drinks machine
- c) ambient machine

**Unit 106 (1GEN6.4) Display vending goods****What you have to do****What you have to know**

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To meet the national standard you must:

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

- K24. Why merchandising plans are used
- K25. How items should be presented to maximise sales
- K26. Why information changes should be accurate

**What you must cover:****Presentation methods**

- a) label visibility
- b) product variety

**Information changes**

- a) computerised/manual
- b) menu information
- c) pricing information

**What is this unit about?**

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

When you have completed this unit, you will have proved you can:

- 1FS1.1 Prepare and clear areas and equipment for table/tray service
- 1FS1.2 Prepare customer dining areas for table/tray service
- 1FS1.3 Clear dining and service areas after service

**Unit (1FS1.1) Prepare and clear areas and equipment for table/tray service****What you have to do****What you have to know**

To meet the national standard you must:

1. Check that 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 the condiments and accompaniments ready for service and store them safely
5. Check that refuse and waste food containers are hygienic, empty and ready for use

- K1. Safe and hygienic working practices for preparing service areas and equipment for table/tray service
- K2. Your organisation's service style
- K3. Why waste must be handled and disposed of correctly
- K4. Why condiments and accompaniments should be prepared ready for service
- K5. When to prepare service areas and equipment for table/tray service
- K6. Why a constant stock of food service items should be maintained
- K7. The types of unexpected situations that may occur when preparing and clearing areas for service and how to deal with these

**What you have to cover:****Service style**

- a) table service
- b) tray service

**Service equipment**

- a) hot/cold beverage serving containers
- b) refrigeration units
- c) heated units
- d) service utensils
- e) trolleys

**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

**Condiments and accompaniments**

- a) seasonings
- b) sugars and sweeteners
- c) prepared sauces/dressings
- d) prepared bread items

## Unit 107

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

### Unit 107 (1FS1.2) Prepare customer dining areas for table/tray service

#### What you have to do

To meet the national standard you must:

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

#### What you have to know

- K8. Safe and hygienic working practices for preparing customer service areas for table/tray service
- K9. Why all service items should be checked before service
- K10. Why menus and promotional items should be checked before use
- K11. The types of unexpected situations that may occur when preparing and clearing areas and equipment and how to deal with these

#### What you must cover:

##### Service style

- a) table service
- b) tray service

##### 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

## Unit 107

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

### Unit 107 (1FS1.3) Clear dining and service areas after service

#### What you have to do

#### What you have to know

To meet the national standard you must:

10. Collect all the service items for cleaning or storage
11. Prepare used or soiled table 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

- K12. Safe and hygienic working practices for clearing dining and service areas after service
- K13. Why all food service areas should be left clean after service
- K14. Why certain electrical equipment should be turned off after service
- K15. What types of unexpected situations may occur when areas after service and how you should deal with these

#### What you must cover:

##### 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

##### Condiments and accompaniments

- a) seasonings
- b) sugars and sweeteners
- c) prepared sauces/dressings
- d) prepared bread items

**Service equipment**

- a) hot/cold beverage serving containers
- b) refrigeration units
- c) heated units
- d) service utensils
- e) trolleys

**What is this unit about?**

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

When you have completed this unit, you will have proved you can:

- 1FS2.1 Greet customers and take orders
- 1FS2.2 Serve customer orders

**Unit 108 (1FS2.1) Greet customers and take orders****What you have to do**

To meet the national standard you must:

1. Help your customers with dining arrangements as necessary, in line with the service style
2. Make sure customers have access to the correct menus
3. Answer any questions your customers may have and give them information which meets their needs and promotes your organisation's products and services
4. Identify your customers' orders and record and process them

**What you must cover:****Customers**

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

**Service styles**

- a) table service
- b) tray service

**Information**

- a) items available
- b) dish composition
- c) prices, special offers and promotions

**What you have to know**

For the whole unit

- K1. Your organisation's standards for customer care and service style and why you should follow these

For Element 1FS2.1

- K2. The correct procedures when greeting and seating customers and why these are important
- K3. Why information given to customers should be accurate
- K4. Why it is important to take customer orders accurately and how to make sure that you do so
- K5. Why it is important to promote the organisation to your customers
- K6. The types of unexpected situations that may occur when taking orders and how to deal with these

**Unit 108 (1FS2.2) Serve customer orders****What you have to do**

To meet the national standard you must:

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

**What you must cover:****Service styles**

- a) table service
- b) tray service

**Service items**

- a) crockery
- b) cutlery
- c) glassware

**Condiments and accompaniments**

- a) seasonings
- b) sugars, sweeteners
- c) prepared sauces, dressings
- d) prepared bread items

**Food and drink items**

- a) hot plated items

**What you have to know**

- K7. Safe and hygienic working practices when serving customers and why these are important
- K8. Which condiments and accompaniments go with each dish
- K9. Why it is important to use the appropriate equipment when serving food and drink items to customers
- K10. Why it is important to check that food service equipment is clean and hygienic
- K11. The types of unexpected situations that may occur when serving food and how to deal with these
- K12. Safe and hygienic working practices for maintaining dining and service areas and why these are important
- K13. Why dining and service areas must be kept tidy and free from rubbish and food debris
- K14. Why waste must be handled and disposed of correctly
- K15. Why a constant stock of table and service items should be maintained

- b) cold plated items
- c) cold drinks
- d) hot drinks

## Unit 109

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

### What is this unit about?

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.

When you have completed this unit, you will have proved you can:

- 1FS3.1 Prepare areas for counter/takeaway service
- 1FS3.2 Clear areas for counter/take-away service

## Unit 109

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

### Unit 109 (1FS3.1) Prepare areas for counter/takeaway service

#### What you have to do

#### What you have to know

To meet the national standard you must:

1. Check that the work area and service equipment are hygienic, free from damage and prepared ready for use
2. Check that sufficient stocks 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. Where appropriate, prepare and display condiments and accompaniments ready for service
5. Display promotional materials ready for customer use
6. Check that refuse and waste food containers are clean and ready for use
7. display food immediately before service, in line with operational procedures

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

#### What you must cover:

##### Work area

- a) serving area
- b) seated area
- c) waiting area

##### Service equipment

- a) display units
- b) heated units
- c) refrigerated units
- d) beverage equipment

##### Service items

- a) trays
- b) straws

#### What some of the words in this unit mean

<b>Crockery</b>	Disposable and non-disposable
<b>Cutlery</b>	Disposable and non-disposable

- c) service utensils
- d) food containers
- e) take-away food packaging
- f) disposable serviettes
- g) crockery
- h) cutlery

### **Condiments and accompaniments**

- a) seasonings
- b) sugars and sweeteners
- c) prepared sauces and dressings

### **Promotional materials**

- a) menus
- b) posters
- c) black/white board
- d) illustrated menus board

## Unit 109

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

### Unit 109 (1FS3.2) Clear areas for counter/take-away service

#### What you have to do

#### What you have to know

To meet the national standard you must:

- |   |   |
|---|---|
| 8. Deal with service equipment according to your workplace procedures   | K9. Safe and hygienic working practices when clearing areas for counter/take-away and why these are important             |
| 9. Assemble for cleaning or store any reusable service items from the food service                              | K10. Why certain electrical and gas equipment should be turned off after service  |
| 10. Where appropriate, store condiments and accompaniments for future use in line with food hygiene legislation | K11. Why waste must be handled and disposed of correctly  |
| 11. Dispose of rubbish, used disposables and waste food following recommended procedures                        | K12. Why all perishable food and drink items should be returned to the kitchen and storage area immediately after service |
| 12. Check that the work area and service equipment are clean, free from damage and ready for future use         | K13. Why all service areas should be left clean after service   |
|   | K14. The types of unexpected situations that may occur when clearing areas and how to deal with these                     |

#### What you must cover:

##### Work area

- a) serving area
- b) seated area
- c) Waiting area

##### Service equipment

- a) display units
- b) heated units
- c) refrigerated units
- d) beverage equipment

##### Re-usable service items

- a) trays
- b) service utensils
- c) food containers
- d) crockery
- e) cutlery

**Condiments and accompaniments**

- a) seasonings
- b) sugars and sweeteners
- c) prepared sauces and dressings

**What is this unit about?**

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.

# Unit 110 (1FS4.1) Provide a counter/take-away service

## Unit 110 (1FS4.1) Serve customers at the counter

### What you have to do

- To meet the national standard you must:
1. Give your customers information that meets their needs, and promotes your organisation's products and services
  2. Find out what your customers require, and if necessary tell them about any waiting time
  3. Process the order promptly and effectively
  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 your customers

### What you have to know

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

### What you must cover:

#### Customers:

- a) With special requirements
- b) Without special requirements

#### Information:

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

#### Food and drink items:

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

#### Condiments and accompaniments:

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

**Unit 110 (1FS4.2) Maintain counter and service areas****What you have to do**

To meet the national standard you must:

6. Keep your work area tidy, hygienic and free from rubbish and food debris during service
7. Maintain enough stocks 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 the work area of used and un-required service items at the appropriate times
11. Dispose of rubbish, used disposable items and food waste as required

**What you have to know**

- K7. Safe and hygienic practices for clearing and why these are important
- K8. Why food which is prepared first should be served first
- K9. Why counter service preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout service
- K10. Why waste must be handled and disposed of correctly
- K11. Why a constant stock of service items should be maintained
- K12. The types of unexpected situations that may occur when clearing away and how to deal with these

**What you must cover:****Service items:**

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

**Food and drink items:**

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

**What is this unit about?**

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

When you have completed this unit, you will have proved you can:

- 1FS5.1 Prepare a catering trolley for service
- 1FS5.2 Serve products from a catering trolley

**Unit 111 (1FS5.1) Prepare a catering trolley for service****What you have to do****What you have to know**

To meet the national standard you must:

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

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

**What you must cover:****Service equipment**

- a) cash box, till, receipts, cash alternatives
- b) hot and cold beverage dispensers
- c) refrigerated units
- d) credit / debit card printer
- e) service cutlery
- f) napkins
- g) cutlery
- h) crockery

**Stock items**

- a) food products
- b) drink products
- c) confectionery
- d) accompaniments

**Unit 111 (1FS5.2) Serve products from a catering trolley****What you have to do****What you have to know**

To meet the national standard you must:

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

**What you must cover:****Service equipment**

- a) cash box, till, receipts, cash alternatives
- b) hot and cold beverage dispensers
- c) refrigerated units
- d) credit / debit card printer
- e) service cutlery
- f) napkins
- g) cutlery
- h) crockery

**Stock**

- a) food products
- b) drink products
- c) confectionery
- d) accompaniments

- K7. Safe and hygienic working practices when serving products from the catering trolley and why these are important
- K8. Your organisation's standards for customer care and why these should be followed
- K9. Why the trolley must be handled safely and what the safety procedures for the trolley are
- K10. Which aspects of current health and safety legislation are relevant to the service of products from the catering trolley
- K11. How to operate the catering trolley
- K12. Prices and availability of products
- K13. How to calculate and record the stock sold after service
- K14. The types of unexpected situations that may occur when you are serving from the trolley and clearing away and how to deal with these

**What is this unit about?**

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

When you have completed this unit, you will have proved you can:

- 1FS6.1 Prepare conveyor belt ready for run
- 1FS6.2 Assemble tray sets on the conveyor belt

## Unit 112 (1FS6.1) Prepare conveyor belt ready for run

## What you have to do

## What you have to know

To meet the national standard you must:

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

- K1. Safe and hygienic working practices for preparing the conveyor belt ready for use and why these are important
- K2. Why waste must be handled and disposed of correctly
- K3. How to clean out food temperature control checks and why these checks are important
- K4. How to clean the conveyor belt ready for use
- K5. Why a constant stock of food service items should be maintained
- K6. The types of unexpected situations that may occur when you are preparing the conveyor belt and how to deal with these

## What you must cover:

**Service equipment**

- a) bain marie
- b) trolleys
- c) service utensils
- d) trays
- e) crockery
- f) cutlery
- g) napkins

**Stocks**

- a) food items
- b) drink items
- c) condiments
- d) accompaniments

## Unit 112

## Assemble meals for distribution via conveyor belt (1FS6)

### Unit 112 (1FS6.2) Assemble tray sets on the conveyor belt

#### What you have to do

To meet the national standard you must:

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

#### What you must cover:

##### Service equipment

- a) bain marie
- b) trolleys
- c) service utensils
- d) trays
- e) crockery
- f) cutlery
- g) napkins

##### Stocks

- a) food items
- b) drink items
- c) condiments
- d) accompaniments

#### What you have to know

- K1. Safe and hygienic working practices for the assembly of tray sets on the conveyor belt and why these are important
- K2. How to report faults with equipment
- K3. How to operate the conveyor belt machine
- K4. What the production requirements are for the session i.e. numbers and types of meal to be assembled
- K5. How to interpret specifications for tray layout, menus and special meal variations
- K6. The types of unexpected situations that may occur when you are assembling and presenting meals and how to deal with these

#### What some of the words in this unit mean

<b>Cutlery</b>	Disposable and non-disposable
<b>Crockery</b>	Disposable and non-disposable
<b>Napkins</b>	Disposable and non-disposable
<b>Accompaniments</b>	For example, bread items

## Unit 113

## Prepare and clear areas for drinks service (1BS1)

### What is this unit about?

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

When you have completed this unit, you will have proved you can:

- 1BS1.1 Prepare customer and service areas
- 1BS1.2 Clear customer and service areas
- 1BS1.3 Clean and store glassware

## Unit 113

## Prepare and clear areas for drinks service (1BS1)

### Unit 113 (1BS1.1) Prepare customer and service areas

#### What you have to do

- To meet the national standard you must:
1. Maintain stocks for drinks service, restocking and rotating them in line with workplace procedures
  2. Prepare and store the drink accompaniments, ready for service
  3. Check that service and electrical equipment is clean, free from damage and displayed as required
  4. Make sure that menus and promotional material are up-to-date, clean, free from damage and displayed as required
  5. Make sure that service areas are clean, tidy and ready for service
  6. Check that areas where customers are not allowed to go are secure

#### What you must cover:

##### Stocks for drinks service

- a) bottled drinks
- b) draught drinks
- c) dispensed drinks
- d) hot drinks

##### Drink accompaniments

- a) ice
- b) food garnishes for drinks
- c) accompaniments for hot drinks
- d) decorative items for drinks

##### Service areas

- a) counters and shelves
- b) waste bins/bottle containers
- c) floors
- d) tables and chairs

#### What you have to know

- K1. Safe and hygienic working practices for preparing customer and service areas and why these are important
- K2. Why and to whom breakages should be reported
- K3. Why it is essential to check the expiry dates on stock items
- K4. Why refrigeration units should be maintained at the correct temperature
- K5. Why correct storage and rotation procedures should be followed
- K6. Why service areas must be secured from unauthorised access at all times
- K7. Types of maintenance that you can carry out and types that you should not attempt
- K8. Why a constant stock of drinks and accompaniments must be maintained
- K9. Why stocks of drinks must be rotated
- K10. The types of unexpected situations that may occur when you are preparing customer and service areas and how to deal with these

## Unit 113

## Prepare and clear areas for drinks service (1BS1)

### Unit 113 (1BS1.2) Clear customer and service areas

#### What you have to do

#### What you have to know

To meet the national standard you must:

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

#### What you must cover:

##### Stocks for drinks service

- a) bottled drinks
- b) draught drinks
- c) dispensed drinks
- d) hot drinks

##### Drink accompaniments

- a) ice
- b) food garnishes for drinks
- c) accompaniments for hot drinks
- d) decorative items for drinks

##### Service areas

- a) counters and shelves
- b) waste bins/bottle containers
- c) floors
- d) tables and chairs

- K11. Safe and hygienic working practices when clearing customer and service areas and why these are important
- K12. Why service areas should be left tidy and free from rubbish after service
- K13. Why waste must be handled and stored correctly
- K14. Why certain electrical equipment must be turned off after service
- K15. Why customer service areas must be secured from unauthorised access after service
- K16. Why spillages and breakages must be reported to the appropriate person
- K17. Why correct storage procedures must be followed for food and drink stocks
- K18. The types of unexpected situations that may occur when you are clearing customer and service areas and how to deal with these

**What is this unit about?**

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

When you have completed this unit, you will have proved you can:

- 1BS2.1 Prepare and serve drinks and accompaniments
- 1BS2.2 Maintain customer and service areas during drinks service

**Unit 114 (1BS2.1) Prepare and serve drinks and accompaniments****What you have to do**

To meet the national standard you must:

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

**What you must cover:****Customers**

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

**Drinks**

- a) bottled drinks
- b) draught drinks
- c) dispensed drinks
- d) hot drinks

**Drink accompaniments**

- a) ice
- b) food garnishes for drinks
- c) accompaniments for hot drinks
- d) decorative items for drinks

**Service style**

- a) at the table
- b) at the bar

**What you have to know**

For the whole unit

- K1. Basic legal requirements relating to the sale of alcoholic drinks on licensed premises
- K2. Your organisation's standards for customer care and why these should be followed
- K3. Your organisation's service style

Element 1BS2.1

- K4. Safe and hygienic working practices when preparing and serving drinks and accompaniments and why these are important
- K5. Why correct storage and rotation procedures must be followed for food and drink stocks
- K6. Why waste must be handled and disposed of correctly
- K7. Why spillages and breakages must be reported to the appropriate person
- K8. Why drinks should be served at the correct temperature
- K9. Why it is important to specify to customers the brand names of products on offer
- K10. The types of unexpected situations that may occur when preparing and serving drinks

**Unit 114 (1BS2. 2) Maintain customer and service areas during drinks service****What you have to do****What you have to know**

To meet the national standard you must:

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

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

**What you must cover:****Customers**

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

**Drinks**

- a) bottled drinks
- b) draught drinks
- c) dispensed drinks
- d) hot drinks

**Drink accompaniments**

- a) ice
- b) food garnishes for drinks
- c) accompaniments for hot drinks
- d) decorative items for drinks

**Service style**

- a) at the table
- b) at the bar

**What is this unit about?**

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

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

You will prepare the vegetables by:

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

**What you have to do****What you have to know**

To meet the national standard you must:

1. Check the vegetables are fit to be prepared
2. Choose and use the correct tools and equipment
3. Prepare the vegetables to meet the requirements
4. Safely store any prepared vegetables not for immediate use

**What you must cover:****Vegetables**

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

**Prepared by:**

- a) Defrosting
- b) Washing
- c) Peeling
- d) Re-washing
- e) Cutting  
(Slicing/Chopping/Shredding)
- f) Blanching

- K1. How to store frozen and unfrozen vegetables before preparation
- K2. What you should look for to make sure each type of vegetable is fit to be prepared
- K3. What you should do if there are problems with the vegetables
- K4. The correct tools and equipment you should use to do the following: defrosting, washing, peeling, re-washing and cutting (to include slicing, chopping and shredding), blanching
- K5. Why it is important to use the correct tools and equipment
- K6. How you should carry out the following preparation methods correctly: defrosting, washing, peeling, re-washing and cutting (to include slicing, chopping and shredding), blanching
- K7. Why it is important to avoid cross contamination with meat and fish products and how to do so
- K8. How to store prepared vegetables not for immediate use

## Unit 116

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

### What is this unit about?

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

- Fruit salad
- Mixed salad
- Grapefruit cocktail

**What you have to do****What you have to know**

To meet the national standard you must:

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

**What you must cover:****Ingredients**

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

**Prepare by**

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

- K1. How to store salad and fruit before preparation
- K2. How to check the salad, fruit and other ingredients to make sure they are fit for use
- K3. What you should do if there are problems with the salad, fruit or other ingredients
- K4. The right tools and equipment for the following preparation methods: peeling, trimming, washing, soaking, cutting and mixing
- K5. Why it is important to use the correct tools and equipment
- K6. How you should carry out the following preparation methods correctly: peeling, trimming, washing, soaking, cutting and mixing
- K7. Why it is important to avoid cross contamination with meat and fish products and how to do so
- K8. How to store prepared salads and fruit that not for immediate use

**What is this unit about?**

This unit is about preparing hot and cold sandwiches including:

- burgers
- wraps
- rolls
- panninis
- fajitas

**What you have to do****What you have to know**

To meet the national standard you must:

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 the sandwiches as required
4. Safely store any sandwiches and fillings not for immediate use

- K1. How to check that bread and fillings meet requirements and are fit for use
- K2. The correct tools and equipment for making sandwiches
- K3. How to present sandwiches and bread products attractively
- K4. What the correct storage methods are to avoid spoiling sandwiches and bread products between preparation and consumption

**What you must cover:****Bread:**

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

**Fillings:**

- a) Fats/pastes/spreads
- b) Cooked meat and poultry
- c) Cooked fish
- d) Dairy products
- e) Salad/vegetables/fruit
- f) Sauces/dressings/relishes

**Preparation methods:**

- a) Slicing
- b) Preparing fillings
- c) Garnishing
- d) Heating/toasting

**What is this unit about?**

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

- Chips (fresh and frozen)
- Boiled vegetables
- Fried onions
- Mashed potatoes

**What you have to do**

To meet the national standard you must:

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

**What you must cover:****Vegetables**

- a) Frozen
- b) Pre-prepared fresh

**Cooking by**

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

**What you have to know**

- K1. How to store frozen and unfrozen vegetables before cooking
- K2. What to look for in vegetables before you cook them: frozen, pre-prepared fresh
- K3. What you should do if you find problems with the vegetables
- K4. Which tools and equipment you should use for the following cooking methods: boiling, frying, grilling, microwaving
- K5. Why it is important to use the correct tools and equipment
- K6. How to carry out the following cooking methods correctly: boiling, frying, grilling, microwaving
- K7. Why it may be necessary to avoid contamination from meat and fish products and how to do so
- K8. How to store vegetables that are not for immediate use

**What is this unit about?**

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

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

The unit covers the following types of fish:

- coated fish
- pre-prepared uncoated fish

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

You will use the following preparation and cooking methods:

- coating
- deep frying
- grilling
- baking

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

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

## Unit 119 (1FPC1) Prepare and cook fish

### What you have to do

To meet the national standard you must:

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

### What you must cover:

1. Fish
  - a) Coated
  - b) Uncoated
  - c) Frozen
  - d) Unfrozen
2. Preparation methods
  - a) Boiling
  - b) Frying
  - c) Grilling
  - d) Microwaving
3. Cooking methods
  - a) Deep frying
  - b) Grilling
  - c) Baking

### What you have to know

- K1. How to store frozen and unfrozen fish correctly before cooking
- K2. How to check that coated and uncoated fish, frozen and unfrozen fish is fit for preparation and cooking
- K3. How to decide whether fish needs de-frosting before cooking and why this is important
- K4. How to de-frost pre-prepared fish
- K5. What you should do if there are problems with the fish and other ingredients
- K6. The right temperatures and cooking times for the different types of fish
- K7. The right tools and equipment to coat, deep fry, bake and grill fish
- K8. Why it is important to use the right tools and equipment
- K9. The correct cooking methods to use
- K10. How to decide when different types of fish are properly cooked
- K11. How to garnish and present cooked fish

**What is this unit about?**

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

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

The unit covers the following types of meat/poultry:

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

You will use the following preparation methods:

- defrosting, when necessary
- basic seasoning

You will use the following cooking methods:

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

You will use the following finishing methods:

- garnishing
- presentation

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

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

**What you have to do****What you have to know**

To meet the national standard you must:

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

- K1. How to store fresh and frozen meat/poultry correctly before cooking
- K2. How to check that meat/poultry is fit for preparation and cooking
- K3. What you should do if there are problems with the meat/poultry or other ingredients
- K4. How to decide when meat/poultry needs defrosting before cooking and why this is important
- K5. The right tools and equipment for: defrosting, seasoning and storing meat/poultry
- K6. How to prepare meat/poultry using the following methods: defrosting, seasoning and storing
- K7. The right tools and equipment for following cooking methods: grilling/griddling, shallow frying, deep frying and microwaving
- K8. Why it is important to use the correct tools and equipment
- K9. How to carry out the following cooking methods correctly: grilling/griddling, shallow frying, deep frying and microwaving
- K10. How to finish and season meat/poultry according to requirements
- K11. Correct temperatures for holding meat/poultry

### **What is this unit about?**

This unit is about preparing and cooking pasta.

The unit covers the following types of pasta:

- dried
- fresh bought in
- frozen

You will use the following preparation and cooking methods:

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

**What you have to do****What you have to know**

To meet the national standard you must:

1. Check the pasta to make sure it is fit for preparation and cooking
2. Choose and use the right tools and equipment
3. Prepare and cook the pasta as required
4. Safely store cooked pasta not for immediate use

**What you must cover:****Pasta**

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

**Preparation methods**

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

**Cooking methods**

- a) Boil
- b) Microwave

- K1. The different names and shapes of pasta that may be used
- K2. How to check pasta to make sure it is fit for preparation and cooking
- K3. What you should do if there are problems with the pasta
- K4. The right tools and equipment to prepare and cook pasta
- K5. Why it is important to use the correct tools and equipment
- K6. How to identify when cooked pasta has the correct texture
- K7. Why it is important not to overcook pasta
- K8. The correct temperatures for holding and serving pasta
- K9. How to store cooked pasta and the conditions which need to be met for effective storage

### What is this unit about?

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

- boiled rice
- steamed rice

The unit covers the following types of rice:

- long
- short
- round

You will use the following preparation and cooking methods:

- washing
- steaming
- boiling
- microwaving
- straining

**What you have to do**

To meet the national standard you must:

1. Check the rice to make sure it is fit for preparation and cooking
2. Choose the right tools and equipment
3. Prepare and cook the rice to meet requirements
4. Make sure the rice is at the correct temperature for holding and serving
5. Safely store any cooked rice not for immediate use

**What you must cover:****Rice**

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

**Preparation and cooking methods**

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

**What you have to know**

- K1. How to store uncooked rice
- K2. How to check the rice to make sure it is fit for preparation and cooking
- K3. What you should do if there are problems with the rice
- K4. The right tools and equipment for the following preparation and cooking methods: washing, steaming, boiling, microwaving, straining
- K5. Why it is important to use the correct tools and equipment
- K6. How to use the following preparation and cooking methods: washing, steaming, boiling, microwaving, straining
- K7. Correct temperatures for holding and serving cooked rice
- K8. How to store cooked rice and the conditions which need to be met for effective storage

### What is this unit about?

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

- fried eggs
- scrambled eggs
- boiled eggs

The preparation and cooking techniques covered include:

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

**What you have to do****What you have to know**

To meet the national standard you must:

1. Check the eggs and other ingredients are fit for preparation and cooking
2. Choose and use the correct techniques, tools and equipment
3. Prepare and cook the eggs to meet requirements
4. Finish the eggs as required
5. Make sure the dish is at the correct temperature for holding and serving
6. Safely store eggs not for immediate use

**What you must cover:****Preparation and cooking methods**

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

- K1. Quality points to look for in raw eggs
- K2. What you should do if there are problems with the eggs
- K3. The correct techniques, tools and equipment to carry out the following preparation and cooking methods: cracking, beating, seasoning, boiling, shallow frying, griddling, scrambling
- K4. Why it is important to use the correct tools and equipment
- K5. How to carry out the following cooking methods according to product requirements: cracking, beating, seasoning, boiling, shallow frying, griddling, scrambling
- K6. How to identify when egg dishes have the correct colour, flavour, texture and quantity
- K7. How to store eggs (prior to and after cooking) not required for immediate use

**What is this unit about?**

This unit is about preparing and cooking simple pulse dishes.

The unit covers the following types of pulses:

- beans (for example, kidney beans, aduki, pinto and butter beans)
- peas (for example chick peas, split peas)
- lentils (for example red, split lentils)

You will use the following preparation and cooking methods:

- washing
- soaking
- boiling

**What you have to do**

To meet the national standard you must:

1. Check pulses to make sure they are fit to be prepared and cooked
2. Choose and use the correct tools and equipment
3. Prepare and cook the pulses for the dish as required
4. Safely store any prepared pulses not for immediate use

**What you must cover:****Pulses**

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

**Preparation and cooking methods**

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

**What you have to know**

- K1. How to store uncooked pulses before preparation
- K2. How to check the following types of pulses are fit to be prepared: beans, peas and lentils
- K3. What you should do if there are problems with the pulses or other ingredients
- K4. The correct tools and equipment for the following preparation and cooking methods: washing, soaking, boiling
- K5. Why it is important to use the correct tools and equipment
- K6. How to carry out the following preparation methods correctly: washing, soaking, boiling
- K7. How to decide when pulses are correctly cooked
- K8. How to store cooked pulses not for immediate use

**What is this unit about?**

This unit is about preparing and finishing products for vegetable protein dishes, for example:

- Quorn burger, bacon, sausages or fillets

The types of vegetable proteins covered are:

- frozen
- chilled
- dried
- tinned

**What you have to do****What you have to know**

To meet the national standard you must:

1. Check the vegetable protein to make sure it is fit for preparation and cooking
2. Choose and use the correct techniques, tools and equipment to prepare the vegetable protein
3. Prepare and cook the vegetable protein to meet requirements
4. Make sure the vegetable protein has the correct flavour, colour, texture and quantity to meet dish requirements
5. Present the vegetable protein to meet requirements
6. Make sure the vegetable protein is at the correct temperature for holding and serving
7. Safely store any prepared vegetable protein products not for immediate use

- K1. How to store uncooked vegetable protein before cooking
- K2. What quality points to look for in vegetable protein
- K3. What you should do if there are problems with the vegetable protein
- K4. Why it is important to avoid contamination with meat and fish products and how to do so
- K5. The correct techniques, tools and equipment to carry out the following preparation and cooking methods: de-frosting, frying, grilling
- K6. Why it is important to use the correct tools and equipment
- K7. How to decide when vegetable protein is cooked
- K8. How to store cooked vegetable protein

**What you must cover:****Vegetable protein:**

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

**Preparation and cooking methods**

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

### What is this unit about?

This unit is about cooking and finishing simple bread and dough products, for example:

- freshly made dough
- ready made par-cooked dough

You will use the following cooking and finishing methods:

- baking
- reheating
- glazing

**What you have to do****What you have to know**

To meet the national standard you must:

1. Check the products to make sure they are fit for cooking
2. Choose the correct tools and equipment to prepare and bake bread and dough products
3. Prepare and finish the product as required
4. Make sure the bread and dough product is at the correct temperature for holding and serving
5. Safely store any cooked bread and dough product not for immediate use

- K1. How to store uncooked bread and dough products
- K2. How to check to make sure bread and dough products are fit for preparation and baking
- K3. What you should do if there are problems with the products
- K4. The right tools and equipment for the following preparation and finishing methods: baking, reheating, glazing
- K5. Why it is important to use the correct tools and equipment
- K6. How to use the following cooking and finishing methods correctly: baking, reheating, glazing
- K7. Correct temperatures for holding and serving simple bread and dough products

**What you must cover:****Bread and dough product**

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

**Preparation and finishing methods**

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

**What is this unit about?**

This unit is about preparing, cooking and finishing simple grain dishes, including the use of the following ingredients:

- barley, pearl and pot
- buckwheat
- corn/maize (polenta)
- oats
- millet
- wheat
- quinoa

You will use the following preparation and cooking methods:

- boiling
- leaving covered
- soaking
- straining

**What you have to do****What you have to know**

To meet the national standard you must:

1. Check the grain to make sure it is fit for preparation and cooking
2. Choose and use the right tools and equipment
3. Cook the grain correctly for the dish
4. Make sure the grain is at the correct temperature for holding and serving
5. Safely store any cooked grain not for immediate use

**What you must cover:****Grain**

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

**Preparation and cooking methods**

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

- K1. How to store uncooked grain
- K2. How to check the grain to make sure it is fit for preparation and cooking
- K3. What you should do if there are problems with the grain
- K4. The right tools and equipment for the following preparation and cooking methods: boiling, leaving covered, soaking, straining
- K5. Why it is important to use the correct tools and equipment
- K6. How to use the following preparation and cooking methods: boiling, leaving covered, soaking, straining
- K7. The correct cooking times and processes for: barley (pearl and pot), buckwheat, corn/maize (polenta), oats, millet, wheat (bulgar, semolina, cous cous), quinoa
- K8. Correct temperatures for holding and serving cooked grain
- K9. How to store cooked grain and the conditions which need to be met for effective storage

**What is this unit about?**

This unit is about taking and receiving business telephone calls. It covers finding information for other people – for example customers and colleagues – and giving them this information quickly and clearly. The unit also covers checking numbers and making basic calculations involving whole numbers and money (to two decimal places).

When you have completed this unit, you will have proved you can:

- 1FOH1.1 Deal with incoming and outgoing telephone calls
- 1FOH1.2 Give people the information they need
- 1FOH1.3 Do basic number work

## Unit 128 (1FOH1.1) Deal with incoming and outgoing telephone calls

**What you have to do**

To meet the national standard you must:

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

**What you must cover:****Telephone calls**

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

**What you have to know**

For the whole unit

- K1. Your organisation's style for answering and making telephone calls and why it is important to use this
- K2. How to establish a rapport and goodwill with people on the telephone
- K3. The different types of telephone equipment in your workplace and how to use it
- K4. Why it is important to communicate effectively and efficiently
- K5. How to listen, interpret, extract and record information

For Element 1FOH1.1

- K6. How quickly you should answer the telephone
- K7. Why it is important to establish a rapport and goodwill with callers
- K8. How to compose messages accurately and effectively

**What some of the words in this unit mean**

<b>Confidentiality</b>	Not giving information to people who should not have it
<b>Level of responsibility</b>	What your organisation allows you to do and doesn't allow you to do

## Unit 128

## Process information for reception function (1FOH1)

### Unit 128 (1FOH1.2) Give people the information they need

#### What you have to do

To meet the national standard you must:

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

#### What you have to know

- K9. Why it is important to interpret information and instructions correctly
- K10. Sources of information you can use to help deal with queries
- K11. Your organisation's policies and procedures for confidentiality and why you must follow these
- K12. Basic legal requirements for data protection

#### What you must cover:

##### Information sources

- a) from within the organisation
- b) from external sources
- c) own notes

##### Person requesting information

- a) inside your organisation
- b) outside your organisation

**Unit 128 (1FOH1.3) Do basic number work****What you have to do****What you have to know**


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To meet the national standard you must:

- 14. Check numbers to make sure they are accurate and correct
- 15. Carry out and check basic calculations
- 16. Present the results of your checks and calculations neatly and clearly
- 17. Promptly report any errors or things that do not match to the appropriate member of staff

- K13. How to add, subtract, multiply and divide numbers
- K14. How to check figures against other sources of information
- K15. How to confirm figures are accurate
- K16. What the procedures are for forwarding checked items
- K17. What the reporting procedures are for inconsistencies

**What you must cover:****Basic calculations**

- a) addition, subtraction, multiplication and division of whole numbers
- b) addition, subtraction, multiplication and division of money to two decimal places

**What is this unit about?**

This unit is about assisting with checking, sorting, distributing and despatching incoming or outgoing mail or packages.

**What you have to do****What you have to know**

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To meet the national standard you must:

**Incoming mail**

1. Check incoming mail or packages
2. Sort incoming mail or packages and dispose of unwanted 'junk' mail
3. Identify and/or report suspicious or damaged items
4. Distribute incoming mail or packages
5. Refer any problems to the appropriate colleague

**Outgoing Mail**

6. Collect and sort outgoing mail or packages
7. Dispatch outgoing mail or packages on time
8. Refer any problems to the appropriate colleague

- K1. The purpose of distributing and dispatching mail to the correct recipient and within agreed timescales
- K2. The names, roles and locations of individuals and teams to whom mail is distributed
- K3. The organisational procedures for dealing with different types of mail or packages
- K4. The types of problems that may occur with incoming and outgoing mail or packages
- K5. When to refer problems and to whom problems should be referred

### What is this unit about?

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

You will use the following specific skills:

- Communicating
- Organising
- Planning
- Reflecting

This unit is Unit BAA613 in the Council for Administration suite of standards.

**What you have to do****What you have to know**

To meet the national standard you must:

**Plan communication**

1. Identify the purpose of the communication
2. Decide which method of communication to use

**Communicate in writing**

3. Format information clearly and accurately
4. Use language that suits the purpose of the communication
5. Use accurate grammar, punctuation and spelling to make sure meaning is clear
6. Check work and make any necessary amendments
7. Produce the communication to meet deadlines recognising the difference between what is important and what is urgent
8. Keep a file copy of all communication

**Communicate verbally**

9. Present information clearly to others
10. Make contributions to discussions
11. Listen actively to information other people are communicating
12. Ask relevant questions to clarify anything not understood

**After communication**

13. Seek feedback on whether the communication achieved its purpose
14. Reflect on the outcomes of the communication and identify ways to develop communication skills further

**Plan communication**

- K1. The reasons for identifying the purpose of communication
- K2. Methods of communication and when to use them

**Communicate in writing**

- K3. How to use language that suits the purpose of the communication
- K4. How to format information clearly and accurately
- K5. How to use grammar, punctuation and spelling accurately
- K6. The principles of Plain English
- K7. The reasons for checking work
- K8. How to recognise when work is urgent or important
- K9. The organisation's procedures for filing communications

**Communicate verbally**

- K10. How to present information and ideas clearly
- K11. How to contribute to discussions
- K12. Methods of active listening

**After communication**

- K13. How to seek feedback on whether the communication achieved its purpose
- K14. The value of reflecting on the outcomes of the communication and of identifying ways to develop communication skills further

**What is this unit about?**

This unit is about making, receiving or transferring telephone calls in line with organisational requirements.

You will use the following specific skills:

- Communicating
- Personal presentation
- Questioning
- Summarising

This unit is Unit BAA621 in the Council for Administration suite of standards.

**What you have to do****What you have to know**

The meet the national standard you must:

**Make calls**

1. Identify the purpose of the call
2. Obtain the name and numbers of the person to be contacted
3. Make contact with the person
4. Communicate information to achieve the purpose of the call
5. Summarise the outcomes of the conversation before ending the call
6. Report telephone system faults to the appropriate colleague

**Receive calls**

7. Answer the telephone according to organisational procedures
8. Project a positive image of self and the organisation
9. Identify the caller, where they are calling from and what they need
10. Provide accurate and up-to-date information to callers while protecting confidentiality and security
11. Take and pass on messages according to caller's needs
12. Deal with problems in handling calls, referring to the appropriate person where necessary

**Transfer calls**

13. Transfer calls promptly, when appropriate
14. Explain clearly, when a call cannot be transferred, the reason why and agree appropriate action with the caller
15. When callers are placed on hold, check regularly to see if they wish to continue to hold, in line with organisational procedures

- K1. The different features of telephone systems and how to use them
- K2. Organisation structures and communication channels within an organisation
- K3. How to follow organisational procedures when making and receiving calls
- K4. The purpose of projecting a positive image of self and the organisation
- K5. The purpose and value of confidentiality and security when dealing with callers
- K6. The types of information that could affect confidentiality and security and how to handle these
- K7. The purpose of summarising outcomes of a telephone conversation before ending the call
- K8. How to identify problems and who to refer them to
- K9. How to report telephone system faults

**Make calls**

- K10. The reasons for identifying the purpose of a call before making it
- K11. The different methods that can be used to obtain the names and numbers of people that need to be contacted
- K12. How to use telephone systems to make contact with people inside and outside the organisation

**Receive calls**

- K13. How to identify the caller and their needs
- K14. The purpose of giving accurate and up-to-date information to callers

**Transfer calls**

- K15. The information to be given when transferring calls, taking or leaving messages
- K16. How to identify the appropriate person to whom a call is transferred

## Unit 132

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

### What is this unit about?

This unit is about storing luggage, coats and other items. It also covers moving things such as furniture and electrical equipment and keeping them secure.

When you have completed this unit, you will have proved you can:

- 1FOH5.1 Receive customer property
- 1FOH5.2 Handle, move and store customer and organisation property

## Unit 132

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

### Unit 132 (1FOH5.1) Receive customer property

#### What you have to do

To meet the national standard you must:

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

#### What you must cover:

##### Customer property

- a) luggage
- b) coats and other items of clothing
- c) valuables

#### What you have to know

- K1. Your organisation's responsibilities for storing customer property
- K2. Why it is important to deal with customers quickly, politely and helpfully
- K3. The right way to greet and deal with customers
- K4. The right way to take property from the customer
- K5. Why it might be important to give the customer a proper receipt for their property
- K6. How to recognise a suspicious item of property and what you should do about it

#### What some of the words in this unit mean

<b>Appropriate member of staff</b>	The person who supervises you or is responsible for dealing with the customer
<b>Customers</b>	These could be people staying at the place where you work or people using the place for events such as conferences, banquets, meetings etc.
<b>Customer property</b>	For example, luggage and other belongings that customers wish to be stored safely until they collect them
<b>Hygienic</b>	For example, no spilt food or drink, no evidence of pests such as mice, rats or cockroaches
<b>Storage areas</b>	Places where you store property
<b>Suspicious items</b>	Anything you think could be illegal or cause harm and damage

## Unit 132

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

### Unit 132 (1FOH5.2) Handle, move and store customer and organisation property

#### What you have to do

To meet the national standard you must:

5. Choose the safest and best way to move the property
6. Lift and move property safely without injuring yourself or others or causing damage
7. Make sure you do not lose any property
8. Move property to the right place at the right time
9. Make sure no-one takes the property without permission
10. Fill in any storage records correctly
11. Keep your storage area secure, clean, tidy and hygienic

#### What you must cover:

##### Property

- a) customer property
- b) furniture
- c) electrical equipment
- d) luggage
- e) other property

##### Ways of moving property

- a) carrying it
- b) using a trolley

##### Places to which property is moved

- a) customer accommodation
- b) public areas
- c) storage areas

#### What you have to know

- K7. How to decide whether to move property by carrying it or by using a trolley
- K8. The types of injuries that could happen when lifting and moving different types of property
- K9. Lifting and handling techniques you should use to stop you injuring yourself and others and damaging property
- K10. Appropriate clothing and footwear when handling heavy or dirty property
- K11. How to avoid losing property when you are moving and storing it
- K12. How to avoid someone taking property without permission
- K13. Where you should store customers' property
- K14. The types of problems that may happen when you are moving property and what to do about these.
- K15. Why it might be important to keep storage records and how to fill these in
- K16. Why you should keep storage areas secure, clean, tidy and hygienic and how you should do this
- K17. The types of problems you might come across with storage areas and what to do about these problems

**What is this unit about?**

This unit is about cleaning public areas such as lobbies, lifts, entrances and public toilets, using suitable equipment. It also covers keeping these areas clean and tidy, for example by emptying bins, arranging furniture and keeping displays tidy and up-to-date.

When you have completed this unit, you will have proved you can:

- 1FOH6.1 Clean public areas
- 1FOH6.2 Help to keep public areas neat, tidy and in good order

**Unit 133 (1FOH6.1) Clean public areas****What you have to do**

To meet the national standard you must:

1. Choose the right cleaning equipment and materials for the area you are cleaning
2. When necessary, put up hazard warning signs
3. When necessary, wear protective clothing
4. Clean off dust, dirt, debris and removable marks from the surfaces you are cleaning
5. Store your cleaning equipment correctly and safely after use
6. Get rid of used cleaning materials safely

**What you must cover:****Public areas**

- a) lobby
- b) passenger lifts
- c) corridors and stairways
- d) front entrance
- e) eating and drinking areas

**Cleaning equipment**

- a) mops and buckets
- b) brooms and brushes
- c) vacuum cleaners
- d) cloths

**Cleaning materials**

- a) water
- b) detergent
- c) polish
- d) chemicals

**Surfaces**

- a) steps/ramps
- b) floors/floor coverings
- c) glass surfaces
- d) furniture
- e) toilet appliances
- f) cushions/curtains and fabrics
- g) metal

**What you have to know**

For the whole unit

- K1. Your organisation's standards for cleaning and tidying and why you should work to these
- K2. How to acknowledge customers correctly when you are working front of house

For Element 1FOH6.1

- K3. How to choose the right cleaning equipment and materials for the areas and surfaces that you clean
- K4. When and how you should use hazard warning signs when you are cleaning
- K5. When you should wear protective clothing and what type of protective clothing to wear
- K6. How to dispose of used cleaning materials correctly and why
- K7. The different chemical warning signs you will come across and what they mean
- K8. The types of problems that may happen when you are cleaning and how to deal with these yourself or report them

**What some of the words in this unit mean**

<b>Chemical warning signs</b>	Signs on bottles that tell you what type of chemicals you are using
<b>Faults</b>	For example, lights not working, damage to furniture and fixtures etc.
<b>Hazard warning signs</b>	Signs that warn other people that you are cleaning and that floors may be wet and slippery
<b>Protective clothing</b>	For example, overalls and gloves

**Unit 133 (1FOH6.2) Help to keep public areas neat, tidy and in good order****What you have to do****What you have to know**

To meet the national standard you must:

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

**What you must cover:****Waste containers**

- a) waste bins

**Furniture**

- a) chairs
- b) tables
- c) lighting fixtures and fittings

**Displays**

- a) public notices
- b) magazines/brochure racks
- c) plants/floral decorations
- d) pictures

- K9. Why front of house areas need to be clean, tidy and well maintained
- K10. Types of waste that you deal with and how to get rid of it correctly and safely
- K11. How you should arrange the furniture in front of house areas
- K12. The types of displays you are responsible for
- K13. Why it is important to keep displays neat and tidy and well-stocked
- K14. How to keep displays neat, tidy and up-to-date
- K15. The types of things that may need fixing in the front of house areas; how to spot and report them
- K16. The types of problems that may happen when you are working front of house and how to deal with these

## Unit 134

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

### What is this unit about?

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

When you have completed this unit, you will have proved you can:

- 1FOH7.1 Collect items from customers and staff
- 1FOH7.2 Deliver items to customers and staff

## Unit 134

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

### Unit 134 (1FOH7.1) Collect items from customers and staff

#### What you have to do

#### What you have to know

To meet the national standard you must:

1. Follow instructions correctly
2. Collect the right items from the right place at the right time
3. Make sure you do not damage or lose any items
4. If necessary, keep a record of your collection

#### What you must cover:

##### Instructions

- a) written
- b) spoken

##### Items

- a) customer belongings
- b) letters and parcels
- c) documents
- d) messages

##### Places

- a) inside your organisation
- b) outside your organisation

For the whole unit

- K1. How to follow spoken and written instructions
- K2. The types of items you might be asked to collect and deliver
- K3. The types of places you may be asked to collect and deliver items and how to find these places
- K4. How to handle items without injuring yourself or damaging the items
- K5. Why it is important to collect and deliver on time
- K6. What records of collection and delivery you may have to keep up to date
- K7. How to deal with customers and other staff when you are making collections and deliveries
- K8. The types of problems that may happen when you are collecting and delivering items and how to deal with these

## Unit 134

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

### Unit 134 (1FOH7.2) Deliver items to customers and staff

#### What you have to do

#### What you have to know

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To meet the national standard you must:

5. Follow instructions correctly
6. Deliver the right items to the right place at the right time
7. Make sure you do not damage or lose any items
8. If necessary, keep a record of your delivery

#### What you must cover:

##### Instructions

- a) written
- b) spoken

##### Items

- a) customer belongings
- b) letters and parcels
- c) documents
- d) messages

##### Places

- a) inside your organisation
- b) outside your organisation

## Unit 135

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

### What is this unit about?

This unit is about setting up a room for a meeting or conference. It covers checking heating and lighting equipment, setting out furniture and equipment, and arranging and re-stocking items such as stationery, drinks and glassware in function rooms. It also covers clearing and locking the room after use.

When you have completed this unit, you will have proved you can:

- 1FOH8.1 Prepare and service meeting and conference rooms
- 1FOH8.2 Clear meeting and conference rooms

## Unit 135

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

### Unit 135 (1FOH8.1) Prepare and service meeting and conference rooms

#### What you have to do

To meet the national standard you must:

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

#### What you must cover:

##### Instructions

- a) spoken
- b) written

##### Equipment

- a) screens
- b) projectors
- c) flip charts
- d) other types of audio-visual equipment

##### Table items

- a) table covering
- b) glassware
- c) pens and paper
- d) refreshments
- e) decorations

#### What you have to know

For the whole unit

- K1. Your organisation's standards for customer care and how to liaise with customers during conferences and meetings
- K2. Your organisation's security procedures

For Element 1FOH8.1

- K3. Where you should get instructions about how to arrange the room
- K4. Why all furniture and furniture items must be checked for cleanliness and damage
- K5. Why you must use correct lifting and handling techniques when moving furniture and other heavy items
- K6. How to control heating and lighting systems
- K7. How to check equipment such as screens, projectors, flipcharts and other audio-visual equipment
- K8. Where to find items that might need replacing such as flip chart tablets, pens, paper and refreshments.
- K9. Why you must make sure that conference and meeting rooms are secure when not in use
- K10. The types of problems that may happen when you are preparing and servicing meeting and conference rooms and how to deal with these

#### What some of the words in this unit mean

<b>Other audio-visual equipment</b>	For example, sound systems
<b>Security procedures</b>	Procedures for locking and unlocking rooms and keeping an eye open for suspicious people

## Unit 135

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

### Unit 135 (1FOH8.2) Clear meeting and conference rooms

#### What you have to do

#### What you have to know

To meet the national standard you must:

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

- K11. How to arrange the room when a meeting or conference is over
- K12. Where you should store furniture, equipment and other items that do not stay in the room
- K13. How to make sure the room is ready for cleaning
- K14. Types of problems that may happen when you are clearing rooms and how to deal with these

#### What you must cover:

##### Equipment

- a) screens
- b) projectors
- c) flip charts
- d) other types of audio-visual equipment

##### Table items

- a) table covering
- b) glassware
- c) pens and paper
- d) refreshments
- e) decorations

### **What is this unit about?**

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

You will use the following specific skills:

- Communicating
- Organising
- Planning Decision making
- Problem solving
- Using technology

This unit is Unit BAD331 in the Council for Administration suite of standards

**What you have to do****What you have to know**

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The meet the national standard you must:

**Processing information**

1. Collect required information
2. Follow agreed procedures and legislation to maintain security and confidentiality
3. Store required information in approved locations to the required standard
4. Update information as required

**Retrieve information**

5. Confirm information for retrieval
6. Comply with procedures and legislation for accessing an information system
7. Locate and retrieve required information
8. Refer any problems with information systems to the appropriate colleague

- K1. The purpose of storing and retrieving required information
- K2. The different information systems and their main features
- K3. Legal and organisational requirements covering the security and confidentiality of information
- K4. The purpose of confirming the information to be collected, stored and retrieved
- K5. The methods used to collect required information
- K6. The procedures to be followed to access information systems
- K7. The types of problems that occur with information systems and who to report them to

**What is this unit about?**

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.

When you have completed this unit, you will have proved you can:

- 1HK1.1 Collect clean linen and bed coverings
- 1HK1.2 Strip and make beds

**Unit 137 (1HK1.1) Collect clean linen and bed coverings****What you have to do****What you have to know**

To meet the national standard you must:

1. Choose and collect the linen and bed coverings that you need for your work schedule
2. Make sure the linen and bed coverings meet your organisation's standards
3. Handle and move the linen and bed coverings safely
4. Keep your linen store safe and secure

**What you must cover:****Linen and bed coverings**

- a) sheets
- b) blankets/duvets
- c) bedspreads/throws
- d) pillow cases/sheets
- e) waterproof sheets
- f) valances
- g) mattress protectors
- h) duvets/pillows
- i) bathroom linen

For the whole unit:

- K1. Safe lifting and handling techniques, and why you should always use them
- K2. Your organisation's standards for linen and bed coverings

For element 1HK1.1

- K3. Why you should keep soiled linen separate from clean linen
- K4. Why you must keep your linen and linen store secure
- K5. Why it is important to check linen to make sure it is clean and up to standard
- K6. The types of problems that may happen when you are choosing and collecting linen from the linen store, and how to deal with these

**Unit 137 (1HK1.2) Strip and make beds****What you have to do****What you have to know**

To meet the national standard you must:

5. Strip all linen and bed covering from the beds
6. Handle and store soiled linen and bed coverings correctly
7. Get the 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 the bed neat, smooth and ready for use
11. Deal with customers' personal property according to your organisation's procedures

- K7. The correct way to deal with soiled linen
- K8. The right way to sort different fabrics
- K9. Your organisation's procedures for making and re-sheeting beds
- K10. Why it is important to use the right sized linen
- K11. The types of problems or unexpected situations – including customer incidents – that may happen when stripping and making beds and how to deal with these.
- K12. How to spot and what procedures to use, if encountering bedbugs or other infestations

**What you must cover:****Linen and bed coverings**

- a) sheets
- b) blankets/duvets
- c) bedspreads/throws
- d) waterproof sheets
- e) valances
- f) mattress protectors
- g) duvets/pillows
- h) pillowcases/sheets

**Beds**

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

**Customer**

- a) new
- b) stay over

**What is this unit about?**

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.

When you have completed this unit, you will have proved you can:

- 1HK2.1 Prepare to clean windows from the inside
- 1HK2.2 Clean the inside surfaces of windows

**Unit 138 (1HK2.1) Prepare to clean windows from the inside****What you have to do****What you have to know**

To meet the national standard you must:

1. Prepare your 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 your work schedule, the type of dirt and the surface you are going to clean

**What you must cover:****Preparation of work area**

- a) use of protective clothing
- b) put up hazard warning signs
- c) protect surrounding areas

**Surfaces**

- a) windows
- b) window frames

**Cleaning equipment and materials**

- a) cloths
- b) cleaning chemicals
- c) squeegees

**Dirt**

- a) loose dirt
- b) dirt that is hard to remove

For the whole unit

- K1. Your organisation's standards for windows
- K2. How frequently windows should be cleaned in your organisation
- K3. Why you should wear protective clothing when cleaning
- K4. Why you should not mix cleaning materials
- K5. Why you should follow manufacturers' instructions when using cleaning equipment and materials
- K6. The types of problems you might come across when cleaning windows and how to deal with these
- K7. What to do if window areas are above hand reach height

For Element 1HK2.1

- K8. Why it is important to prepare windows and surrounding areas for cleaning
- K9. Why you should identify and report any loose or damaged surfaces
- K10. The types of equipment and materials you should use for loose dirt and dirt that is hard to remove

**Unit 138 (1HK2.2) Clean the inside surfaces of windows****What you have to do****What you have to know**

To meet the national standard you must:

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 you found it

- K11. Why you should report any dirt that you cannot remove
- K12. Why you should leave frames and sills dry

**What you must cover:****Surfaces**

- a) windows
- b) frames

**Dirt**

- a) loose dirt
- b) dirt that is hard to remove

**What is this unit about?**

This unit is about cleaning toilets, washrooms, bathrooms and surrounding areas. It also covers restocking supplies such as toilet paper, soap, towels etc., and disposing of waste.

When you have completed this unit, you will have proved you can:

- 1HK3.1 Clean toilets and washrooms
- 1HK3.2 Clean bathrooms
- 1HK3.3 Restock customer supplies and accessories

**Unit 139 (1HK3.1) Clean toilets and washrooms****What you have to do**

To meet the national standard you must:

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

**What you must cover:****Preparation of work area**

- a) use of protective clothing
- b) put up hazard warning signs
- c) protect surrounding areas
- d) ensure the room is properly ventilated

**Surfaces**

- a) plastic
- b) ceramic
- c) stainless steel
- d) floor coverings

**Toilets**

- a) WCs
- b) Urinals

**Cleaning equipment and materials**

- a) toilet brush and holder
- b) cloths
- c) cleaning chemicals
- d) abrasive pads
- e) mops and buckets

**What you have to know**

For the whole unit:

- K1. Your organisation's standards for toilets and bathrooms
- K2. Why you should wear protective clothing when cleaning
- K3. Why you should not use toilet and bathroom cleaning equipment in other areas
- K4. Why you should not mix different cleaning materials and understand the health and safety implications if this happens
- K5. Why you should follow manufacturers' instructions when using cleaning equipment and materials
- K6. The types of problems you might come across when cleaning toilets and bathrooms and how to deal with these
- K7. What to do if a customer comes in when you are cleaning a toilet or bathroom

For Element 1HK3.1

- K8. How to prepare toilet and washroom areas for cleaning and why
- K9. Why you should get rid of all traces of cleaning materials from toilet appliances
- K10. Which cleaning processes you should use for different types of surfaces, toilet appliances, basins and level of soilage
- K11. How effective cleaning helps with infection control

**What some of the words in this unit mean**

<b>Protective clothing</b>	For example, gloves and overalls
<b>Hazardous waste</b>	For example, sharp objects or chemicals
<b>Non-hazardous waste</b>	For example, paper

**Unit 139 (1HK3.2) Clean bathrooms****What you have to do****What you have to know**

To meet the national standard you must:

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

K12. How to prepare bathroom areas for cleaning and why

K13. Which cleaning processes you should use for different types of surfaces, toilet appliances and level of soilage

**What you must cover:****Preparation of work area**

- a) use of protective clothing
- b) put up hazard warning signs
- c) protect surrounding areas

**Bathroom appliances**

- a) basins
- b) bathtubs
- c) spa baths
- d) showers/shower heads

**Surfaces**

- a) plastic
- b) ceramic
- c) stainless steel
- d) wood
- e) glass

**Cleaning equipment and chemicals**

- a) cloths
- b) cleaning chemicals
- c) abrasive pads

**Unit 139 (1HK3.3) Restock customer supplies and accessories****What you have to do****What you have to know**

To meet the national standard you must:

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

- K14. Your organisation's standards for re-stocking customer supplies and accessories
- K15. Why you should handle and get rid of waste correctly
- K16. Why it is important to correctly identify waste
- K17. Types of hazardous waste you might come across, and how to deal with these
- K18. Why you should maintain a constant stock level of supplies and accessories

**What you must cover:****Customer supplies and accessories**

- a) disposable
- b) re-usable

**Waste**

- a) hazardous
- b) non-hazardous

**Dispatch methods**

- a) external collection
- b) incineration/compression
- c) recycling

**What is this unit about?**

This unit is about preparing and cleaning surfaces such as wood, plastic and fabric. It also covers cleaning floors and floor coverings such as carpets, vinyl and cork. Finally the unit deals with servicing furnished areas, for example checking heating/lighting and emptying bins.

When you have completed this unit, you will have proved you can:

- 1HK4.1 Clean surfaces, furnishings, fixtures and fittings
- 1HK4.2 Clean floors and floor coverings
- 1HK4.3 Service furnished areas

## Unit 140

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

### Unit 140 (1HK4.1) Clean surfaces, furnishings, fixtures and fittings

#### What you have to do

To meet the national standard you must:

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

#### What you must cover:

##### Preparation of work area

- a) use of protective clothing
- b) put up hazard warning signs
- c) protect surrounding areas

##### Surfaces, furnishings, fixtures and fittings

- a) wood
- b) glass
- c) plastic
- d) metal
- e) painted surfaces
- f) fabric

##### Equipment and materials

- a) manual equipment
- b) powered equipment
- c) cleaning chemicals

#### What you have to know

- K1. Why you should wear protective clothing when cleaning
- K2. Why you should not mix cleaning materials
- K3. Why you should put up hazard signs and protect surrounding areas
- K4. Why you should get rid of all traces of cleaning materials from interior surfaces, furnishings, fixtures and fittings
- K5. What precautions you should take when using ladders or moving furniture during cleaning
- K6. Why you should protect surrounding areas when cleaning interior surfaces, furnishings, fixtures and fittings
- K7. Why you should follow the manufacturer's instructions when using cleaning equipment and materials
- K8. How to deal with equipment when you have finished using it
- K9. How to identify and report equipment that needs repair or servicing
- K10. Basic legal requirements about the use of cleaning equipment and materials

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

## Unit 140 (1HK4.2) Clean floors and floor coverings

### What you have to do

### What you have to know

To meet the national standard you must:

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

- K11. What dangers are caused by water coming into contact with electricity supplies or batteries when cleaning floors and floor coverings
- K12. What precautions you should take to avoid electrocution, when cleaning floors and floor coverings
- K13. Why you should follow manufacturers' instructions when using cleaning equipment and materials to clean floors and floor coverings
- K14. How to avoid causing slip hazards when cleaning floors and floor coverings
- K15. How to dispose of used cleaning materials safely and correctly

### What you must cover:

#### Preparation of work area

- a) use of protective clothing
- b) put up hazard warning signs
- c) protect surrounding areas

#### Surfaces, furnishings, fixtures and fittings

- a) wood
- b) plastic / vinyl / linoleum
- c) ceramic /stone / marble
- d) metal
- e) painted surfaces
- f) fabric

#### Equipment and materials

- a) manual equipment
- b) powered equipment
- c) cleaning chemical

## Unit 140

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

### Unit 140 (1HK4.3) Service furnished areas

#### What you have to do

#### What you have to know

To meet the national standard you must:

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

- K16. Why it is important to maintain the internal environment
- K17. Why waste should be handled and disposed of correctly
- K18. What the different ways of dealing with waste are, and why it is important to use the appropriate one
- K19. Why it is important to correctly identify waste, and how you can identify hazardous waste

#### What you must cover:

##### Waste

- a) hazardous
- b) non-hazardous

##### Collection methods

- a) external collection
- b) incineration/compression
- c) recycling

### **What is this unit about?**

This unit is about packaging food for delivery, including hot and all other food kept at room temperature. It also covers clearly and accurately labelling the packs, as well as what quality aspects to look for in both food and the packs

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

### What you have to do

To meet the national standard you must:

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

### What you must cover:

#### **Food**

- a) Hot food
- b) Cold food

### What you have to know

- K1. Why it is important to ensure food is prepared to the organisational standards for appearance and temperature before packing
- K2. What quality points to look for in prepared meals
- K3. How and why dishes should be correctly and clearly labelled
- K4. Why it is important to keep packing areas and equipment hygienic when packing food for delivery
- K5. Why time and temperature are important when packing food for delivery
- K6. What the main contamination threats are when packing food for delivery
- K7. Why it is important to ensure that packaging materials are not damaged before packing food
- K8. What problems can commonly occur with the packing of food, and how to identify them
- K9. What problems can commonly occur with the quality of food, and how to identify them

### **What is this unit about?**

This unit is about contributing towards identifying and solving business problems.

You will use the following specific skills:

- Communicating
- Organising
- Planning
- Problem solving
- Working with others

This unit is Unit BAG125 in the Council for Administration suite of standards.

**What you have to do****What you have to know**

---

The meet the national standard you must:

- |  |   |
|--|---|
| 1. Check understanding of the business problem                             | K1. How to identify a business problem                                    |
| 2. Discuss the business problem with others                                | K2. Different ways to solve business problems                             |
| 3. Seek advice on how to deal with the business problem                    | K3. Different ways of recognising when a business problem has been solved |
| 4. Agree how to recognise when the business problem has been solved        | K4. Reasons for using support and feedback from others                    |
| 5. Use support and feedback from others to help solve the business problem |   |

**What is this unit about?**

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

- Scrambled egg
- Poached eggs
- Omelettes
- Boiled eggs
- Sweet and savoury egg dishes

**What you have to do**

To meet the national standard you must:

1. Check the eggs and other ingredients meet dish requirements
2. Choose and use tools and equipment correctly
3. Prepare and cook the eggs and other ingredients to meet dish requirements
4. Make sure the egg dish has the correct colour, texture and quantity
5. Present and finish the egg dish to meet requirements
6. Make sure the egg dish is at the correct temperature for holding and serving
7. Safely store any cooked egg dishes not for immediate use

**What you must cover:**

Eggs

- a) Fresh Egg
- b) Pasteurised egg

Preparation and Cooking methods

- a) Boiling
- b) Whisking
- c) Frying/griddling
- d) Poaching
- e) Baking
- f) Scrambling
- g) Bain marie

**What you have to know**

- K1. How to check the eggs and other ingredients meet dish requirements
- K2. What you should do if there are any problems with the eggs and other ingredients
- K3. Why time and temperature are important when cooking and finishing basic egg dishes
- K4. The correct tools and equipment used for the relevant preparation and cooking methods
- K5. How to carry out the relevant preparation and cooking methods
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. How to identify when egg dishes have the correct colour, texture and quantity
- K8. How to finish basic egg dishes
- K9. The correct temperatures for holding and serving egg dishes
- K10. How to safely store cooked egg dishes
- K11. Healthy eating options when making egg dishes

**What is this unit about?**

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.

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

- Preparing trolleys and containers so that they are ready to hold food
- Covering and portioning food so that its quality is maintained
- Correctly labelling food and in particular highlighting those dishes/meals suited to specific dietary requirements or individuals needs

**What you have to do**

To meet the national standard you must:

1. Prepare trolleys and containers ensuring that they are clean and suitable for holding food
2. Ensure that the temperature of the trolley and containers is at the required level to protect the safety of the food
3. Check the required quantity and range of food required against order information provided
4. Portion food using approved methods to meet order requirements and the 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 according to organisational procedures highlighting items that are designated for patients with special dietary requirements
7. Load the trolleys and containers in a manner which ensures that the quality and safety of the food is protected
8. Transport the food in a manner which ensures that the presentation standards of the food are met

**What you have to know**

- K1. Equipment and different systems that can be used to transfer food within the operation
- K2. Key food safety and health and safety considerations that need to be monitored to protect the safety of food.
- K3. Temperatures at which it is safe to hold food
- K4. Maximum times that food can be safely held at
- K5. Organisational procedures for labelling food
- K6. Organisational procedures for identifying ward and patient needs

## Unit 145

## Prepare meals to meet relevant nutritional standards set for school meals (1PR26)

### What is this unit about?

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

## What you have to do

To meet the national standard you must:

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

## What you have to know

- K1. The relevant nutritional standards used within school meals contexts
- K2. What the main nutrient groups are
- K3. What quantity of nutrients are typically needed to maintain a good dietary balance
- K4. What food preparation and cooking methods can affect the nutritional content of foods
- K5. The importance of knowing calorific values per portion
- K6. What quantity of nutrients are typically needed to maintain a good dietary balance
- K7. The range of different special dietary requirements that may be encountered and the impact that they have upon the production of food
- K8. The differences between dietary, religious and cultural requirements and how these are accounted for within the organisation
- K9. The consequences of not providing food that meets the nutritional standards
- K10. Where to obtain information on different dietary requirements
- K11. What safe working practices should be followed when preparing and cooking dishes to meet special dietary requirements

## Unit 146

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

### What is this unit about?

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.

**What you have to do**

To meet the national standard you must:

1. Examine brand standard literature and material to ensure that you are familiar with the standard required for each menu item
2. Collect and assemble the relevant ingredients required for the dish
3. Prepare dish whilst ensuring that the cooking methods and ingredients used are those specified to be used within the relevant brand standard
4. Collect relevant crockery and dishes which are designated as being required according to the brand standard
5. Assemble prepared food items on plates and dishes in a manner which accurately reflects the presentation style and portion sizes set out within the relevant brand standard
6. Make reference to the brand standard to check that the dish has been prepared to the correct standard
7. Where necessary, adjust the presentation of the dish to ensure that the brand standard is accurately reflected
8. Present dish for service together with the specified accompaniments

**What you have to know**

- K1. What a brand standard is
- K2. Why organisations use brand standards
- K3. What the implications are of organisations not adhering to brand standards
- K4. Where information regarding brand standards can be obtained and referred to
- K5. What the relevant brand standards are to your area of work
- K6. How menu items should be prepared to ensure that brand standards are maintained
- K7. How brand standards are used to ensure portion control
- K8. Why portion control is important to the organisation
- K9. What the relevant course of action is if insufficient ingredients are available to achieve the required brand standard

## Appendix 1      Course design and delivery

### Initial assessment and induction

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

The initial assessment should identify:

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

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

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

### Recommended delivery strategies

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

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

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

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Functional/Core Skills and other related qualifications.

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

## Appendix 2      Assessment

### Recording forms

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

City & Guilds endorses several ePortfolio systems. Further details are available at:  
**[www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios)**.

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

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

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms can be requested by email from  
**[catering@cityandguilds.com](mailto: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](http://www.people1st.co.uk). Feedback or comments on the sector assessment strategy can be emailed to [qualifications@people1st.co.uk](mailto:qualifications@people1st.co.uk).

### Assessment Principles

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

Within these parameter, People1st expects that:

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

## **Witness Testimony**

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

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

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

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

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

## **Professional Discussion**

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

## **Simulation**

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

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

## Realistic Working Environment

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

## Continuous Professional Development

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

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

Unit Number	Unit Title	SVQs that the unit is used in
1GEN1	Maintain a safe, hygienic and secure working environment	Level 1 and 2 SVQ in Hospitality and Catering

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

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

1	The work situation being represented is relevant to the NVQ(s)/SVQ(s) being assessed	<ul style="list-style-type: none"> <li>The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations.</li> <li>Appropriate industrial equipment, furnishings and resources (eg ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.</li> <li>Industry trends are considered in the product and service offer.</li> </ul>
2	The candidate's work activities reflect those found in the situation being represented	<ul style="list-style-type: none"> <li>Candidates operate in a professional capacity with corresponding job schedules and/or descriptions.</li> <li>Candidates are clear on their work activities and responsibilities.</li> </ul>
3	The RWE is operated in	<ul style="list-style-type: none"> <li>Customers are not prompted to behave in a particular</li> </ul>

	<b>the same manner to as a real work situation</b>	<p>manner.</p> <ul style="list-style-type: none"> <li>Customer feedback received is maintained and acted upon.</li> </ul>
<b>4</b>	<b>The RWE is under pinned by commercial principles and responsibilities</b>	<ul style="list-style-type: none"> <li>Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.</li> <li>There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions.</li> <li>Candidates are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimizing wastage.</li> <li>Legislative regulations are adhered to eg food safety, health and safety, equal opportunities, trade description.</li> <li>Consumer information is provided on products and services eg allergy advice on food products.</li> </ul>

### **Annex C - Occupational Expertise of Assessors and Verifiers**

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

✓ = mandatory

<b>Assessors and Internal Verifiers must:</b>	<b>Assessor</b>	<b>Internal Verifier</b>
Have a good knowledge and understanding of the national occupational standard and NVQ/SVQ that is being assessed or verified.	✓	✓
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.		✓
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.	✓	
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.	✓	✓
Adhere to the awarding body's assessment requirements and practise standardised assessment principles	✓	✓
Adhere to the awarding organisation's assessment requirements and practise standardised assessment principles	✓	✓
Have sufficient resources to carry out the role	✓	✓

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

### **Annex D - Qualifications and Training Relevant to Assessors and Verifiers**

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

**✓= mandatory**

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

**Note:**

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

## **Annex E** Continuous Professional Development for Assessors and Verifiers

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

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

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

Downloadable guidance on CPD can be found at [www.ifl.ac.uk](http://www.ifl.ac.uk)

## Appendix 3      Core skills signposting

### Core Skills Signposting 7140-04

**SVQ1 in Accommodation Services at SCQF Level 4**

**SVQ1 in Food and Beverage Service at SCQF Level 4**

**SVQ1 in Food Preparation & Cooking at SCQF Level 4**

**SVQ1 in Hospitality Services at SCQF Level 4**

The following document identifies where the competencies described within each of the units may also provide evidence towards relevant Core Skills. Where there is a relationship between the standard and the Core Skills, the SCQF Level for the Core Skill is indicated.

The approach for the signposting has been one where a judgement has been made as to whether a candidate may realistically be able to gather evidence towards either part or all of the relevant Core Skill. For example, in regards to Communication, most of the units have some level of coverage, however this is in terms of presenting an opportunity for communicating when reporting problems to a line manager etc.

Of note is the broad lack of relationship between the standards and Information and Communication Technology (ICT) (save with the exception of Front of House Reception). This is due, in part, to the high degree of function skill within the standard, that ICT plays little practical role within these occupations and that where new technology is used (for example with tills and similar revenue recording devices) such equipment is not reflected within the Core Skill descriptor.

The Core Skills signposting for the imported units can be found in Annex A.

## SVQ1 in Accommodation Services at SCQF Level 4

### Mandatory Units

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
1GEN1/09	Maintain a safe, hygienic and secure working environment	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1GEN4/09	Work effectively as part of a hospitality team	SCQF 4	SCQF 3		SCQF 4	SCQF 4

### Optional Units

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
1GEN3/10	Maintain customer care	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1HK1/10	Collect linen and make beds	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1HK2/10	Clean windows from the inside	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1HK3/10	Help to service bathrooms and toilets	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1HK4/10	Help to clean and maintain furnished areas	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FOH1/10	Process information for reception function	SCQF 3	SCQF 3	SCQF 3	SCQF 3	SCQF 3
1FOH5/10	Receive, move and store customer and organisation property	SCQF 3	SCQF 3	SCQF 3	SCQF 3	SCQF 3
1FOH6/10	Service public areas at front of house	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FOH7/10	Collect and deliver items for customers and staff	SCQF 3	SCQF 3	SCQF 3	SCQF 3	SCQF 3
1FOH8/10	Prepare, service and clear meeting and conference rooms	SCQF 3	SCQF 3		SCQF 3	SCQF 3
2GEN9/10	Maintain and deal with payments	SCQF 3	SCQF 3		SCQF 4	SCQF 4

## SVQ1 in Food and Beverage Service at SCQF Level 4

### Mandatory Units

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
1GEN1/09	Maintain a safe, hygienic and secure working environment	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1GEN4/09	Work effectively as part of a hospitality team	SCQF 4	SCQF 3		SCQF 4	SCQF 4
1GEN3/10	Maintain customer care	SCQF 3	SCQF 3		SCQF 3	SCQF 3
2GEN4/10	Maintain food safety when storing, holding and serving food	SCQF 4	SCQF 3		SCQF 4	SCQF 4

### Optional units

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
1BS1/10	Prepare and clear areas for drinks service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1BS2/10	Serve drinks	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FS1/10	Prepare and clear areas for table/tray service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FS2/10	Provide a table/tray service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FS3/10	Prepare and clear areas for counter/takeaway service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FS4/09	Provide a counter/takeaway service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FS5/10	Provide a trolley service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FS6/10	Assemble meals for distribution via conveyor belt	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1GEN5/10	Clean and store crockery and cutlery	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1GEN6/10	Maintain a vending machine	SCQF 3	SCQF 3		SCQF 3	SCQF 4
2BS7/10	Prepare and serve dispensed and instant hot drinks	SCQF 3	SCQF 3		SCQF 3	SCQF 4
2GEN9/10	Maintain and deal with payments	SCQF 3	SCQF 3		SCQF 4	SCQF 4

## SVQ1 in Food Preparation & Cooking at SCQF Level 4

### Mandatory Units

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
1GEN1/09	Maintain a safe, hygienic and secure working environment	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1GEN4/09	Work effectively as part of a hospitality team	SCQF 4	SCQF 3		SCQF 4	SCQF 4
2GEN3/09	Maintain food safety when storing, preparing and cooking food	SCQF 4	SCQF 4		SCQF 4	SCQF 4

### Optional Units

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
1FP1/10	Prepare vegetables	SCQF 4	SCQF 4			SCQF 4
1FC1	Cook vegetables	SCQF 4	SCQF 4			SCQF 4
1FPC1	Prepare and cook fish	SCQF 4	SCQF 4			SCQF 4
1FPC2	Prepare and cook meat and poultry	SCQF 4	SCQF 4			SCQF 4
1P&C1/10	Package food for delivery	SCQF 4	SCQF 4			SCQF 4
1GEN3/10	Maintain customer care	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FP2	Prepare and finish simple salad and fruit dishes	SCQF 4	SCQF 4			SCQF 4
1FS3/10	Prepare and clear areas for counter/takeaway service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1PR1	Prepare hot and cold sandwiches	SCQF 4	SCQF 4			SCQF 4
1FPC3/10	Prepare and cook pasta	SCQF 4	SCQF 4			SCQF 4
1FS4/09	Provide a counter/takeaway service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FPC4/10	Prepare and cook rice	SCQF 4	SCQF 4			SCQF 4
1FPC5/10	Prepare and cook eggs	SCQF 4	SCQF 4			SCQF 4
1FPC6/10	Prepare and cook pulses	SCQF 4	SCQF 4			SCQF 4
1FPC7/10	Prepare and cook vegetable protein	SCQF 4	SCQF 4			SCQF 4
1FPC8/10	Cook and finish simple bread and dough products	SCQF 4	SCQF 4			SCQF 4
1FPC9/10	Prepare and cook grain	SCQF 4	SCQF 4			SCQF 4

## SVQ1 in Hospitality Services at SCQF Level 4

### Mandatory Units

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
1GEN1/09	Maintain a safe, hygienic and secure working environment	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1GEN4/09	Work effectively as part of a hospitality team	SCQF 4	SCQF 3		SCQF 4	SCQF 4

### Optional Units

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
<b>Accommodation Services</b>						
1HK1/10	Collect linen and make beds	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1HK2/10	Clean windows from the inside	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1HK3/10	Help to service bathrooms and toilets	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1HK4/10	Help to clean and maintain furnished areas	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FOH1/10	Process information for reception function	SCQF 3	SCQF 3	SCQF 3	SCQF 3	SCQF 3
1FOH5/10	Receive, move and store customer and organisation property	SCQF 3	SCQF 3	SCQF 3	SCQF 3	SCQF 3
1FOH6/10	Service public areas at front of house	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FOH7/10	Collect and deliver items for customers and staff	SCQF 3	SCQF 3	SCQF 3	SCQF 3	SCQF 3
1FOH8/10	Prepare, service and clear meeting and conference rooms	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1GEN3/10	Maintain customer care	SCQF 3	SCQF 3		SCQF 3	SCQF 3
2GEN9/10	Maintain and deal with payments	SCQF 3	SCQF 3		SCQF 4	SCQF 4

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
<b>Food &amp; Beverage Service</b>						
2GEN4/10	Maintain food safety when storing, holding and serving food	SCQF 4	SCQF 3		SCQF 4	SCQF 4
1BS1/10	Prepare and clear areas for drinks service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1BS2/10	Serve Drinks	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FS1/10	Prepare and clear areas for table/tray service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FS2/10	Provide a table/tray service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FS3/10	Prepare and clear areas for counter/takeaway service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FS4/09	Provide a counter/takeaway service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FS5/10	Provide a trolley service	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1FS6/10	Assemble meals for distribution via conveyor belt	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1GEN5/10	Clean and store crockery and cutlery	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1GEN6/10	Maintain a vending machine	SCQF 3	SCQF 3		SCQF 3	SCQF 4
2BS7/10	Prepare and serve dispensed and instant hot drinks	SCQF 3	SCQF 3		SCQF 3	SCQF 4

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
<b>Food Preparation &amp; Cooking</b>						
2GEN3/09	Maintain food safety when storing, preparing and cooking food	SCQF 4	SCQF 4		SCQF 4	SCQF 4
1FP1/10	Prepare vegetables	SCQF 4	SCQF 4			SCQF 4
1FC1	Cook vegetables	SCQF 4	SCQF 4			SCQF 4
1FPC1	Prepare and cook fish	SCQF 4	SCQF 4			SCQF 4
1FPC2	Prepare and cook meat and poultry	SCQF 4	SCQF 4			SCQF 4
1P&C1/10	Package food for delivery	SCQF 4	SCQF 4			SCQF 4
1FP2	Prepare and finish simple salad and fruit dishes	SCQF 4	SCQF 4			SCQF 4
1PR1	Prepare hot and cold sandwiches	SCQF 4	SCQF 4			SCQF 4
1FPC3/10	Prepare and cook pasta	SCQF 4	SCQF 4			SCQF 4
1FPC4/10	Prepare and cook rice	SCQF 4	SCQF 4			SCQF 4
1FPC5/10	Prepare and cook eggs	SCQF 4	SCQF 4			SCQF 4
1FPC6/10	Prepare and cook pulses	SCQF 4	SCQF 4			SCQF 4
1FPC7/10	Prepare and cook vegetable protein	SCQF 4	SCQF 4			SCQF 4
1FPC8/10	Cook and finish simple bread and dough products	SCQF 4	SCQF 4			SCQF 4
1FPC9/10	Prepare and cook grain	SCQF 4	SCQF 4			SCQF 4

## Annex A - Core Skills Signposting for Imported Units

### Council for Administration

#### Business & Administration SVQ LEVEL 1 Signposted to SCQF Core Skills Level 3

#### CORE SKILLS TASKS

UNIT TITLES		C 1	C 2	C 3	N 1	N 2	N 3	ICT 1	ICT 2	ICT 3	ICT 4	PS 1	PS 2	PS 3	WO 1	WO 2
		Reading and understanding	Writing	Speaking and listening	Using number	Use graphical format to find out information	Use graphical format to communicate information	Performing ICT operations	Processing information	Finding information	Keeping information safe	Investigating	Planning and solving	Checking and evaluating	Work co-operatively with others	Checking and evaluating
S103	Contribute to solving business problems			√								√	√	√	√	
S105	Understand how to communicate in a business environment	√	√	√											√	
S106	Make and receive telephone calls		√	√								√			√	
S107	Assist in handling mail											√				
S110	Use a filing system			√								√			√	



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