



**Qualification Guidance Document**

# **BIIAB Level 2 Diploma in Hospitality Services**

**England – 601/6212/0**



## About Us

At BIIAB Qualifications Limited we continually invest in high-quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

## Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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## Specification Code

The specification code is D3361-02.

| Issue | Date         | Details of change                                                                                                                                                                                                                                                                                                                                                                           |
|-------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.0   | March 2016   | Unit ERRHLTS change to assessment methodology<br><br>Unit MFSSHSF correction to AC numbering<br>Unit MFSSPCF correction to numbering of LO7 and text in Evidence Requirements for LO1<br><br>Unit CFAQ60 addition of Evidence Requirements<br><br>Unit 2HK6 correction to AC reference in Evidence Requirements for LO3<br><br>Unit PC2 correction to text in Evidence Requirements for LO3 |
| 3.0   | January 2018 | Updated handbook throughout to remove reference to "QCF"<br><br>Updated RoC with TQT figures                                                                                                                                                                                                                                                                                                |
| 3.1   | April 2023   | Reformatted Branding                                                                                                                                                                                                                                                                                                                                                                        |
| 3.2   | July 2025    | Revised review date                                                                                                                                                                                                                                                                                                                                                                         |
| 3.3   | August 2026  | Updated to new company branding                                                                                                                                                                                                                                                                                                                                                             |
| 3.4   | August 2026  | Revised review date                                                                                                                                                                                                                                                                                                                                                                         |

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

## Contents

|                                                                            |    |
|----------------------------------------------------------------------------|----|
| About Us .....                                                             | 1  |
| Sources of Additional Information .....                                    | 1  |
| Copyright .....                                                            | 1  |
| Specification Code.....                                                    | 1  |
| Qualification Summary.....                                                 | 6  |
| Introduction.....                                                          | 7  |
| Pre-requisites.....                                                        | 7  |
| Qualification Structure and Rules of Combination .....                     | 7  |
| Aim .....                                                                  | 12 |
| Target Group.....                                                          | 12 |
| Assessment .....                                                           | 12 |
| Resources.....                                                             | 18 |
| Practice Assessment Material .....                                         | 19 |
| Teaching Strategies and Learning Activities .....                          | 19 |
| Progression Opportunities .....                                            | 20 |
| Tutor / Assessor Requirements.....                                         | 20 |
| Language .....                                                             | 20 |
| Mandatory Group A1 Unit Details.....                                       | 21 |
| Maintenance of a Safe, Hygienic and Secure Working Environment.....        | 21 |
| Working Effectively as Part of a Hospitality Team .....                    | 25 |
| Give Customers a Positive Impression of yourself and your Organisation ... | 30 |
| Mandatory Group A2 Unit Details.....                                       | 33 |
| Maintain Food Safety when Storing, Preparing and Cooking Food .....        | 33 |
| Maintain Food Safety when Storing, Holding and Serving Food .....          | 44 |
| Optional Group B1 and B2 Unit Details .....                                | 52 |
| Collect Linen and Make Beds .....                                          | 52 |
| Clean Windows from the Inside .....                                        | 56 |
| Deal with Communications as part of the Reception Function.....            | 60 |
| Deal with Arrival of Customers .....                                       | 64 |
| Deal with Bookings.....                                                    | 67 |
| Prepare Customer Accounts and Deal with Departures.....                    | 71 |
| Produce documents in a Business Environment .....                          | 75 |
| Use Office Equipment.....                                                  | 78 |

|                                                                                                        |     |
|--------------------------------------------------------------------------------------------------------|-----|
| Handle Mail and Book External Services .....                                                           | 81  |
| Provide Reception Services .....                                                                       | 84  |
| Store and Retrieve Information .....                                                                   | 87  |
| Provide Tourism Information Services to Customers.....                                                 | 89  |
| Cleaning and Servicing a Range of Housekeeping Areas.....                                              | 93  |
| Use of different Chemicals and Equipment in Housekeeping .....                                         | 98  |
| Maintain Housekeeping Supplies .....                                                                   | 104 |
| Clean, Maintain and Protect Semi-hard and Hard Floors.....                                             | 108 |
| Clean and Maintain Soft Floors and Furnishings .....                                                   | 113 |
| Providing a Linen Service.....                                                                         | 117 |
| Carry out Periodic Room Servicing and Deep Cleaning .....                                              | 121 |
| Clean Drink Dispense Lines .....                                                                       | 125 |
| Promote Additional Services or Products to Customers .....                                             | 127 |
| Maintain Customer Service through Effective Handover .....                                             | 130 |
| Resolve Customer Service Problems .....                                                                | 133 |
| Complete Kitchen Documentation .....                                                                   | 136 |
| Convert a Room for Dining.....                                                                         | 138 |
| Deal with Customers across a Language Divide .....                                                     | 142 |
| Employment Rights and Responsibilities in the Hospitality, Leisure, Travel<br>and Tourism Sector ..... | 145 |
| Maintain Cellars and Kegs.....                                                                         | 147 |
| Maintain and Deal with Payments .....                                                                  | 151 |
| Provide a Counter and Takeaway Service .....                                                           | 154 |
| Provide a Silver Service.....                                                                          | 158 |
| Provide a Buffet and Carvery Service.....                                                              | 162 |
| Prepare and Clear areas for Counter and Takeaway Service .....                                         | 166 |
| Prepare and Clear areas for Table Service .....                                                        | 171 |
| Prepare and Clear the Bar Area .....                                                                   | 177 |
| Prepare and Cook Fish .....                                                                            | 183 |
| Prepare and Cook Meat and Poultry.....                                                                 | 186 |
| Prepare and Finish Simple Salad and Fruit Dishes .....                                                 | 189 |
| Prepare and Present food for Cold Presentation .....                                                   | 191 |
| Prepare Hot and Cold Sandwiches .....                                                                  | 194 |
| Produce Basic Fish Dishes.....                                                                         | 196 |

|                                                                                              |     |
|----------------------------------------------------------------------------------------------|-----|
| Produce Basic Vegetable Dishes.....                                                          | 199 |
| Produce Basic Rice, Pulse and Grain Dishes .....                                             | 202 |
| Produce Basic Pasta Dishes.....                                                              | 205 |
| Produce Basic Egg Dishes .....                                                               | 208 |
| Prepare and Serve Cocktails.....                                                             | 211 |
| Prepare and Serve Wines.....                                                                 | 217 |
| Prepare and Serve Dispensed and Instant Hot Drinks.....                                      | 223 |
| Prepare and Serve Hot Drinks using Specialist Equipment.....                                 | 228 |
| Receive, Store and Issue Drinks Stock.....                                                   | 234 |
| Serve Alcoholic and Soft Drinks .....                                                        | 238 |
| Set Up and Close Kitchen .....                                                               | 243 |
| Serve Food at the Table .....                                                                | 248 |
| Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and<br>Equivalencies ..... | 253 |
| Certification .....                                                                          | 254 |
| Exemptions.....                                                                              | 254 |
| Glossary of Terms .....                                                                      | 255 |

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

| BIIAB Level 2 Diploma in Hospitality Services |                                                                                                                                                  |   |       |   |     |  |     |   |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|---|-----|--|-----|---|
| <b>Qualification Purpose</b>                  | To obtain and then demonstrate the skills to work at an operational level in Hospitality Services.                                               |   |       |   |     |  |     |   |
| <b>Age Range</b>                              | Pre 16                                                                                                                                           | ✓ | 16-18 | ✓ | 18+ |  | 19+ | ✓ |
| <b>Regulation</b>                             | The above qualification is regulated by: <ul style="list-style-type: none"> <li>&gt; Ofqual</li> <li>&gt; CCEA Regulation</li> </ul>             |   |       |   |     |  |     |   |
| <b>Assessment</b>                             | Portfolio of Evidence                                                                                                                            |   |       |   |     |  |     |   |
| <b>Type of Funding Available</b>              | See FaLA (Find a Learning Aim)                                                                                                                   |   |       |   |     |  |     |   |
| <b>Grading</b>                                | Pass/Fail<br>To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed. |   |       |   |     |  |     |   |
| <b>Operational Start Date</b>                 | 01/06/2015                                                                                                                                       |   |       |   |     |  |     |   |
| <b>Review Date</b>                            | 31/07/2029                                                                                                                                       |   |       |   |     |  |     |   |
| <b>Operational End Date</b>                   |                                                                                                                                                  |   |       |   |     |  |     |   |
| <b>Certification End Date</b>                 |                                                                                                                                                  |   |       |   |     |  |     |   |
| <b>Guided Learning (GL)</b>                   | 266 hours                                                                                                                                        |   |       |   |     |  |     |   |
| <b>Total Qualification Time (TQT)</b>         | 370 hours                                                                                                                                        |   |       |   |     |  |     |   |
| <b>Credit Value</b>                           |                                                                                                                                                  |   |       |   |     |  |     |   |
| <b>BIIAB Qualifications Limited Sector</b>    | Hospitality and Catering                                                                                                                         |   |       |   |     |  |     |   |
| <b>Regulator Sector</b>                       | 07.4 Hospitality and Catering                                                                                                                    |   |       |   |     |  |     |   |
| <b>Support from Trade Associations</b>        |                                                                                                                                                  |   |       |   |     |  |     |   |

## Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

| Qualification Title                           | Qualification Number (QN) |
|-----------------------------------------------|---------------------------|
| BIIAB Level 2 Diploma in Hospitality Services | 601/6212/0                |

## Pre-requisites

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

## Qualification Structure and Rules of Combination

### Rules of Combination: BIIAB Level 2 Diploma in Hospitality Services

To achieve the BIIAB Level 2 Diploma in Hospitality Services learners **must** gain a total of **37** credits. This **must** consist of:

- > Mandatory Group A1 credits: **11**
- > The remaining **26 credits** can be taken from **A2, B1 or B2**. See below specific structure requirements.

### Structure Requirements

**Option 1:** Learners **not** working with food **must** complete **all** mandatory units from Group A1 (11 credits) **plus** a **minimum of 26** credits from the optional units in Group B1 and/or Group B2.

**Option 2:** Learners **working** with food **must** complete **all** mandatory units from Group A1 (11 credits) **and one** of the units in Group A2 (a minimum of 4 credits)

**plus a minimum of 22** credits from the optional units in Group B1 and/or Group B2. Additional conditions for learners working with food:

- > if the learner takes food and beverage service units, they **must** complete unit MFSSHSF (A/601/5030) from Group A2;
- > if the learner takes food preparation units, they **must** complete unit MFSSPCF (D/601/6980) from Group A2.
- > if the learner takes food preparation **and** food and beverage service units, they **must** complete unit MFSSPCF (D/601/6980) from Group A2.

The learner may **only** select a **maximum of two level 1 units** from Group B1 and Group B2.

This qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at this level.

Listed below are the qualification units.

| Unit Title                                                             | Unit Number          | Level | Credit Value | GL |
|------------------------------------------------------------------------|----------------------|-------|--------------|----|
| <b>Mandatory Group A1 Minimum Credit Target – 11</b>                   |                      |       |              |    |
| Maintenance of a safe, hygienic and secure working environment         | F/601/4218<br>MSH2   | 1     | 3            | 25 |
| Working effectively as part of a hospitality team                      | T/601/4216<br>WEPHT  | 1     | 3            | 22 |
| Give customers a positive impression of yourself and your organisation | L/601/0933<br>CFAQ60 | 2     | 5            | 33 |

| Unit Title                                                    | Unit Number           | Level | Credit Value | GL |
|---------------------------------------------------------------|-----------------------|-------|--------------|----|
| <b>Mandatory Group A2</b>                                     |                       |       |              |    |
| Maintain food safety when storing, preparing and cooking food | D/601/6980<br>MFSSPCF | 2     | 4            | 32 |
| Maintain food safety when storing, holding and serving food   | A/601/5030<br>MFSSHSF | 2     | 4            | 31 |

| Unit Title                                               | Unit Number        | Level | Credit Value | GL |
|----------------------------------------------------------|--------------------|-------|--------------|----|
| <b>Optional Group B1</b>                                 |                    |       |              |    |
| Prepare and clear areas for counter and takeaway service | F/601/4994<br>PC1  | 1     | 3            | 25 |
| Provide a counter and takeaway service                   | L/601/5016<br>P1   | 1     | 3            | 30 |
| Prepare and clear areas for table service                | F/601/4915<br>PC2  | 1     | 4            | 32 |
| Serve food at the table                                  | H/601/4986<br>SFT  | 2     | 4            | 31 |
| Provide a silver service                                 | J/601/4950<br>P2   | 2     | 6            | 51 |
| Provide a buffet and carvery                             | A/601/4945<br>P3   | 2     | 4            | 32 |
| Convert a room for dining                                | M/601/4697<br>CRD  | 2     | 3            | 23 |
| Prepare and clear the bar area                           | Y/601/4922<br>PC3  | 2     | 4            | 29 |
| Serve alcoholic and soft drinks                          | J/601/4978<br>SASD | 2     | 5            | 46 |
| Prepare and serve cocktails                              | L/601/4982<br>PS1  | 2     | 5            | 40 |
| Prepare and serve wines                                  | K/601/4939<br>PS2  | 2     | 5            | 41 |
| Prepare and serve dispensed and instant hot drinks       | T/601/4927<br>PS3  | 2     | 3            | 30 |
| Prepare and serve hot drinks using specialist equipment  | F/601/4932<br>PS4  | 2     | 4            | 36 |
| Maintain cellars and kegs                                | M/601/4909<br>MCK  | 2     | 3            | 23 |
| Clean drink dispense lines                               | H/601/4907<br>CDDL | 2     | 3            | 26 |
| Receive, store and issue drinks stock                    | T/601/4975<br>RSID | 2     | 3            | 24 |
| Prepare and finish simple fruit dishes                   | R/601/5437<br>PF1  | 1     | 2            | 16 |
| Prepare and cook fish                                    | T/601/5561<br>PC4  | 1     | 3            | 23 |

|                                                |                      |   |   |    |
|------------------------------------------------|----------------------|---|---|----|
| Prepare and cook meat and poultry              | T/601/5575<br>PC5    | 1 | 4 | 33 |
| Prepare hot and cold sandwiches                | K/601/4844<br>PREP11 | 1 | 2 | 20 |
| Produce basic egg dishes                       | L/601/7333<br>PRO17  | 1 | 3 | 24 |
| Produce basic fish dishes                      | H/601/4938<br>PRO4   | 2 | 4 | 34 |
| Produce basic vegetable dishes                 | R/601/4949<br>PRO7   | 2 | 4 | 32 |
| Produce basic rice, pulse and grain dishes     | K/601/4861<br>PRO9   | 2 | 3 | 25 |
| Produce basic pasta dishes                     | F/601/7331<br>PRO10  | 2 | 3 | 25 |
| Prepare and present food for cold presentation | M/601/5364<br>PREP9  | 2 | 4 | 35 |
| Complete kitchen documentation                 | L/601/5372<br>CKD    | 2 | 3 | 25 |
| Set up and close kitchen                       | L/601/4996<br>SCK    | 2 | 4 | 37 |

| Unit Title                                               | Unit Number        | Level | Credit Value | GL |
|----------------------------------------------------------|--------------------|-------|--------------|----|
| <b>Optional Group B2</b>                                 |                    |       |              |    |
| Collect linen and make beds                              | F/601/5028<br>1HK1 | 1     | 3            | 21 |
| Clean windows from the inside                            | K/601/5024<br>1HK2 | 1     | 2            | 16 |
| Cleaning and servicing a range of housekeeping areas     | J/601/5015<br>2HK1 | 2     | 3            | 28 |
| Use of different chemicals and equipment in housekeeping | D/601/5005<br>2HK2 | 2     | 4            | 33 |
| Maintain housekeeping supplies                           | D/601/5036<br>2HK3 | 2     | 3            | 24 |
| Clean, maintain and protect semi-hard and hard floors    | D/600/6336<br>2HK4 | 4     | 2            | 23 |
| Clean and maintain soft floors and furnishings           | H/600/6337<br>2HK5 | 4     | 2            | 21 |
| Providing a linen service                                | H/601/5037<br>2HK6 | 3     | 2            | 25 |

|                                                                                               |                       |   |   |    |
|-----------------------------------------------------------------------------------------------|-----------------------|---|---|----|
| Carry out periodic room servicing and deep cleaning                                           | K/601/5010<br>2HK7    | 3 | 2 | 27 |
| Deal with arrival of customers                                                                | D/601/5120<br>2FOH2   | 4 | 2 | 32 |
| Deal with bookings                                                                            | L/601/5100<br>2FOH3   | 4 | 2 | 30 |
| Prepare customer accounts and deal with departures                                            | A/601/5125<br>2FOH4   | 4 | 2 | 30 |
| Deal with communications as part of the reception function                                    | F/601/5109<br>2FOH1   | 3 | 2 | 21 |
| Produce documents in a business environment                                                   | T/601/2482<br>2FOH5   | 4 | 2 | 15 |
| Use office equipment                                                                          | H/601/2493<br>2FOH6   | 4 | 2 | 18 |
| Handle mail and book external services                                                        | M/601/5123<br>2FOH8   | 3 | 2 | 28 |
| Provide reception services                                                                    | K/601/2480<br>2FOH9   | 3 | 2 | 15 |
| Store and retrieve information                                                                | R/601/2490<br>2FOH10  | 3 | 2 | 17 |
| Provide tourism information services to customers                                             | R/601/5129<br>2FOH11  | 5 | 2 | 50 |
| Resolve customer service problems                                                             | M/601/1511<br>CFAQ55  | 6 | 2 | 40 |
| Promote additional services or products to customers                                          | D/601/0936<br>CFAQ48  | 6 | 2 | 40 |
| Deal with customers across a language divide                                                  | A/601/1219<br>DCALD   | 8 | 2 | 53 |
| Maintain customer service through effective handover                                          | Y/601/1227<br>CFAQ54  | 4 | 2 | 27 |
| Maintain and deal with payments                                                               | M/601/5039<br>MDP     | 4 | 2 | 30 |
| Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector | T/601/7214<br>ERRHLTS | 2 | 2 | 16 |

## Aim

The BIIAB Level 2 Diploma in Hospitality Services has been designed to allow learners to obtain and then demonstrate the skills to work at an operational level in Hospitality Services.

This qualification meets the competence-based requirements of the following apprenticeships:

- > Level 2 Apprenticeship Framework in Hospitality in Northern Ireland
- > Level 2 Apprenticeship in Hospitality and Catering in Wales

The primary purpose of the qualification is to confirm occupational competence. As such, this qualification has value either as a stand-alone qualification or as part of an apprenticeship.

Due to constant Regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status, please contact BIIAB Qualifications Limited.

## Target Group

This qualification is appropriate for use in the following age ranges:

- > Pre-16
- > 16-18
- > 19+

## Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

## **Overview of assessment strategy**

The qualification contains knowledge units. These units are respectively assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB Qualifications Limited. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- > Meet the assessment criteria
- > Achieve the learning outcomes

Alternatively, centres may wish to devise their own assessments for the knowledge units. If so Centres must obtain approval for any Centre Devise Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devise Assessment process and procedure.

## **Assessment Strategy**

The Assessment Strategy has been designed by People 1<sup>st</sup>. While BIIAB Qualifications Limited has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB Qualifications Limited centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current People 1<sup>st</sup> designed assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows, and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certifying the qualification.

## **People 1<sup>st</sup> Assessment Strategy**

### **Occupational expertise of assessors and verifiers**

The requirements relating to the occupational expertise of assessors and verifiers is set out in Table 1. Guidance on additional qualifications and / or training relevant to assessors and verifiers can be found in Table 2.

### **Table 1 – Occupational Expertise of Assessors and Verifiers**

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required

to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

✓ = mandatory

| <b>Assessors, Internal Quality Assurers and External Quality Assurers must:</b>                                                                                                                                                                                                                                                                                        | <b>A</b> | <b>IQA</b>    | <b>EQA</b>    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------|---------------|
| Have a good knowledge and understanding of the national occupational standard and competence-based units and qualifications that is being assessed or verified.                                                                                                                                                                                                        | ✓        | ✓             | ✓             |
| Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence-based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:                        |          | ✓             |               |
| 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 organisation's assessment requirements and practice standardised assessment principles                                                                                                                                                                                                                                                          | ✓        | ✓             | ✓             |
| Have sufficient resources to carry out the role of assessor or verifier, i.e. 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 competence-based units and qualifications being assessed (See Table 2).                                                                                                                                                                                                        | ✓        | Good Practice | Good Practice |
| Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned                                                                                                                                                                                                                                                    | ✓        | ✓             | ✓             |

Continuous Professional Development (see Table 3).

**Table 2 – Qualifications and Training relevant to Assessors and Verifiers**

The following sets out areas in which assessors, verifiers and external verifiers should either receive training or achieve qualifications. People 1<sup>st</sup> is not stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

| Qualification / Training | Competence based unit / qualification                              | A | IQA           | EQA           |
|--------------------------|--------------------------------------------------------------------|---|---------------|---------------|
| Health and Safety        | All sector units and qualifications                                | ✓ | Good Practice | Good Practice |
| Food Safety              | Food Processing and Cooking                                        | ✓ | Good Practice | Good Practice |
|                          | Multi-Skilled Hospitality Services                                 | ✓ |               |               |
|                          | Professional Cookery                                               | ✓ |               |               |
|                          | Food and Drink Service                                             | ✓ |               |               |
|                          | Hospitality Supervision and Leadership (with food and drink units) | ✓ |               |               |
| Licensing                | Food and Drink Service                                             | ✓ | Good Practice |               |
|                          | Hospitality Supervision (with food and drink units)                |   |               |               |

### Continuous Professional Development

To maintain high standards of quality and standardisation within assessment and achieve best practice People 1<sup>st</sup> require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at Table 3.

**Table 3 – 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>&gt; Internal and external work placements</li> <li>&gt; Work experience and shadowing (e.g. within associated departments)</li> <li>&gt; External visits to other organisations</li> <li>&gt; Updated and new training and qualifications</li> <li>&gt; Training sessions to update skills</li> <li>&gt; Visits to educational establishments</li> <li>&gt; Trade fairs</li> </ul> |
| <b>Keeping up to date with sector developments and new legislation</b> | <ul style="list-style-type: none"> <li>&gt; Relevant sector websites</li> <li>&gt; Membership of professional bodies</li> <li>&gt; Papers and documents on legislative change</li> <li>&gt; Networking events</li> <li>&gt; Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events)</li> <li>&gt; Staff development days</li> </ul>                                          |
| <b>Standardising and best practice in assessment</b>                   | <ul style="list-style-type: none"> <li>&gt; Regular standardisation meetings with colleagues</li> <li>&gt; Sharing best practice through internal meetings, newsletters, email circulars</li> <li>&gt; Comparison of assessment and verification in other sectors</li> <li>&gt; Attending awarding organisation meetings / seminars</li> </ul>                                                                             |

## Assessment

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 competence-based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate's supervisors and/or line managers. People 1<sup>st</sup> recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process. Within these parameters, People 1<sup>st</sup> expects that:

- > the majority of assessments of the sector's competence-based units and qualifications will be based on performance evidence, i.e. direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation, (see section 3.4 of People 1<sup>st</sup> Assessment Strategy).
- > 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.

## **Simulation**

Simulation can only be used to assess candidates for the sector's competence-based units and qualifications 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 People 1<sup>st</sup> 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.

## **Assessment of the Knowledge Units**

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- > Professional discussion
- > Learner reflective accounts
- > Question and Answer
- > Assignments and Projects

These must be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs must ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

## Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- > learners do **not** understand why they are **not** yet regarded as having sufficient knowledge
- > learners believe they are competent and that they have been misjudged

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- > be up to date and current
- > reflect the context from which the learner has been taught
- > be flexible to learner needs

Please refer to the [Instructions for the Conduct of Examinations and Other External Assessment](#) for further information.

## Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- > Assessment Knowledge Modules (AKMs)
- > Assessment Guidance for each AKM
- > Purpose Statement
- > Learner Unit Achievement Checklist

### **Assessment Knowledge Modules (AKMs)**

These provide a series of BIIAB Qualifications Limited set questions within the context of knowledge modules that can be used to assess the learner's competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does not have to be undertaken within secure conditions but must be collected and held securely afterwards. Learners must be taught to the Learning Outcomes and Assessment Criteria within the unit not the assessment. A password will be provided to allow access to this document upon approval for the qualification.

These are internally marked and verified but must be available to the EQA for external verification purposes.

### **Assessment Guidance for each of the AKMs**

These provide a series of BIIAB Qualifications Limited suggested possible answers for the questions within the knowledge modules. Assessors can accept other appropriate answers.

These modules must be kept secure, only released to the learner for the assessment and collected and held securely afterwards. Learners must be taught to the Learning Outcomes and Assessment Criteria within the unit not to the possible answers of the assessment. A password will be provided to allow access this document upon approval for the qualification.

### **Practice Assessment Material**

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

### **Teaching Strategies and Learning Activities**

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Progression Opportunities**

This qualification shows the learner has gained Level 2 skills in food and beverage service. It may help the learner to improve performance at work or get promoted into roles working with more autonomy.

Upon completion, the learner may be ready to progress to a higher level, for example by undertaking the following qualifications:

- > BIIAB Level 3 Award in Hospitality Supervision and Leadership Principles 601/5695/8
- > BIIAB Level 3 Diploma in Hospitality Supervision and Leadership 601/5693/4

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## **Tutor / Assessor Requirements**

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## **Language**

This specification and associated assessment materials are in English only.

## Mandatory Group A1 Unit Details

| Maintenance of a Safe, Hygienic and Secure Working Environment |                                                                                                                                          |                                                                                               |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                          | F/601/4218                                                                                                                               |                                                                                               |
| <b>Level</b>                                                   | 1                                                                                                                                        |                                                                                               |
| <b>Credit Value</b>                                            | 3                                                                                                                                        |                                                                                               |
| <b>Guided Learning (GL)</b>                                    | 25                                                                                                                                       |                                                                                               |
| <b>Unit Summary</b>                                            | This unit will provide the learner with knowledge and skills to enable them to maintain a safe, secure and hygienic working environment. |                                                                                               |
| <b>Learning Outcomes (1 to 4)</b>                              | <b>Assessment Criteria (1.1 to 4.19)</b>                                                                                                 |                                                                                               |
| <b>The learner will</b>                                        | <b>The learner can</b>                                                                                                                   |                                                                                               |
| 1. Be able to maintain personal health and hygiene             | 1.1                                                                                                                                      | Wear clean, smart and appropriate clothing, footwear and headgear                             |
|                                                                | 1.2                                                                                                                                      | Keep hair neat and tidy and wear it in line with organisational standards                     |
|                                                                | 1.3                                                                                                                                      | Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards |
|                                                                | 1.4                                                                                                                                      | Get any cuts, grazes and wounds treated by the appropriate person                             |
|                                                                | 1.5                                                                                                                                      | Report illness and infections promptly to the appropriate person                              |
| 2. Know how to maintain personal health and hygiene            | 2.1                                                                                                                                      | State own responsibilities under the Health and Safety at Work Act                            |
|                                                                | 2.2                                                                                                                                      | State general rules on hygiene that must be followed                                          |
|                                                                | 2.3                                                                                                                                      | State correct clothing, footwear and headgear that should be worn at all times                |

|                                                                   |     |                                                                                                   |
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|                                                                   | 2.4 | State the importance of maintaining good personal hygiene                                         |
|                                                                   | 2.5 | Describe how to deal with cuts, grazes and wounds and why it is important to do so                |
| 3. Be able to help maintain a hygienic, safe and secure workplace | 3.1 | Identify any hazards or potential hazards and deal with these correctly                           |
|                                                                   | 3.2 | Report any accidents or near accidents quickly and accurately to the proper person                |
|                                                                   | 3.3 | Follow health, hygiene and safety procedures during work                                          |
|                                                                   | 3.4 | Practise emergency procedures correctly                                                           |
|                                                                   | 3.5 | Follow organisational security procedures                                                         |
| 4. Know how to maintain a hygienic, safe and secure workplace     | 4.1 | State the importance of working in a healthy, safe and hygienic way                               |
|                                                                   | 4.2 | State where information about Health and Safety in your workplace can be obtained                 |
|                                                                   | 4.3 | Describe the types of hazard in the workplace that may occur and how to deal with these           |
|                                                                   | 4.4 | State hazards that can be dealt with personally and hazards that must be reported to someone else |
|                                                                   | 4.5 | State how to warn other people about hazards and why this is important                            |
|                                                                   | 4.6 | State why accidents and near accidents should be reported and who these should be reported to     |
|                                                                   | 4.7 | Describe the type of emergencies that may happen in workplace and how to deal with these          |

|  |      |                                                                                                    |
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|  | 4.8  | State where to find first aid equipment and who the registered first-aider is in the workplace     |
|  | 4.9  | State safe lifting and handling techniques that should be followed                                 |
|  | 4.10 | State other ways of working safely that are relevant to own position and why these are important   |
|  | 4.11 | Describe organisational emergency procedures, in particular fire, and how these should be followed |
|  | 4.12 | State the possible causes for fire in the workplace                                                |
|  | 4.13 | Describe how to minimise the risk of fire                                                          |
|  | 4.14 | State where to find fire alarms and how to set them off                                            |
|  | 4.15 | State why a fire should never be approached unless it is safe to do so                             |
|  | 4.16 | State the importance of following fire safety laws                                                 |
|  | 4.17 | Describe organisational security procedures and why these are important                            |
|  | 4.18 | State the correct procedures for dealing with customer property                                    |
|  | 4.19 | State the importance of reporting all usual/non-routine incidents to the appropriate person        |

| <b>Learning Outcome- The Learner will:</b>         | <b>Assessment Requirements and Evidence Requirements</b>                                           |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 1. Be able to maintain personal health and hygiene | The assessor must assess assessment criteria 1.1 and 1.2 by directly observing the learner's work. |

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | <p>The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>3. Be able to help maintain a hygienic, safe and secure workplace</p> | <p>The assessor must assess assessment criteria 3.1, 3.3, 3.4 and 3.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.2 through questioning, witness testimony or simulation if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>&gt; at least one from hazards           <ul style="list-style-type: none"> <li>a) relating to equipment</li> <li>b) relating to areas where you work</li> <li>c) relating to personal clothing</li> </ul> </li> <li>&gt; none from ways of dealing with hazards           <ul style="list-style-type: none"> <li>a) putting them right yourself</li> <li>b) reporting them to appropriate colleagues</li> <li>c) warning other people</li> </ul> </li> <li>&gt; at least one from emergency procedures           <ul style="list-style-type: none"> <li>a) fire</li> <li>b) threat</li> <li>c) security</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning, witness testimony or simulation.</p> |

## Working Effectively as Part of a Hospitality Team

|                                                  |                                                                                                                     |                                                                            |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Unit Reference</b>                            | T/601/4216                                                                                                          |                                                                            |
| <b>Level</b>                                     | 1                                                                                                                   |                                                                            |
| <b>Credit Value</b>                              | 3                                                                                                                   |                                                                            |
| <b>Guided Learning (GL)</b>                      | 22                                                                                                                  |                                                                            |
| <b>Unit Summary</b>                              | This unit will provide the learner with the knowledge and skills to work effectively as part of a hospitality team. |                                                                            |
| <b>Learning Outcomes (1 to 6)</b>                | <b>Assessment Criteria (1.1 to 6.4)</b>                                                                             |                                                                            |
| <b>The learner will</b>                          | <b>The learner can</b>                                                                                              |                                                                            |
| 1. Be able to plan and organise own work         | 1.1                                                                                                                 | Make sure the requirements of the work are understood                      |
|                                                  | 1.2                                                                                                                 | Ask questions if the requirements of the work are not clear                |
|                                                  | 1.3                                                                                                                 | Accurately follow instructions                                             |
|                                                  | 1.4                                                                                                                 | Plan work and prioritise tasks in order of importance                      |
|                                                  | 1.5                                                                                                                 | Keep everything needed for the work organised and available                |
|                                                  | 1.6                                                                                                                 | Keep work areas clean and tidy                                             |
|                                                  | 1.7                                                                                                                 | Keep waste to a minimum                                                    |
|                                                  | 1.8                                                                                                                 | Ask for help from the relevant person if it is needed                      |
|                                                  | 1.9                                                                                                                 | Provide work on time and as agreed                                         |
| 2. Be able to work effectively with team members | 2.1                                                                                                                 | Give team members help when they ask for it                                |
|                                                  | 2.2                                                                                                                 | Ensure the help given to team members is within the limits of own job role |

|                                           |     |                                                                                                                 |
|-------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------|
|                                           | 2.3 | Ensure the help given to team members does not prevent own work being completed on time                         |
|                                           | 2.4 | Pass on important information to team members as soon as possible                                               |
|                                           | 2.5 | Maintain good working relationships with team members                                                           |
|                                           | 2.6 | Report any problems with working relationships to the relevant person                                           |
|                                           | 2.7 | Communicate clearly and effectively with team members                                                           |
| 3. Be able to develop own skills          | 3.1 | Seek feedback on own and deal with this feedback                                                                |
|                                           | 3.2 | Identify with the relevant person aspects of own work which are up to standard and areas that could be improved |
|                                           | 3.3 | Agree what has to be done to improve their work                                                                 |
|                                           | 3.4 | Agree a learning plan with the relevant person                                                                  |
|                                           | 3.5 | See opportunities to review and develop learning plan                                                           |
| 4. Know how to plan and organise own work | 4.1 | State why it is essential to understand the requirements of the work                                            |
|                                           | 4.2 | List the benefits of planning and organising work                                                               |
|                                           | 4.3 | Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions     |
|                                           | 4.4 | List the benefits of keeping everything needed for own work organised and available                             |

|                                                   |      |                                                                                                    |
|---------------------------------------------------|------|----------------------------------------------------------------------------------------------------|
|                                                   | 4.5  | State why it is important to keep work areas clean and tidy                                        |
|                                                   | 4.6  | State why it is important to keep waste to a minimum                                               |
|                                                   | 4.7  | State when to ask for help and who can be asked                                                    |
| 5. Know how to work effectively with team members | 5.1  | State the importance of effective teamwork                                                         |
|                                                   | 5.2  | State the people in own team and explain how they fit into the organisation                        |
|                                                   | 5.3  | List the responsibilities of the team and why it is important to the organisation as a whole       |
|                                                   | 5.4  | Describe how to maintain good working relationships with team members                              |
|                                                   | 5.5  | State how to determine if helping a team member will prevent own work from being completed on time |
|                                                   | 5.6  | State the limits of own job role and what can and cannot be done when helping team members         |
|                                                   | 5.7  | State why essential information needs to be passed on to a team member as soon as possible         |
|                                                   | 5.8  | List the types of behaviour that help teams to work effectively and behaviours that do not         |
|                                                   | 5.9  | State why problems with working relationships should be reported to the relevant person            |
|                                                   | 5.10 | Describe how to communicate clearly and why it is important to do so                               |

|                                   |     |                                                                        |
|-----------------------------------|-----|------------------------------------------------------------------------|
| 6. Know how to develop own skills | 6.1 | State the importance of improving own knowledge and skills             |
|                                   | 6.2 | Describe how to get feedback from team members and how this is helpful |
|                                   | 6.3 | Describe how a learning plan can improve own work                      |
|                                   | 6.4 | State why it is important to regularly review own learning plan        |

| <b>Learning Outcome-<br/>The Learner will:</b>          | <b>Assessment Requirements and Evidence Requirements</b>                                                                           |                                                                                                                                                                 |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.</b> Be able to plan and organise own work         | <b>Example Assessment Methods</b>                                                                                                  | <b>Examples of Evidence</b>                                                                                                                                     |
|                                                         | Observation<br>Witness testimony<br><br>Questioning                                                                                | Observation sheets<br>Notes of meetings with line manager<br>Witness assessment criteria                                                                        |
|                                                         | Should evidence for assessment criteria 1.8 not occur during the period of assessment, alternative assessment methods may be used. |                                                                                                                                                                 |
| <b>2.</b> Be able to work effectively with team members | <b>Example Assessment Methods</b>                                                                                                  | <b>Examples of Evidence</b>                                                                                                                                     |
|                                                         | Simulation<br>Oral Questions<br>Written Questions<br>Professional discussion                                                       | Observation sheets<br>Question / answer sheets<br>Records of professional discussion                                                                            |
| <b>3.</b> Be able to develop own skills                 | <b>Example Assessment Methods</b>                                                                                                  | <b>Examples of Evidence</b>                                                                                                                                     |
|                                                         | Observation<br>Witness testimony                                                                                                   | Records of oral questioning<br>Question/ answer sheets<br>Records of professional discussion<br>Cross reference to Learning Outcome 1<br><br>Observation sheets |

|  |             |                                                                    |
|--|-------------|--------------------------------------------------------------------|
|  | Questioning | Notes of meetings with line manager<br>Witness assessment criteria |
|--|-------------|--------------------------------------------------------------------|

## Give Customers a Positive Impression of yourself and your Organisation

|                                       |                                                                                                                                          |                                                                                     |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                 | L/601/0933                                                                                                                               |                                                                                     |
| <b>Level</b>                          | 2                                                                                                                                        |                                                                                     |
| <b>Credit Value</b>                   | 5                                                                                                                                        |                                                                                     |
| <b>Guided Learning (GL)</b>           | 33                                                                                                                                       |                                                                                     |
| <b>Unit Summary</b>                   | This unit will provide the learner with knowledge and skills to give customers a positive impression of themselves and the organisation. |                                                                                     |
| <b>Learning Outcomes (1 to 4)</b>     | <b>Assessment Criteria (1.1 to 4.5)</b>                                                                                                  |                                                                                     |
| <b>The learner will</b>               | <b>The learner can</b>                                                                                                                   |                                                                                     |
| 1. Establish rapport with customers   | 1.1                                                                                                                                      | Meet their organisation's standards of appearance and behaviour                     |
|                                       | 1.2                                                                                                                                      | Greet their customers respectfully and in a friendly manner                         |
|                                       | 1.3                                                                                                                                      | Communicate with their customers in a way that makes them feel valued and respected |
|                                       | 1.4                                                                                                                                      | Identify and confirm their customer's expectations                                  |
|                                       | 1.5                                                                                                                                      | Treat their customer courteously and helpfully at all times                         |
|                                       | 1.6                                                                                                                                      | Keep their customers informed and reassured                                         |
|                                       | 1.7                                                                                                                                      | Adapt their behaviour to respond to different customer behaviour                    |
| 2. Respond appropriately to customers | 2.1                                                                                                                                      | Respond promptly to a customer seeking help                                         |
|                                       | 2.2                                                                                                                                      | Choose the most appropriate way to communicate with their customer                  |

|                                                                                              |     |                                                                                                                         |
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|                                                                                              | 2.3 | Check with their customers that they have fully understood their expectations                                           |
|                                                                                              | 2.4 | Respond promptly and positively to their customers' questions and comments                                              |
|                                                                                              | 2.5 | Allow their customer time to consider their response and give further explanation when appropriate                      |
| 3. Communicate information to customers                                                      | 3.1 | Quickly find information that will help their customer                                                                  |
|                                                                                              | 3.2 | Give their customer information they need about the services or products offered by their organisation                  |
|                                                                                              | 3.3 | Recognise information that their customer might find complicated and check whether they fully understand                |
|                                                                                              | 3.4 | Explain clearly to their customers any reasons why their expectations cannot be met                                     |
| 4. Understand how to give customers a positive impression of themselves and the organisation | 4.1 | Describe their organisations' standards for appearance and behaviour                                                    |
|                                                                                              | 4.2 | Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately        |
|                                                                                              | 4.3 | Identify their organisation's rules and procedures regarding the methods of communication they use                      |
|                                                                                              | 4.4 | Explain how to recognise when a customer is angry or confused                                                           |
|                                                                                              | 4.5 | Identify their organisation's standards for timeliness in responding to customer questions and requests for information |

### Evidence Requirements

Wherever possible the learner's evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.

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

The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

The learner's **communication** with customers may be:

- a) Face to face
- b) In writing
- c) By telephone
- d) Text message
- e) Email
- f) Internet (including social networking)
- g) Intranet

Or by any other method they would be expected to use within their job role

The learner must provide evidence of creating a **positive impression** with customers:

- a) During routine delivery of customer service
- b) During a busy time in their job
- c) During a quiet time in their job
- d) When people, systems or resources have let them down

The learner's **communication** with customers may be:

- a) Face to face
- b) In writing
- c) By telephone
- d) Text message
- e) Email
- f) Internet (including social networking)
- g) Intranet

Or by any other method they would be expected to use within their job role

The learner must provide evidence that they **communicate** with customers effectively by:

- a) Using appropriate spoken or written language
- b) Applying the conventions and rules appropriate to the method of communication they have chosen

## Mandatory Group A2 Unit Details

| Maintain Food Safety when Storing, Preparing and Cooking Food |                                                                                                                                    |                                                                                                            |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                         | D/601/6980                                                                                                                         |                                                                                                            |
| <b>Level</b>                                                  | 2                                                                                                                                  |                                                                                                            |
| <b>Credit Value</b>                                           | 4                                                                                                                                  |                                                                                                            |
| <b>Guided Learning (GL)</b>                                   | 32                                                                                                                                 |                                                                                                            |
| <b>Unit Summary</b>                                           | This unit will provide the learner with the knowledge and skills to maintain food safety when storing, preparing and cooking food. |                                                                                                            |
| <b>Learning Outcomes (1 to 9)</b>                             | <b>Assessment Criteria (1.1 to 9.16)</b>                                                                                           |                                                                                                            |
| <b>The learner will</b>                                       | <b>The learner can</b>                                                                                                             |                                                                                                            |
| 1. Be able to keep yourself clean and hygienic                | 1.1                                                                                                                                | Wear clean and hygienic clothes appropriate to the jobs being undertaken                                   |
|                                                               | 1.2                                                                                                                                | Tie hair back and/or wear appropriate hair covering                                                        |
|                                                               | 1.3                                                                                                                                | Only wear jewellery and other accessories that do not cause food safety hazards                            |
|                                                               | 1.4                                                                                                                                | Change clothes when necessary                                                                              |
|                                                               | 1.5                                                                                                                                | Wash hands thoroughly at appropriate times                                                                 |
|                                                               | 1.6                                                                                                                                | Avoid unsafe behaviour that could contaminate the food working with                                        |
|                                                               | 1.7                                                                                                                                | Report any cuts, boils, grazes, illness and infections promptly to the appropriate person                  |
|                                                               | 1.8                                                                                                                                | Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing |

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2. Know how to keep yourself clean and hygienic</p>     | <p>2.1 State why clean and hygienic clothes must be worn</p> <p>2.2 State why hair must be tied back, or an appropriate hair covering be worn</p> <p>2.3 State the different types of protective clothes are appropriate for different jobs in storage, preparation and cooking food</p> <p>2.4 Describe the food safety hazards that jewellery and accessories can cause</p> <p>2.5 State when clothing should be changed</p> <p>2.6 State the importance of changing clothes</p> <p>2.7 State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food</p> <p>2.8 Describe how to wash hands safely</p> <p>2.9 State the importance of not handling food when open cuts are present</p> <p>2.10 Describe what to do if anyone has an open cut</p> <p>2.11 State the importance of reporting illnesses and infections promptly</p> <p>2.12 State why stomach illnesses are particularly important to report</p> <p>2.13 State the importance of avoiding touching face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food</p> |
| <p>3. Be able to keep working areas clean and hygienic</p> | <p>3.1 Make sure surfaces and equipment are clean and in good condition</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                      |     |                                                                                                                                      |
|------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | 3.2 | Use clean and suitable cloths and equipment for wiping and cleaning between tasks                                                    |
|                                                      | 3.3 | Remove from use any surfaces and equipment that are damaged or have loose parts                                                      |
|                                                      | 3.4 | Report damaged surfaces, equipment to the person responsible for food safety                                                         |
|                                                      | 3.5 | Dispose of waste promptly, hygienically and appropriately                                                                            |
|                                                      | 3.6 | Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings                                   |
|                                                      | 3.7 | Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person                                       |
|                                                      | 3.8 | Identify, take appropriate action on any signs of pests                                                                              |
|                                                      | 3.9 | Report any signs of pest to the appropriate person                                                                                   |
| 4. Know how to keep working areas clean and hygienic | 4.1 | State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task               |
|                                                      | 4.2 | Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task |
|                                                      | 4.3 | State the importance of only using clean and suitable cloths when cleaning before tasks                                              |
|                                                      | 4.4 | State how to ensure that clean and suitable cloths are used before tasks                                                             |

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|                                 | 4.5  | Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety              |
|                                 | 4.6  | List the types of damaged surfaces or equipment that can cause food safety hazards                                   |
|                                 | 4.7  | Describe how to deal with damaged surfaces and equipment                                                             |
|                                 | 4.8  | State the importance of clearing and disposing of waste promptly and safely                                          |
|                                 | 4.9  | Describe how to safely dispose of waste                                                                              |
|                                 | 4.10 | Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards |
|                                 | 4.11 | State the types of damage that should be looked out for                                                              |
|                                 | 4.12 | State the types of pests that could be found in catering operations                                                  |
|                                 | 4.13 | State how to recognise the signs that pests may be present                                                           |
| 5. Be able to store food safely | 5.1  | Check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery                        |
|                                 | 5.2  | Look at and retain any important labelling information                                                               |
|                                 | 5.3  | Prepare food for storage                                                                                             |
|                                 | 5.4  | Place food in storage as quickly as necessary to maintain its safety                                                 |
|                                 | 5.5  | Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food           |

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|                                  | 5.6  | Store food so that cross contamination is prevented                                                                  |
|                                  | 5.7  | Follow stock rotation procedures                                                                                     |
|                                  | 5.8  | Safely dispose of food that is beyond 'use-by-date'                                                                  |
|                                  | 5.9  | Keep necessary records up to date                                                                                    |
| 6. Know how to store food safely | 6.1  | State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date |
|                                  | 6.2  | State the importance of preparing food for storage                                                                   |
|                                  | 6.3  | State why food must be put in the correct storage area                                                               |
|                                  | 6.4  | State the temperature food should be stored at                                                                       |
|                                  | 6.5  | State the importance of keeping storage areas clean and tidy                                                         |
|                                  | 6.6  | Describe what to do if storage areas are not clean and tidy                                                          |
|                                  | 6.7  | State the importance of storing food at the correct temperature                                                      |
|                                  | 6.8  | Describe how to store food at the correct temperature                                                                |
|                                  | 6.9  | State what types of food are raw                                                                                     |
|                                  | 6.10 | State why types of food are ready-to-eat                                                                             |
|                                  | 6.11 | State why stock rotation procedures are important                                                                    |
|                                  | 6.12 | State why food beyond its 'use-by-date' must be disposed of                                                          |

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| 7. Be able to prepare, cook and hold food safely | 7.1<br>7.2<br>7.3<br>7.4<br>7.5<br>7.6                      | Check food before and during operations for any hazards<br>Follow correct procedures for dealing with food hazards<br>Follow organisational procedures for items that may cause allergic reactions<br>Prevent cross-contamination between different types of food<br>Use methods, times, temperatures and checks to make sure food is safe following operations<br>Keep necessary records up to date                                                                                                                                                                                                                                               |
| 8. Know how to maintain food safely              | 8.1<br>8.2<br>8.3<br>8.4<br>8.5<br>8.6<br>8.7<br>8.8<br>8.9 | Describe how to operate a food safety management system<br>Explain the concept of hazards to food safety in a catering operation<br>State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level<br>Describe what may happen if hazards are not controlled<br>State the types of hazards that may occur in a catering operation<br>Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination<br>State why monitoring is important<br>State the key stages in the monitoring process<br>State the importance of knowing what to do when things go wrong |

|                                                   |      |                                                                                              |
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|                                                   | 8.10 | State why some hazards are more important than others in terms of food safety                |
|                                                   | 8.11 | State who to report to if there are food safety hazards                                      |
| 9. Know how to prepare, cook and hold food safely | 9.1  | State why it is necessary to defrost foods before cooking                                    |
|                                                   | 9.2  | State when it is necessary to defrost foods before cooking                                   |
|                                                   | 9.3  | Describe how to safely and thoroughly defrost food before cooking                            |
|                                                   | 9.4  | Describe how to recognise conditions leading to safety hazards                               |
|                                                   | 9.5  | State what to do if any food safety hazards are discovered                                   |
|                                                   | 9.6  | State the importance of knowing that certain foods cause allergic reactions                  |
|                                                   | 9.7  | Describe organisational procedures to deal with foods possible of causing allergic reactions |
|                                                   | 9.8  | State what to do if a customer asks if a particular dish is free from certain food allergens |
|                                                   | 9.9  | Describe how cross-contamination can happen between different food types                     |
|                                                   | 9.10 | Describe how to avoid cross-contamination between different food types                       |
|                                                   | 9.11 | Explain why thorough cooking and reheating methods should be used                            |
|                                                   | 9.12 | State cooking, reheating, temperatures and times to use for food being worked with           |

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|  | 9.13 | Describe how to check that food is thoroughly cooked or safely reheated                                                                    |
|  | 9.14 | State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer |
|  | 9.15 | State the types of foods that may need to be chilled or frozen because they are not for immediate consumption                              |
|  | 9.16 | Describe how to safely store food not for immediate consumption                                                                            |

| <b>Learning Outcome- The learner will</b>      | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to keep yourself clean and hygienic | <p>The assessor must assess criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 1.4, 1.6, 1.7 and 1.8 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>&gt; at least four from clothes           <ul style="list-style-type: none"> <li>a) trousers</li> <li>b) tops/jackets</li> <li>c) coats</li> <li>d) disposable gloves</li> <li>e) shoes</li> <li>f) headgear</li> <li>g) aprons</li> </ul> </li> <li>&gt; at least five from appropriate times to wash your hands           <ul style="list-style-type: none"> <li>a) after going to the toilet or in contact with faeces</li> <li>b) when going into food preparation and cooking areas including after any work breaks</li> </ul> </li> </ul> |

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|                                                    | <ul style="list-style-type: none"> <li>c) after touching raw food and waste</li> <li>d) before handling raw food</li> <li>e) after disposing of waste</li> <li>f) after cleaning</li> <li>g) changing dressings or touching open wounds</li> </ul> <p>&gt; none from unsafe behaviour</p> <ul style="list-style-type: none"> <li>a) failure to wash hands thoroughly when necessary</li> <li>b) touching your face, nose or mouth, blowing your nose</li> <li>c) chewing gum</li> <li>d) eating</li> <li>e) smoking</li> <li>f) scratching</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                                                                                                                                                                                     |
| 3. Be able to keep working area clean and hygienic | <p>The assessor must assess assessment criteria 3.1, 3.2, 3.5 and 3.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 3.3, 3.4, 3.5, 3.8 and 3.9 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>&gt; at least two from surfaces and equipment           <ul style="list-style-type: none"> <li>a) surfaces and utensils for preparing, cooking and holding food</li> <li>b) surfaces and utensils used for displaying and serving food</li> <li>c) appropriate cleaning equipment</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

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| <p>5. Be able to store food safely</p>                  | <p>The assessor must assess assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 5.8 and 5.9 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>&gt; at least two from storage areas           <ul style="list-style-type: none"> <li>a) ambient temperature</li> <li>b) refrigerator</li> <li>c) freezer</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                                                                                                                                                                                                                                                                                     |
| <p>7. Be able to prepare, cook and hold food safely</p> | <p>The assessor must assess assessment criteria 7.4, 7.5 and 7.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 7.1, 7.2, 7.3 and 7.6 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>&gt; at least four from operations           <ul style="list-style-type: none"> <li>a) defrosting food</li> <li>b) preparing food, including washing and peeling</li> <li>c) cooking food</li> <li>d) reheating food</li> <li>e) holding food before serving</li> <li>f) cooling cooked food not for immediate consumption</li> <li>g) freezing cooked food not for immediate consumption</li> </ul> </li> <li>&gt; none from hazards           <ul style="list-style-type: none"> <li>a) bacteria and other organisms</li> <li>b) chemical</li> <li>c) physical</li> </ul> </li> </ul> |

d) allergenic

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Maintain Food Safety when Storing, Holding and Serving Food

|                                                |                                                                                                                                  |                                                                                                                                    |
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| <b>Unit Reference</b>                          | A/601/5030                                                                                                                       |                                                                                                                                    |
| <b>Level</b>                                   | 2                                                                                                                                |                                                                                                                                    |
| <b>Credit Value</b>                            | 4                                                                                                                                |                                                                                                                                    |
| <b>Guided Learning (GL)</b>                    | 31                                                                                                                               |                                                                                                                                    |
| <b>Unit Summary</b>                            | This unit will provide the learner with the knowledge and skills to maintain food safety when storing, holding and serving food. |                                                                                                                                    |
| <b>Learning Outcomes (1 to 9)</b>              | <b>Assessment Criteria (1.1 to 9.7)</b>                                                                                          |                                                                                                                                    |
| <b>The learner will</b>                        | <b>The learner can</b>                                                                                                           |                                                                                                                                    |
| 1. Be able to maintain food safety             | 1.1                                                                                                                              | Describe what might happen if significant food safety hazards are not controlled                                                   |
|                                                | 1.2                                                                                                                              | Describe the types of significant food safety hazards likely to come across when handling and storing food                         |
|                                                | 1.3                                                                                                                              | Describe how these hazards should be controlled by person hygiene, cleaning, safe storage and the avoidance of cross contamination |
|                                                | 1.4                                                                                                                              | State why some hazards are more important than others in terms of food safety                                                      |
|                                                | 1.5                                                                                                                              | State who to report significant foods safety hazards to                                                                            |
| 2. Be able to keep yourself clean and hygienic | 2.1                                                                                                                              | Wear clean and suitable clothes appropriate to the jobs to be done                                                                 |
|                                                | 2.2                                                                                                                              | Only wear jewellery and other accessories that do not cause food safety hazards                                                    |
|                                                | 2.3                                                                                                                              | Change clothes when necessary to prevent bacteria spreading                                                                        |

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|                                                 | 2.4  | Wash hands thoroughly at appropriate times                                                                         |
|                                                 | 2.5  | Avoid unsafe behaviour that could contaminate the food                                                             |
|                                                 | 2.6  | Report any cuts, graze, illness and infections promptly to the proper person                                       |
|                                                 | 2.7  | Make sure any cuts and grazes are treated and covered with an appropriate dressing                                 |
| 3. Know how to keep yourself clean and hygienic | 3.1  | State why clean and suitable clothes appropriate to job must be worn                                               |
|                                                 | 3.2  | State what types of clothes are appropriate to different jobs in the handling and serving of food                  |
|                                                 | 3.3  | Describe how jewellery and accessories can cause food safety hazards                                               |
|                                                 | 3.4  | State when to change clothes to prevent bacteria spreading and why this is important                               |
|                                                 | 3.5  | State why hands should be washed after going to the toilet                                                         |
|                                                 | 3.6  | State the importance of not handling food with an open wound                                                       |
|                                                 | 3.7  | State how to deal with open wounds when handling food                                                              |
|                                                 | 3.8  | State the importance of reporting illnesses and infections promptly                                                |
|                                                 | 3.9  | State why it is important to report stomach illnesses in particular                                                |
|                                                 | 3.10 | State the importance of avoiding touching face, nose or mouth, chewing gum, eating, smoking when working with food |

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| <p>4. Be able to keep working area clean and hygienic</p>  | <p>4.1 Make sure surfaces and equipment for displaying and serving food are clean and in good condition</p> <p>4.2 Use clean and suitable cloths and equipment for wiping and cleaning between tasks</p> <p>4.3 Remove from use any surfaces and equipment that are damaged or have loose parts</p> <p>4.4 Report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety</p> <p>4.5 Dispose of waste promptly, hygienically and appropriately</p> <p>4.6 Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings, furniture and fittings</p> <p>4.7 Identify, take appropriate action on and report to appropriate person and signs of pests</p> |
| <p>5. Know how to keep working area clean and hygienic</p> | <p>5.1 State why surfaces and equipment must be clean before beginning a new task and how to do so</p> <p>5.2 State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so</p> <p>5.3 State why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety</p> <p>5.4 List the types of damaged surfaces and equipment that can cause food safety hazards</p>                                                                                                                                                                                                                                                                                               |

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|                                 | 5.5  | Describe how to deal with damaged surfaces and equipment that are dangerous to food safety                                   |
|                                 | 5.6  | State the importance of clearing and disposing of waste promptly and safely                                                  |
|                                 | 5.7  | Describe how to clear and dispose of waste safely                                                                            |
|                                 | 5.8  | State how damage to walls, floors, ceiling, furniture and fitting that could cause food safety hazards                       |
|                                 | 5.9  | State what types of damage to look for in walls, floors, ceiling, furniture and fitting that could cause food safety hazards |
|                                 | 5.10 | List the types of pests that could be found in catering operations                                                           |
|                                 | 5.11 | Describe how to identify the signs that pests are present                                                                    |
| 6. Be able to store food safely | 6.1  | Check that food is undamaged and within its 'use-by date' once it has been received                                          |
|                                 | 6.2  | Prepare food for storage                                                                                                     |
|                                 | 6.3  | Put food in the correct storage area as quickly as necessary to maintain its safety                                          |
|                                 | 6.4  | Make sure storage areas are clean and maintained at the correct temperature for the type of food                             |
|                                 | 6.5  | Store food so that cross-contamination is prevented                                                                          |
|                                 | 6.6  | Follow stock rotation                                                                                                        |
|                                 | 6.7  | Safely dispose of food that is beyond 'use-by date'                                                                          |
|                                 | 6.8  | Keep necessary records up to date                                                                                            |

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| 7. Know how to store food safely         | 7.1  | State the importance of making sure food deliveries are undamaged and within their 'use-by date'    |
|                                          | 7.2  | State why it is important that food is stored at the correct temperature                            |
|                                          | 7.3  | Describe how to ensure that food is stored at the correct temperature                               |
|                                          | 7.4  | State the importance of preparing food for storage whilst retaining important labelling information |
|                                          | 7.5  | State why food must be put in the correct storage area                                              |
|                                          | 7.6  | State what temperature different foods should be stored at                                          |
|                                          | 7.7  | State the importance of clean storage areas                                                         |
|                                          | 7.8  | Describe what to do if storage areas are not kept clean                                             |
|                                          | 7.9  | Describe how to check food is stored at the correct temperature                                     |
|                                          | 7.10 | State the importance of separating raw and ready-to-eat food                                        |
|                                          | 7.11 | List what types of food are raw and which are ready-to-eat                                          |
|                                          | 7.12 | Explain why stock rotation procedures are important                                                 |
|                                          | 7.13 | State why food is beyond its 'use-by-date' must be disposed of                                      |
| 8. Be able to hold and serve food safely | 8.1  | Handle food in a way that protects it from hazards                                                  |
|                                          | 8.2  | Follow organisational procedures for items that may cause allergic reactions                        |

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|                                           | 8.3 | Use methods, times and temperatures that maintain food safety                                 |
|                                           | 8.4 | Keep necessary records up to date                                                             |
| 9. Know how to hold and serve food safely | 9.1 | Describe how to check food during holding and serving                                         |
|                                           | 9.2 | State the importance of knowing that certain foods can cause allergic reactions               |
|                                           | 9.3 | State what procedure to follow to deal with food that can cause allergic reactions            |
|                                           | 9.4 | State what to do if a customer asks if a particular dish is free from a certain food allergen |
|                                           | 9.5 | Describe how cross contamination can happen between raw food and food that is ready to eat    |
|                                           | 9.6 | Describe how to avoid cross contamination between raw and ready to eat food                   |
|                                           | 9.7 | State the holding temperature and times that must be used for the food                        |

| <b>Learning Outcome – The Learner will:</b>        | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                          |
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| 2. Be able to keep yourself clean and hygienic     | <p>The assessor must assess assessment criteria 2.1, 2.2 and 2.4 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 2.3, 2.5, 2.6 and 2.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> |
| 3. Know how to keep self-clean and hygienic        | Understanding of why you must be clean and hygienic must be assessed through questioning.                                                                                                                                                                                         |
| 4. Be able to keep working area clean and hygienic | The assessor must assess assessment criteria 4.1, 4.2 and 4.5 by directly observing the learner's work.                                                                                                                                                                           |

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|                                          | <p>The assessor may assess assessment criteria 4.3, 4.4, 4.6 and 4.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>&gt; <b>both</b> from <b>surfaces</b> and <b>equipment</b> <ul style="list-style-type: none"> <li>a) surfaces and utensils used for displaying and serving food</li> <li>b) appropriate cleaning equipment</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony</p>                                                                     |
| 6. Be able to store food safely          | <p>The assessor must assess assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 6.7 and 6.8 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>&gt; at least one from storage areas           <ul style="list-style-type: none"> <li>a) ambient temperature</li> <li>b) refrigerator</li> <li>c) freezer</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 8. Be able to hold and serve food safely | <p>The assessor must assess assessment criteria 8.1, 8.3 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 8.2 and 8.4 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>&gt; at least three from hazards           <ul style="list-style-type: none"> <li>a) sources of bacteria and other organisms</li> </ul> </li> </ul>                                                                                                                                                                   |

- b) chemical
- c) physical
- d) allergenic

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Optional Group B1 and B2 Unit Details

| Collect Linen and Make Beds                                |                                                                                                                                                 |                                                                                  |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                      | F/601/5028                                                                                                                                      |                                                                                  |
| <b>Level</b>                                               | 1                                                                                                                                               |                                                                                  |
| <b>Credit Value</b>                                        | 3                                                                                                                                               |                                                                                  |
| <b>Guided Learning (GL)</b>                                | 21                                                                                                                                              |                                                                                  |
| <b>Unit Summary</b>                                        | This unit will provide the learner with the knowledge and skills to collect clean linen and bed coverings along with stripping and making beds. |                                                                                  |
| <b>Learning Outcomes (1 to 4)</b>                          | <b>Assessment Criteria (1.1 to 4.6)</b>                                                                                                         |                                                                                  |
| <b>The learner will</b>                                    | <b>The learner can</b>                                                                                                                          |                                                                                  |
| 1. Be able to collect clean linen and bed covering         | 1.1                                                                                                                                             | Choose and collect the linen and bed coverings needed for work schedule          |
|                                                            | 1.2                                                                                                                                             | Make sure the linen and bed coverings meet organisational standards              |
|                                                            | 1.3                                                                                                                                             | Handle and move the linen and bed coverings safely                               |
|                                                            | 1.4                                                                                                                                             | Keep linen store safe and secure                                                 |
| 2. Understand how to collect clean linen and bed coverings | 2.1                                                                                                                                             | Describe safe lifting and handling techniques and why they should always be used |
|                                                            | 2.2                                                                                                                                             | State organisational standards for collection of linen and bed coverings         |
|                                                            | 2.3                                                                                                                                             | State why soiled linen should be kept separate from clean linen                  |
|                                                            | 2.4                                                                                                                                             | State why linen and linen stores must be secure                                  |

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|                                    | 2.5 | State why it is important to check linen to make sure it is clean and up to standard                                                                |
|                                    | 2.6 | Outline the types of problems that may happen when choosing and collecting linen from the linen store and how to deal with them                     |
| 3. Be able to strip and make beds  | 3.1 | Strip all linen and bed covering from beds                                                                                                          |
|                                    | 3.2 | Handle and store soiled linen and bed coverings correctly                                                                                           |
|                                    | 3.3 | Get bed ready for making                                                                                                                            |
|                                    | 3.4 | Make sure the bed base, bed head, linen and bed coverings are clean and not damaged                                                                 |
|                                    | 3.5 | Make the bed to premises standards with the correct linen and bed coverings                                                                         |
|                                    | 3.6 | Leave bed neat, smooth and ready for use                                                                                                            |
|                                    | 3.7 | Deal with customers' personal property according to organisational procedures                                                                       |
| 4. Know how to strip and make beds | 4.1 | State the correct way to deal with soiled linen                                                                                                     |
|                                    | 4.2 | State the right way to sort different fabrics                                                                                                       |
|                                    | 4.3 | State organisation's procedures for making and re-sheeting beds                                                                                     |
|                                    | 4.4 | State why it is important to use the right sized linen                                                                                              |
|                                    | 4.5 | Outline the types of unexpected situations – including customer incidents- that may happen when stripping and making beds and how to deal with them |

|  |     |                                                                                               |
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|  | 4.6 | Describe how to spot and what procedures to use is encountering bedbugs or other infestations |
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| <b>Learning Outcomes - The Learner will:</b>  | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to collect linen and bed coverings | <p>The assessor <b>must</b> assess assessment criteria 1.1 – 1.4 by directly observing the learner’s work.</p> <p>There must be performance evidence, gathered through observing the learner’s work for:</p> <p>At least <b>five</b> from <b>linen and bed coverings</b></p> <ul style="list-style-type: none"> <li>&gt; Sheets</li> <li>&gt; Blankets/ duvets</li> <li>&gt; Bedspreads / throws</li> <li>&gt; Pillowcases/ sheets</li> <li>&gt; Valances</li> <li>&gt; Mattress protectors</li> <li>&gt; Duvets/ pillows</li> <li>&gt; Bathroom linen</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                               |
| 3. Be able to strip and make beds             | <p>The assessor <b>must</b> assess assessment criteria 3.1-3.7 by directly observing the learner’s work.</p> <p>There must be performance evidence, gathered through observing the learner’s work for:</p> <p>at least <b>five</b> from <b>linen and bed coverings</b></p> <ul style="list-style-type: none"> <li>&gt; sheets</li> <li>&gt; blankets/duvets</li> <li>&gt; bedspreads/throws</li> <li>&gt; pillowcases/sheet</li> <li>&gt; waterproof sheets</li> <li>&gt; valances</li> <li>&gt; mattress protectors</li> <li>&gt; duvets/pillows</li> <li>&gt; bathroom linen</li> </ul> <p>at least <b>one</b> from <b>beds</b></p> <ul style="list-style-type: none"> <li>&gt; double/single beds</li> </ul> |

- > cots/folding beds
- > zip and link
- > sofa beds

at least one from **customers**

- > new
- > stay over

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Clean Windows from the Inside

|                                                        |                                                                                                             |                                                                                                                                |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                  | K/601/5024                                                                                                  |                                                                                                                                |
| <b>Level</b>                                           | 1                                                                                                           |                                                                                                                                |
| <b>Credit Value</b>                                    | 2                                                                                                           |                                                                                                                                |
| <b>Guided Learning (GL)</b>                            | 16                                                                                                          |                                                                                                                                |
| <b>Unit Summary</b>                                    | This unit will provide the learner with the knowledge and skills to maintain clean windows from the inside. |                                                                                                                                |
| <b>Learning Outcomes (1 to 4)</b>                      | <b>Assessment Criteria (1.1 to 4.2)</b>                                                                     |                                                                                                                                |
| <b>The learner will</b>                                | <b>The learner can</b>                                                                                      |                                                                                                                                |
| 1. Be able to prepare to clean windows from the inside | 1.1                                                                                                         | Prepare working area and equipment                                                                                             |
|                                                        | 1.2                                                                                                         | Inspect the surface to be cleaned                                                                                              |
|                                                        | 1.3                                                                                                         | Identify any damaged or loose surfaces                                                                                         |
|                                                        | 1.4                                                                                                         | Report damaged or loose surfaces to the relevant person and ask for advice                                                     |
|                                                        | 1.5                                                                                                         | Choose cleaning material and methods that are appropriate to the work schedule, the type of dirt and the surface to be cleaned |
| 2. Know how to prepare to clean windows from inside    | 2.1                                                                                                         | State organisation's standards for cleaning windows                                                                            |
|                                                        | 2.2                                                                                                         | State how frequently windows should be cleaned                                                                                 |
|                                                        | 2.3                                                                                                         | State why protective clothing should be worn when cleaning                                                                     |
|                                                        | 2.4                                                                                                         | State why cleaning materials and methods should not be mixed                                                                   |

|                                                    |      |                                                                                                                            |
|----------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------|
|                                                    | 2.5  | State why manufacturers' instructions should be followed when using cleaning equipment and materials                       |
|                                                    | 2.6  | Outline the types of problems that occur when cleaning windows and how to deal with them                                   |
|                                                    | 2.7  | State what to do if window areas are above hand reach height                                                               |
|                                                    | 2.8  | State why it is important to prepare windows and surrounding areas for cleaning                                            |
|                                                    | 2.9  | State why loose or damaged surfaces should be identified and reported                                                      |
|                                                    | 2.10 | State the types of equipment and materials that should be used for loose dirt and dirt that is hard to remove              |
| 3. Be able to clean the inside surface of windows  | 3.1  | Apply the cleaning agent to the surface in a controlled way, following the manufacturers' instructions and recommendations |
|                                                    | 3.2  | Loosen dirt that is stuck on to the surface without causing damage                                                         |
|                                                    | 3.3  | Clean thoroughly and remove any dirt without damaging the surface                                                          |
|                                                    | 3.4  | Report any dirt that you cannot remove to the relevant person                                                              |
|                                                    | 3.5  | Leave windows and glass dry and smear free                                                                                 |
|                                                    | 3.6  | Make sure that frames and sills are dry                                                                                    |
|                                                    | 3.7  | Put the work area back as found                                                                                            |
| 4. Know how to clean the inside surface of windows | 4.1  | State why dirt that cannot be removed should be reported                                                                   |

|  |     |                                               |
|--|-----|-----------------------------------------------|
|  | 4.2 | State why frames and sills should be left dry |
|--|-----|-----------------------------------------------|

| Learning Outcome - The Learner will:               | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to prepare to clean windows from inside | <p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>preparation</b> of work area</p> <ul style="list-style-type: none"> <li>&gt; use of protective clothing</li> <li>&gt; put up hazard warning signs</li> <li>&gt; protect surrounding areas</li> </ul> <p>Both from <b>surfaces</b></p> <ul style="list-style-type: none"> <li>&gt; windows</li> <li>&gt; window frames</li> </ul> <p>at least <b>two</b> from cleaning <b>equipment and materials</b></p> <ul style="list-style-type: none"> <li>&gt; cloths</li> <li>&gt; cleaning chemicals</li> <li>&gt; squeegees</li> </ul> <p>at least <b>one</b> from <b>dirt</b></p> <ul style="list-style-type: none"> <li>&gt; loose dirt</li> <li>&gt; dirt that is hard to remove</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 3. Be able to clean the inside surface of windows  | <p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.3, 3.5 and 3.6 by directly observing the learner's work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

Both from **surfaces**

- > windows
- > frames

at least **one** from **dirt**

- > loose dirt
- > dirt that is hard to remove

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Deal with Communications as part of the Reception Function

|                                                  |                                                                                                                     |                                                                                                                 |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                            | F/601/5109                                                                                                          |                                                                                                                 |
| <b>Level</b>                                     | 2                                                                                                                   |                                                                                                                 |
| <b>Credit Value</b>                              | 3                                                                                                                   |                                                                                                                 |
| <b>Guided Learning (GL)</b>                      | 21                                                                                                                  |                                                                                                                 |
| <b>Unit Summary</b>                              | This unit will provide the learner with the knowledge and skills to deal with incoming and outgoing communications. |                                                                                                                 |
| <b>Learning Outcomes (1 to 4)</b>                | <b>Assessment Criteria (1.1 to 4.4)</b>                                                                             |                                                                                                                 |
| <b>The learner will</b>                          | <b>The learner can</b>                                                                                              |                                                                                                                 |
| 1. Be able to deal with incoming communications  | 1.1                                                                                                                 | Deal with communications promptly, politely and in line with organisational style                               |
|                                                  | 1.2                                                                                                                 | Identify the person, find out what their needs are and deal with these correctly                                |
|                                                  | 1.3                                                                                                                 | Answer enquiries accurately without giving any confidential information                                         |
|                                                  | 1.4                                                                                                                 | Record clear and accurate messages and pass them on as requested                                                |
|                                                  | 1.5                                                                                                                 | Deal correctly with any problems                                                                                |
| 2. Know how to deal with incoming communications | 2.1                                                                                                                 | State the range of methods of communication that can be used to communicate with other organisations and people |
|                                                  | 2.2                                                                                                                 | Describe how to use the communication equipment in organisation                                                 |
|                                                  | 2.3                                                                                                                 | State organisational style when communicating with other organisations and people                               |

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <p>2.4 State why it is important to deal with everyone politely and helpfully</p> <p>2.5 Outline the types of unexpected situations and problems that may occur when communicating with others, and how to deal with these</p> <p>2.6 State why it is important to give only accurate and non-confidential information</p> <p>2.7 State organisational standards for answering telephone calls, and why these are important</p> <p>2.8 State why it is important to identify people who make enquiries and establish their needs</p> <p>2.9 State why it is important to relay messages promptly to those concerned, and the procedures that should be followed</p> |
| <p>3. Be able to deal with outgoing communications</p> | <p>3.1 Choose the best method of communication with the person concerned</p> <p>3.2 Use organisation's agreed style</p> <p>3.3 Communicate in a way that gives a positive impression of self and the organisation</p> <p>3.4 State personal identity and explain the reason why contact is being made</p> <p>3.5 Give only non-confidential and relevant information to the person that has been contacted</p> <p>3.6 Leave clear and accurate messages where needed</p> <p>3.7 Deal with any problems correctly</p>                                                                                                                                                |

|                                                 |     |                                                                                                                                |
|-------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------|
| 4. Know how to deal with outgoing communication | 4.1 | State the importance of stating personal identity and explaining the purpose of making contact                                 |
|                                                 | 4.2 | State why it is important to give only accurate and non-confidential information                                               |
|                                                 | 4.3 | State why it is important to communicate clearly, using a tone and pace which can be easily understood                         |
|                                                 | 4.4 | Describe how to communicate both orally and in writing, in a way that gives a positive impression of self and the organisation |

| Learning Outcome - The Learner will:            | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to deal with incoming communications | <p>The assessor <b>must</b> assess assessment criteria 1.1 1.2, 1.3 and 1.4, by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 1.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>&gt; at least <b>three</b> methods of <b>communication both</b> from <b>enquiries</b></li> <li>&gt; those you can deal with yourself</li> <li>&gt; those that need to be passed to another person</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 3. Be able to deal with outgoing communications | <p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6 by directly observing the learner's work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

The assessor may assess assessment criterion 3.7 through questioning or witness testimony if no naturally occurring evidence is available.

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

- > at least **three** from **methods of communication**

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Deal with Arrival of Customers

|                                                   |                                                                                                         |                                                                                                |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                             | D/601/5120                                                                                              |                                                                                                |
| <b>Level</b>                                      | 2                                                                                                       |                                                                                                |
| <b>Credit Value</b>                               | 4                                                                                                       |                                                                                                |
| <b>Guided Learning (GL)</b>                       | 32                                                                                                      |                                                                                                |
| <b>Unit Summary</b>                               | This unit will provide the learner with the knowledge and skills to deal with the arrival of customers. |                                                                                                |
| <b>Learning Outcomes (1 to 2)</b>                 | <b>Assessment Criteria (1.1 to 2.12)</b>                                                                |                                                                                                |
| <b>The learner will</b>                           | <b>The learner can</b>                                                                                  |                                                                                                |
| 1. Be able to deal with the arrival of customers  | 1.1                                                                                                     | Correctly identify customers requirements                                                      |
|                                                   | 1.2                                                                                                     | Retrieve any customer booking details from the booking system and check them with the customer |
|                                                   | 1.3                                                                                                     | Offer alternatives for any services that are not available as requested                        |
|                                                   | 1.4                                                                                                     | Complete the registration document correctly                                                   |
|                                                   | 1.5                                                                                                     | Give accurate information which meets customer needs                                           |
|                                                   | 1.6                                                                                                     | Promote the services and facilities or organisation when appropriate                           |
|                                                   | 1.7                                                                                                     | Pass on customer details to the relevant departments in line with organisation's procedures    |
| 2. Know how to deal with the arrival of customers | 2.1                                                                                                     | State organisation's standards for customer care and why these are important                   |

|  |      |                                                                                                                          |
|--|------|--------------------------------------------------------------------------------------------------------------------------|
|  | 2.2  | State organisation's booking procedures, and why it is important to follow these correctly                               |
|  | 2.3  | State organisation's checking in procedures, and why it is important to follow these                                     |
|  | 2.4  | State basic legal requirements relating to accommodation, goods and services for sale                                    |
|  | 2.5  | Outline the types of unexpected situations and problems that may occur when customers arrive, and how to deal with these |
|  | 2.6  | State why registration documentation must be correctly completed by the customer                                         |
|  | 2.7  | State the specific requirements for registering overseas visitors                                                        |
|  | 2.8  | State the organisation's procedure for allocation of rooms                                                               |
|  | 2.9  | State why it is important to give accurate information to customers                                                      |
|  | 2.10 | State why it is important to correctly identify customer requirements                                                    |
|  | 2.11 | State what registration information must be obtained, in order to comply with legislation                                |
|  | 2.12 | State why all correspondence relating to the booking should be available                                                 |

| <b>Learning Outcome - The Learner will:</b>      | <b>Assessment Requirements and Evidence Requirements</b>                                                                           |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to deal with the arrival of customers | The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7 by directly observing the learner's work. |

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

at least **one** from **customers**

- > customers with routine requirements
- > customers with special requirements
- > customers without advanced bookings

at least **one** from **booking systems**

- > computerised system
- > manual system

at least **four** from **information to customers**

- > location of room
- > key security and safety procedures
- > services and facilities available
- > prices
- > special offers and promotions available

at least **one** from **services and facilities**

- > business facilities
- > leisure facilities
- > food and beverage facilities

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

| Deal with Bookings                         |                                                                                                                                                         |                                                                                                                  |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                      | L/601/5100                                                                                                                                              |                                                                                                                  |
| <b>Level</b>                               | 2                                                                                                                                                       |                                                                                                                  |
| <b>Credit Value</b>                        | 4                                                                                                                                                       |                                                                                                                  |
| <b>Guided Learning (GL)</b>                | 30                                                                                                                                                      |                                                                                                                  |
| <b>Unit Summary</b>                        | This unit will provide the learner with the knowledge and skills to deal with booking enquiries, including confirmations, cancellations and amendments. |                                                                                                                  |
| <b>Learning Outcomes (1 to 4)</b>          | <b>Assessment Criteria (1.1 to 4.3)</b>                                                                                                                 |                                                                                                                  |
| <b>The learner will</b>                    | <b>The learner can</b>                                                                                                                                  |                                                                                                                  |
| 1. Be able to deal with booking enquiries  | 1.1                                                                                                                                                     | Be polite and helpful when dealing with enquiries                                                                |
|                                            | 1.2                                                                                                                                                     | Find out what the customer needs and give them accurate information                                              |
|                                            | 1.3                                                                                                                                                     | Take the opportunity to sell other products and services to the customer                                         |
|                                            | 1.4                                                                                                                                                     | Invite the customer to make a booking, and take and record their details correctly                               |
| 2. Know how to deal with booking enquiries | 2.1                                                                                                                                                     | State the important of dealing with customers politely and helpfully at all times                                |
|                                            | 2.2                                                                                                                                                     | State why it is important to give accurate spoken and written information to customers                           |
|                                            | 2.3                                                                                                                                                     | Outline the types of unexpected situations and problems that may occur with bookings, and how to deal with these |
|                                            | 2.4                                                                                                                                                     | State basic legal requirements relating to goods and services for sale when                                      |

|                                                   |     |                                                                                                                        |
|---------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------|
|                                                   |     | receiving, confirming, amending and cancelling booking enquiries                                                       |
|                                                   | 2.5 | Describe organisation's booking procedures and systems                                                                 |
|                                                   | 2.6 | State the importance of upselling, room/product rates and yield management and how these apply to own work role        |
|                                                   | 2.7 | State why it is important to get and record booking details accurate                                                   |
|                                                   | 2.8 | State why it is important to take the opportunity to sell products and services                                        |
| 3. Be able to confirm, cancel and amend bookings  | 3.1 | Deal with confirmations in the booking systems                                                                         |
|                                                   | 3.2 | Identify, check and follow up unconfirmed bookings in the booking system                                               |
|                                                   | 3.3 | Deal with booking amendments and cancellations and maintain records of bookings in line with organisation's procedures |
| 4. Know how to confirm, cancel and amend bookings | 4.1 | State organisation's cancellation policies and procedures                                                              |
|                                                   | 4.2 | State why confirmations and deposits are required from customers                                                       |
|                                                   | 4.3 | State why it is essential to follow up unconfirmed bookings                                                            |

| <b>Learning Outcome - The Learner will:</b> | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                 |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to deal with booking enquiries   | <p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3 and 1.4 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> |

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <p>at least <b>one</b> from <b>customers</b></p> <ul style="list-style-type: none"> <li>&gt; with routine requests</li> <li>&gt; with special needs</li> </ul> <p>at least <b>three</b> from <b>enquiries</b></p> <ul style="list-style-type: none"> <li>&gt; face to face</li> <li>&gt; telephone</li> <li>&gt; letter or fax</li> <li>&gt; electronic communication</li> <li>&gt; on-line booking systems</li> </ul> <p>at least <b>two</b> from <b>information</b></p> <ul style="list-style-type: none"> <li>&gt; services and facilities available</li> <li>&gt; features and benefits or services and facilities</li> <li>&gt; prices</li> <li>&gt; special offers and promotions available</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 3. Be able to confirm, cancel and amend bookings | <p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2 and 3.3 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>customer</b></p> <ul style="list-style-type: none"> <li>&gt; with routine requests</li> <li>&gt; with special needs</li> </ul> <p>at least <b>one</b> from <b>booking systems</b></p> <ul style="list-style-type: none"> <li>&gt; computerised systems</li> <li>&gt; manual systems</li> <li>&gt; online systems</li> </ul> <p>one from <b>booking amendments</b> and <b>cancellations</b></p> <ul style="list-style-type: none"> <li>&gt; change bookings</li> <li>&gt; cancel bookings</li> </ul>                                                                       |

|  |                                                                                                         |
|--|---------------------------------------------------------------------------------------------------------|
|  | Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony |
|--|---------------------------------------------------------------------------------------------------------|

## Prepare Customer Accounts and Deal with Departures

|                                                             |                                                                                                                                               |                                                                                                   |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                       | A/601/5125                                                                                                                                    |                                                                                                   |
| <b>Level</b>                                                | 2                                                                                                                                             |                                                                                                   |
| <b>Credit Value</b>                                         | 4                                                                                                                                             |                                                                                                   |
| <b>Guided Learning (GL)</b>                                 | 30                                                                                                                                            |                                                                                                   |
| <b>Unit Summary</b>                                         | This unit will provide the learner with the knowledge and skills to prepare and maintain customer accounts and deal with customer departures. |                                                                                                   |
| <b>Learning Outcomes (1 to 4)</b>                           | <b>Assessment Criteria (1.1 to 4.7)</b>                                                                                                       |                                                                                                   |
| <b>The learner will</b>                                     | <b>The learner can</b>                                                                                                                        |                                                                                                   |
| 1. Be able to prepare and maintain customer accounts        | 1.1                                                                                                                                           | Enter charges regularly and accurately against customer accounts in the accounts system           |
|                                                             | 1.2                                                                                                                                           | Record any account adjustments accurately against customer accounts                               |
|                                                             | 1.3                                                                                                                                           | File and store account documents correctly at all times                                           |
|                                                             | 1.4                                                                                                                                           | Present accounts to customers                                                                     |
|                                                             | 1.5                                                                                                                                           | Make sure customer accounts cannot be accessed by unauthorised people                             |
| 2. Understand how to prepare and maintain customer accounts | 2.1                                                                                                                                           | Describe organisational standards for customer care, and why it is important to follow these      |
|                                                             | 2.2                                                                                                                                           | State the basic legal requirements relating to preparing and maintaining customer accounts        |
|                                                             | 2.3                                                                                                                                           | Describe organisational procedures for customer accounts, and why it is important to follow these |

|                                                           |     |                                                                                                                                     |
|-----------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | 2.4 | Explain why customer accounts must be updated regularly with charges and adjustments                                                |
|                                                           | 2.5 | State why it is important to give accurate verbal and written information to customers                                              |
|                                                           | 2.6 | State why customer accounts must be secure from unauthorised access                                                                 |
|                                                           | 2.7 | Outline the types of unexpected situations and problems that may occur with customer accounts, and how to deal with these correctly |
| 3. Be able to deal with the departure of customers        | 3.1 | Prepare documents and other necessary items before the customer departs                                                             |
|                                                           | 3.2 | Ppresent the account to the customer for confirmation                                                                               |
|                                                           | 3.3 | Check customer account details and request payment as required                                                                      |
|                                                           | 3.4 | Complete documentation and deal with it using the correct account or booking system                                                 |
|                                                           | 3.5 | Complete all other procedures for customer departures                                                                               |
|                                                           | 3.6 | Record customer comments, complaints and suggestions and feed them back to appropriate person or department                         |
|                                                           | 3.7 | Promote establishment services and facilities as appropriate                                                                        |
| 4. Understand how to deal with the departure of customers | 4.1 | State the basic legal requirements relating to accommodation, goods and services for sale                                           |
|                                                           | 4.2 | Describe safe and hygienic working practices when dealing with the departure of customers                                           |

|  |     |                                                                                                                                      |
|--|-----|--------------------------------------------------------------------------------------------------------------------------------------|
|  | 4.3 | State organisational procedures for customer departures                                                                              |
|  | 4.4 | State why complaints, comments and suggestions should be recorded and fed back to the appropriate person                             |
|  | 4.5 | State why details of any extra charges should be available to the customer                                                           |
|  | 4.6 | Outline the types of unexpected situations and problems that may occur with customer departures and how to deal with these correctly |
|  | 4.7 | Describe opportunities to promote the organisation when the customer is leaving                                                      |

| <b>Learning Outcome - The Learner will:</b>          | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to prepare and maintain customer accounts | <p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>account systems</b></p> <ul style="list-style-type: none"> <li>&gt; computerised systems</li> <li>&gt; manual systems</li> <li>&gt; on-line systems</li> </ul> <p>at least <b>two</b> from <b>account adjustments</b></p> <ul style="list-style-type: none"> <li>&gt; charges</li> <li>&gt; allowances/discounts</li> <li>&gt; refunds</li> <li>&gt; deposits/pre-payments</li> <li>&gt; transfers</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

3. Be able to deal with the departure of customers

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work.

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

at least **one** from **account systems**

- > computerised systems
- > manual systems
- > on-line systems

at least **two** from **account adjustments**

- > charges
- > allowances/discounts
- > refunds
- > deposits/pre-payments
- > transfers

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Produce documents in a Business Environment

|                                                                                                                       |                                                                                                                                                    |                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                                                                                 | T/601/2482                                                                                                                                         |                                                                                                                      |
| <b>Level</b>                                                                                                          | 2                                                                                                                                                  |                                                                                                                      |
| <b>Credit Value</b>                                                                                                   | 4                                                                                                                                                  |                                                                                                                      |
| <b>Guided Learning (GL)</b>                                                                                           | 15                                                                                                                                                 |                                                                                                                      |
| <b>Unit Summary</b>                                                                                                   | This unit will provide the learner with the knowledge and skills to follow procedures to produce high quality documents in a business environment. |                                                                                                                      |
| <b>Learning Outcomes (1 to 5)</b>                                                                                     | <b>Assessment Criteria (1.1 to 5.10)</b>                                                                                                           |                                                                                                                      |
| <b>The learner will</b>                                                                                               | <b>The learner can</b>                                                                                                                             |                                                                                                                      |
| 1. Understand the purpose of producing high quality and attractive documents in a business environment                | 1.1                                                                                                                                                | Outline different types of documents that may be produced and the different styles that could be used                |
|                                                                                                                       | 1.2                                                                                                                                                | Describe different formats in which text may be presented                                                            |
|                                                                                                                       | 1.3                                                                                                                                                | Explain the purpose and benefits of producing high quality and attractive documents                                  |
| 2. Know the resources and technology available and how to use them when producing documents in a business environment | 2.1                                                                                                                                                | Describe the types of resources available for producing high quality and attractive documents                        |
|                                                                                                                       | 2.2                                                                                                                                                | Outline ways of using different resources to produce documents                                                       |
|                                                                                                                       | 2.3                                                                                                                                                | Describe different types of technology available for inputting, formatting and editing text, and their main features |
| 3. Understand the purpose of following procedures when producing documents in a business environment                  | 3.1                                                                                                                                                | Explain the benefits of agreeing the purpose, content, style, and deadlines for producing documents                  |

|                                                          |     |                                                                                                                                                       |
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|                                                          | 3.2 | Outline different ways of organising content needed for documents                                                                                     |
|                                                          | 3.3 | Outline different ways of integrating and laying out text and non- text                                                                               |
|                                                          | 3.4 | Describe ways of checking finished documents for accuracy- including spelling, grammar and punctuation – and correctness, and the purpose of doing so |
|                                                          | 3.5 | Explain the purpose of storing documents safely and securely, and ways of doing so                                                                    |
|                                                          | 3.6 | Explain the purpose of confidentiality and data protection when preparing documents                                                                   |
|                                                          | 3.7 | Explain the purpose and benefits of meeting deadlines                                                                                                 |
| 4. Be able to prepare for tasks                          | 4.1 | Confirm the purpose, content, style and deadlines for documents                                                                                       |
| 5. Be able to produce documents to agreed specifications | 5.1 | Prepare resources needed to produce documents                                                                                                         |
|                                                          | 5.2 | Organise the content required to produce documents                                                                                                    |
|                                                          | 5.3 | Make use of technology, as required                                                                                                                   |
|                                                          | 5.4 | Format and produce documents to an agreed style                                                                                                       |
|                                                          | 5.5 | Integrate non-text objects into an agreed layout, if required                                                                                         |
|                                                          | 5.6 | Check texts accuracy                                                                                                                                  |
|                                                          | 5.7 | Edit and correct texts, as required                                                                                                                   |
|                                                          | 5.8 | Clarify document requirements, when necessary                                                                                                         |

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|  | 5.9  | Store documents safely and securely following organisational procedures  |
|  | 5.10 | Present documents to the required format and within the agreed deadlines |

| Use Office Equipment                                                                 |                                                                                                                                                                                     |                                                                                   |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                                                | H/601/2493                                                                                                                                                                          |                                                                                   |
| <b>Level</b>                                                                         | 2                                                                                                                                                                                   |                                                                                   |
| <b>Credit Value</b>                                                                  | 4                                                                                                                                                                                   |                                                                                   |
| <b>Guided Learning (GL)</b>                                                          | 18                                                                                                                                                                                  |                                                                                   |
| <b>Unit Summary</b>                                                                  | This unit will provide the learner with the knowledge and skills to identify different types of office equipment and how to use them, whilst minimizing waste and reporting issues. |                                                                                   |
| <b>Learning Outcomes (1 to 7)</b>                                                    | <b>Assessment Criteria (1.1 to 7.9)</b>                                                                                                                                             |                                                                                   |
| <b>The learner will</b>                                                              | <b>The learner can</b>                                                                                                                                                              |                                                                                   |
| 1. Know about different types of office equipment and its uses                       | 1.1                                                                                                                                                                                 | Identify different types of equipment and their uses                              |
|                                                                                      | 1.2                                                                                                                                                                                 | Describe the different features of different types of office equipment            |
|                                                                                      | 1.3                                                                                                                                                                                 | Explain why different types of equipment are chosen for tasks                     |
| 2. Understand the purpose of following instructions and health and safety procedures | 2.1                                                                                                                                                                                 | Explain the purpose of following manufacturer's instructions when using equipment |
|                                                                                      | 2.2                                                                                                                                                                                 | Explain the purpose of following organisational instructions when using equipment |
|                                                                                      | 2.3                                                                                                                                                                                 | Identify health and safety procedures for using different types of equipment      |
|                                                                                      | 2.4                                                                                                                                                                                 | Explain the purpose following health and safety procedures when using equipment   |
|                                                                                      | 2.5                                                                                                                                                                                 | Explain the purpose of keeping equipment clean and hygienic                       |

|                                                                                                             |     |                                                                                                                           |
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| 3. Understand how to use equipment in a way that minimises waste                                            | 3.1 | Give examples of waste when using equipment                                                                               |
|                                                                                                             | 3.2 | Give examples of ways to reduce waste                                                                                     |
|                                                                                                             | 3.3 | Explain the purpose of minimising waste                                                                                   |
| 4. Know about the different types of problems that may occur when using equipment and how to deal with them | 4.1 | Give examples of equipment                                                                                                |
|                                                                                                             | 4.2 | Explain the purpose of the following manufacturer's instructions and organisational procedures when dealing with problems |
|                                                                                                             | 4.3 | Give examples of how to deal with problems                                                                                |
| 5. Understand the purpose of meeting work standards and deadlines                                           | 5.1 | Explain the purpose of meeting work standards and deadlines                                                               |
| 6. Understand the purpose of leaving equipment and the work area ready for the next user                    | 6.1 | Explain the purpose of leaving equipment and the work area ready for the next user                                        |
| 7. Be able to use office equipment                                                                          | 7.1 | Locate and select equipment needed for a task                                                                             |
|                                                                                                             | 7.2 | Use equipment following manufacturer's and organisational guidelines                                                      |
|                                                                                                             | 7.3 | Use equipment minimising waste                                                                                            |
|                                                                                                             | 7.4 | Keep equipment clean and hygienic                                                                                         |
|                                                                                                             | 7.5 | Deal with equipment problems following manufacturer's and organisational procedures                                       |
|                                                                                                             | 7.6 | Refer problems, if required                                                                                               |
|                                                                                                             | 7.7 | Make sure final work product meets agreed requirements                                                                    |

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|  | 7.8 | Make sure that product is delivered to agreed timescale                  |
|  | 7.9 | Make sure equipment, resources and work area are ready for the next user |

## Handle Mail and Book External Services

|                                         |                                                                                                                             |                                                                                                             |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                   | M/601/5123                                                                                                                  |                                                                                                             |
| <b>Level</b>                            | 2                                                                                                                           |                                                                                                             |
| <b>Credit Value</b>                     | 3                                                                                                                           |                                                                                                             |
| <b>Guided Learning (GL)</b>             | 28                                                                                                                          |                                                                                                             |
| <b>Unit Summary</b>                     | This unit will provide the learner with the knowledge and skills to handle mail and messages and to book external services. |                                                                                                             |
| <b>Learning Outcomes (1 to 4)</b>       | <b>Assessment Criteria (1.1 to 4.4)</b>                                                                                     |                                                                                                             |
| <b>The learner will</b>                 | <b>The learner can</b>                                                                                                      |                                                                                                             |
| 1. Be able to handle mail and messages  | 1.1                                                                                                                         | Collect mail and messages                                                                                   |
|                                         | 1.2                                                                                                                         | Sort and distribute mail and messages to the correct person or place                                        |
|                                         | 1.3                                                                                                                         | Deal with mail and messages which have not been collected and distributed in line with workplace procedures |
|                                         | 1.4                                                                                                                         | Make sure that mail and messages are kept secure                                                            |
| 2. Know how to handle mail and messages | 2.1                                                                                                                         | State why it is important to communicate politely and helpfully                                             |
|                                         | 2.2                                                                                                                         | State the legal requirements for handling mail and messages                                                 |
|                                         | 2.3                                                                                                                         | Describe safe and hygienic working practices when handling mail, messages and written communications        |
|                                         | 2.4                                                                                                                         | Describe organisation's procedures for handling and distributing mail and why these are important           |
|                                         | 2.5                                                                                                                         | State why suspicious items should be reported                                                               |

|                                       |     |                                                                                                         |
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|                                       | 2.6 | Explain why written communications should be secured against unauthorised access                        |
|                                       | 2.7 | State what the procedures are for recording delivery and registered mail                                |
|                                       | 2.8 | Outline the types of unexpected situations and problems that may occur and how to deal with these       |
| 3. Be able to book external services  | 3.1 | Identify customer needs and requirements                                                                |
|                                       | 3.2 | Identify organisations correctly and contact them as requested                                          |
|                                       | 3.3 | Book services which meet customer needs                                                                 |
|                                       | 3.4 | Provide customers with accurate details of the booking and of any alternatives                          |
|                                       | 3.5 | Follow organisation's procedures for booking services                                                   |
| 4. Know how to book external services | 4.1 | State the types of services that might be asked to be booked and the procedures that should be followed |
|                                       | 4.2 | State why it is important to give accurate verbal and written information to customers                  |
|                                       | 4.3 | State why confirmation and deposits are required from customers                                         |
|                                       | 4.4 | Outline the types of unexpected situations and problems that may occur and how to deal with these       |

| Learning Outcome – The Learner will:   | Assessment Requirements and Evidence Requirements                                                                   |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1. Be able to handle mail and messages | The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3 and 1.4 by directly observing the learner's work. |

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|                                      | <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>mail</b></p> <ul style="list-style-type: none"> <li>&gt; letters</li> <li>&gt; parcels</li> <li>&gt; registered or courier delivered post</li> <li>&gt; electronic</li> </ul> <p>at least <b>two</b> from <b>messages</b></p> <ul style="list-style-type: none"> <li>&gt; faxes</li> <li>&gt; electronic communication</li> <li>&gt; typed/handwritten memos</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony</p> |
| 3. Be able to book external services | <p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>services</b></p> <ul style="list-style-type: none"> <li>&gt; transport</li> <li>&gt; deliveries</li> <li>&gt; entertainment</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                                                                                                 |

| Provide Reception Services                                                    |                                                                                                                               |                                                                                                                           |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                                         | K/601/2480                                                                                                                    |                                                                                                                           |
| <b>Level</b>                                                                  | 2                                                                                                                             |                                                                                                                           |
| <b>Credit Value</b>                                                           | 3                                                                                                                             |                                                                                                                           |
| <b>Guided Learning (GL)</b>                                                   | 15                                                                                                                            |                                                                                                                           |
| <b>Unit Summary</b>                                                           | This unit will provide the learner with the knowledge and skills to provide reception services and how these can be improved. |                                                                                                                           |
| <b>Learning Outcomes (1 to 4)</b>                                             | <b>Assessment Criteria (1.1 to 4.10)</b>                                                                                      |                                                                                                                           |
| <b>The learner will</b>                                                       | <b>The learner can</b>                                                                                                        |                                                                                                                           |
| 1. Understand the purpose of reception services in a business environment     | 1.1                                                                                                                           | Explain the purpose of the receptionist role as the first point of contact between the public/ client and an organisation |
|                                                                               | 1.2                                                                                                                           | Explain the purpose of presenting a positive image of self and the organisation                                           |
|                                                                               | 1.3                                                                                                                           | Explain how to present a positive image of self and the organisation                                                      |
| 2. Understand the procedures to be followed when providing reception services | 2.1                                                                                                                           | Describe the structure and lines of communication in an organisation                                                      |
|                                                                               | 2.2                                                                                                                           | Explain how the structure in an organisation affects lines of communication                                               |
|                                                                               | 2.3                                                                                                                           | Explain the purpose of entry, departure, security and confidentiality procedures, including own responsibilities          |
|                                                                               | 2.4                                                                                                                           | Explain how to carry out entry, departure, security and confidentiality procedures in a reception area                    |
|                                                                               | 2.5                                                                                                                           | Explain the purpose of health and safety procedures when providing a reception service, including own responsibilities    |

|                                                                            |     |                                                                                                                   |
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|                                                                            | 2.6 | Explain how to carry out health and safety procedures in a reception area                                         |
|                                                                            | 2.7 | Describe the emergency procedures and your role within them                                                       |
|                                                                            | 2.8 | Describe the types of problems that may occur with visitors including conflict and aggression                     |
|                                                                            | 2.9 | Explain ways of dealing with problems and when to refer them to an appropriate colleague                          |
| 3. Understand ways of improving reception services and developing own role | 3.1 | Explain the purpose of suggesting ideas for improving a reception area                                            |
|                                                                            | 3.2 | Explain the purpose of carrying out additional duties, if applicable, and give examples                           |
| 4. Provide a reception service                                             | 4.1 | Present a positive image of self and the organisation                                                             |
|                                                                            | 4.2 | Provide individuals with requested information and other useful information, within guidelines on confidentiality |
|                                                                            | 4.3 | Follow entry and exit security procedures, if required                                                            |
|                                                                            | 4.4 | Follow relevant health and safety procedures                                                                      |
|                                                                            | 4.5 | Deal with problems that may occur, if necessary                                                                   |
|                                                                            | 4.6 | Refer problems, as required                                                                                       |
|                                                                            | 4.7 | Make sure a reception area gives a positive image of the organisation                                             |
|                                                                            | 4.8 | Make suggestions for improving a reception area, as required                                                      |

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|  | 4.9  | Follow organisational procedures in the event of an accident or emergency, as required |
|  | 4.10 | Look for and complete additional task(s) during quiet periods, as required             |

## Store and Retrieve Information

|                                                                                        |                                                                                                                                                                                 |                                                                                                                  |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                                                  | R/601/2490                                                                                                                                                                      |                                                                                                                  |
| <b>Level</b>                                                                           | 2                                                                                                                                                                               |                                                                                                                  |
| <b>Credit Value</b>                                                                    | 3                                                                                                                                                                               |                                                                                                                  |
| <b>Guided Learning (GL)</b>                                                            | 17                                                                                                                                                                              |                                                                                                                  |
| <b>Unit Summary</b>                                                                    | This unit will provide the learner with the knowledge and skills to understand processes and procedures store and retrieve information, including all processes and procedures. |                                                                                                                  |
| <b>Learning Outcomes (1 to 3)</b>                                                      | <b>Assessment Criteria (1.1 to 3.6)</b>                                                                                                                                         |                                                                                                                  |
| <b>The learner will</b>                                                                | <b>The learner can</b>                                                                                                                                                          |                                                                                                                  |
| 1. Understand processes and procedures for storing and retrieving required information | 1.1                                                                                                                                                                             | Explain the purpose of storing and retrieving required information                                               |
|                                                                                        | 1.2                                                                                                                                                                             | Describe different information systems and their main features                                                   |
|                                                                                        | 1.3                                                                                                                                                                             | Explain the purpose of legal and organisational requirements for the security and confidentiality of information |
|                                                                                        | 1.4                                                                                                                                                                             | Explain the purpose of confirming information to be stored and retrieved                                         |
|                                                                                        | 1.5                                                                                                                                                                             | Describe ways of checking information for accuracy                                                               |
|                                                                                        | 1.6                                                                                                                                                                             | Explain the purpose of providing information to agreed format and timescales                                     |
|                                                                                        | 1.7                                                                                                                                                                             | Explain the purpose of providing information to agreed format and timescales                                     |
|                                                                                        | 1.8                                                                                                                                                                             | Describe the types of information that may be deleted                                                            |

|                                    |     |                                                                                                         |
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|                                    | 1.9 | Describe problems that may occur with information systems and how to deal with them, when necessary     |
| 2. Be able to store information    | 2.1 | Identify, confirm and collect information to be stored                                                  |
|                                    | 2.2 | Follow legal and organisational procedures for security and confidentiality of information to be stored |
|                                    | 2.3 | Store information in approved locations                                                                 |
|                                    | 2.4 | Check and update stored information                                                                     |
|                                    | 2.5 | Delete stored information, if required                                                                  |
|                                    | 2.6 | Deal with, or refer problems, if required                                                               |
| 3. Be able to retrieve information | 3.1 | Confirm and identify information to be retrieved                                                        |
|                                    | 3.2 | Follow legal and organisational procedures for security and confidentiality of information              |
|                                    | 3.3 | Locate and retrieve the required information                                                            |
|                                    | 3.4 | Check and update information, if required                                                               |
|                                    | 3.5 | Provide information in the agreed format and timescale                                                  |
|                                    | 3.6 | Deal with, or refer problems if required                                                                |

## Provide Tourism Information Services to Customers

|                                                                             |                                                                                                                                          |                                                                                                          |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                                       | R/601/5129                                                                                                                               |                                                                                                          |
| <b>Level</b>                                                                | 2                                                                                                                                        |                                                                                                          |
| <b>Credit Value</b>                                                         | 5                                                                                                                                        |                                                                                                          |
| <b>Guided Learning (GL)</b>                                                 | 50                                                                                                                                       |                                                                                                          |
| <b>Unit Summary</b>                                                         | This unit will provide the learner with the knowledge and skills to seek tourism information to advise customers on their tourism needs. |                                                                                                          |
| <b>Learning Outcomes (1 to 4)</b>                                           | <b>Assessment Criteria (1.1 to 4.7)</b>                                                                                                  |                                                                                                          |
| <b>The learner will</b>                                                     | <b>The learner can</b>                                                                                                                   |                                                                                                          |
| 1. Be able to work with customers on their tourism information needs        | 1.1                                                                                                                                      | Politely welcome customers                                                                               |
|                                                                             | 1.2                                                                                                                                      | Use open questioning techniques to identify the customer's needs                                         |
|                                                                             | 1.3                                                                                                                                      | Use active listening skills when identifying the customer's needs                                        |
|                                                                             | 1.4                                                                                                                                      | Make clear any areas of uncertainty with the customer if appropriate                                     |
|                                                                             | 1.5                                                                                                                                      | Confirm customer requirements                                                                            |
|                                                                             | 1.6                                                                                                                                      | Ensure that the customer is willing to pay for any external tourism information services, if appropriate |
|                                                                             | 1.7                                                                                                                                      | Focus on the customer's needs while recognising other customers that may be waiting                      |
| 2. Understand how to work with customers on their tourism information needs | 2.1                                                                                                                                      | State why it is important to be helpful and polite                                                       |
|                                                                             | 2.2                                                                                                                                      | Explain when and how to use open question techniques                                                     |

|                                                                      |      |                                                                                                                    |
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|                                                                      | 2.3  | State why using active listening skills is helpful to the customer                                                 |
|                                                                      | 2.4  | State why it is essential to confirm the customer needs                                                            |
|                                                                      | 2.5  | State why it is important to check the customer is happy with the service and how to deal with any dissatisfaction |
|                                                                      | 2.6  | State how to access information and sources                                                                        |
|                                                                      | 2.7  | Describe what tourism information the organisation possesses and where this is recorded                            |
|                                                                      | 2.8  | Describe arrangements organisations can negotiate with tourism organisations                                       |
|                                                                      | 2.9  | State what information is available without charge and what information is available with a charge                 |
|                                                                      | 2.10 | Describe how to organise the customers in manner that ensures all customers will be dealt with effectively         |
|                                                                      |      |                                                                                                                    |
|                                                                      |      |                                                                                                                    |
| 3. Be able to seek tourism information and offer advice to customers | 3.1  | Identify sources that provide the information required by the customer                                             |
|                                                                      | 3.2  | Ensure that the information identified is accurate, current and related to the customer                            |
|                                                                      | 3.3  | Provide relevant information and advice to the customer based on their needs                                       |
|                                                                      | 3.4  | Clearly explain any restrictions with information and or products and services when appropriate                    |
|                                                                      | 3.5  | Office information and advice that best fits the customer needs if several options are available                   |

|                                                                             |     |                                                                                                                                            |
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|                                                                             | 3.6 | Confirm politely with the customer that they have understood the information and advice that has been provided                             |
|                                                                             | 3.7 | Give customers written and/ or printed confirmation of the information they have sought, where appropriate                                 |
|                                                                             | 3.8 | Ensure that the customer is happy with the service provided and politely conclude the customer enquiry                                     |
| 4. Understand how to seek tourism information and offer advice to customers | 4.1 | Describe how to access and use a range of different information sources                                                                    |
|                                                                             | 4.2 | List a range of other external organisations that provide tourism information and how to contact them                                      |
|                                                                             | 4.3 | Describe company procedures with regards to booking fees, liabilities and billing customers                                                |
|                                                                             | 4.4 | Describe how to effectively structure advice and what limitations there are to the advice provided                                         |
|                                                                             | 4.5 | State the relevant parts of the disability discrimination legislation and its implications when giving advice and information to customers |
|                                                                             | 4.6 | State the methods available for providing written or printed information to customers                                                      |
|                                                                             | 4.7 | Describe methods for politely concluding customer interactions                                                                             |

| <b>Learning Outcome – The Learner will:</b> | <b>Assessment Requirements and Evidence Requirements</b>                                                            |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1. Be able to work with customers on their  | The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work. |

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| <p>tourism information needs</p>                                            | <p>The assessor may assess assessment criteria 1.4, 1.6 and 1.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>three</b> from <b>information sources</b></p> <ul style="list-style-type: none"> <li>&gt; electronic sources</li> <li>&gt; brochures</li> <li>&gt; directories</li> <li>&gt; timetables</li> <li>&gt; maps</li> <li>&gt; guidebooks</li> <li>&gt; external organisations</li> <li>&gt; leaflets</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| <p>3. Be able to seek tourism information and offer advice to customers</p> | <p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 3.6, 3.7 and 3.8 through questioning or witness testimony if no naturally occurring evidence is available.</p>                                                                                                                                                                                                                                                                                                                                                                                                         |

## Cleaning and Servicing a Range of Housekeeping Areas

|                                                                  |                                                                                                                                                                  |                                                                           |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <b>Unit Reference</b>                                            | J/601/5015                                                                                                                                                       |                                                                           |
| <b>Level</b>                                                     | 2                                                                                                                                                                |                                                                           |
| <b>Credit Value</b>                                              | 3                                                                                                                                                                |                                                                           |
| <b>Guided Learning (GL)</b>                                      | 28                                                                                                                                                               |                                                                           |
| <b>Unit Summary</b>                                              | This unit will provide the learner with the knowledge and skills to clean and service a range of housekeeping areas. It will also include the disposal of waste. |                                                                           |
| <b>Learning Outcomes (1 to 6)</b>                                | <b>Assessment Criteria (1.1 to 6.3)</b>                                                                                                                          |                                                                           |
| <b>The learner will</b>                                          | <b>The learner can</b>                                                                                                                                           |                                                                           |
| 1. Be able to clean and service toilet and bathroom areas        | 1.1                                                                                                                                                              | Prepare bathroom and toilet areas for cleaning                            |
|                                                                  | 1.2                                                                                                                                                              | Choose the correct cleaning equipment and materials                       |
|                                                                  | 1.3                                                                                                                                                              | Clean toilets and surrounding areas correctly                             |
|                                                                  | 1.4                                                                                                                                                              | Clean bathroom appliances and surrounding areas correctly                 |
|                                                                  | 1.5                                                                                                                                                              | Clean floors, walls, mirrors and other areas following correct procedures |
|                                                                  | 1.6                                                                                                                                                              | Identify and report anything that needs maintenance or repair             |
|                                                                  | 1.7                                                                                                                                                              | Complete and pass on any records of work, when required                   |
|                                                                  | 1.8                                                                                                                                                              | Carry out a final check of the area to ensure customer satisfaction       |
| 2. Understand how to clean and service toilet and bathroom areas | 2.1                                                                                                                                                              | Describe what to do if customers are present when cleaning rooms          |

|                                                 |     |                                                                                                                            |
|-------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------|
|                                                 | 2.2 | Explain why it is important to prepare the area and yourself before cleaning and disposing of waste                        |
|                                                 | 2.3 | Give examples of the types of items in bathrooms and bedrooms that may need maintenance and repair                         |
|                                                 | 2.4 | Explain why it is important to report items needing repair and who to report them to                                       |
|                                                 | 2.5 | Identify the types of records that should be kept in relation to cleaning                                                  |
|                                                 | 2.6 | Identify why work areas need to be inspected on completion                                                                 |
|                                                 | 2.7 | State organisational standards for cleaning toilets and bathroom areas                                                     |
|                                                 | 2.8 | State when hazard signs are sometimes needed in preparing the work areas                                                   |
|                                                 | 2.9 | State what materials and equipment are used for cleaning different areas of the bathroom and how to choose the correct one |
|                                                 |     |                                                                                                                            |
| 3. Be able to clean and service furnished areas | 3.1 | Prepare furnished areas for cleaning                                                                                       |
|                                                 | 3.2 | Choose the correct cleaning equipment and materials for each part of the area                                              |
|                                                 | 3.3 | Clean the floor covering according to workplace procedures                                                                 |
|                                                 | 3.4 | Clean the furniture according to workplace procedures                                                                      |
|                                                 | 3.5 | Clean mirrors, wall covering and any other surfaces and leave the whole area tidy                                          |
|                                                 | 3.6 | Identify and report anything that needs maintenance or repair                                                              |

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|                                                        | 3.7 | Complete and pass on any records of work correctly                                                                          |
|                                                        | 3.8 | Carry out a final check of the area to make sure it will satisfy the customer                                               |
| 4. Understand how to clean and service furnished areas | 4.1 | State organisational standards for cleaning in furnished areas                                                              |
|                                                        | 4.2 | Describe safe lifting and carrying techniques and why these should always be used                                           |
|                                                        | 4.3 | State what materials and equipment are used for cleaning different furnished areas and how to choose the correct one        |
|                                                        | 4.4 | Explain why certain areas need to be kept secure from unauthorised access                                                   |
|                                                        | 4.5 | Describe the types of unexpected situations that may happen when cleaning furnished areas and how to deal with these        |
| 5. Be able to dispose of waste                         | 5.1 | Wear appropriate standards for cleaning in furnished areas                                                                  |
|                                                        | 5.2 | Prepare the waste for dispatch making sure it is handled carefully                                                          |
|                                                        | 5.3 | Sanitise waste containers following workplace procedures                                                                    |
| 6. Know how to dispose of waste                        | 6.1 | Describe how to identify different sorts of waste and how different sorts of waste should be disposed of                    |
|                                                        | 6.2 | State what materials and equipment are used for waste disposal                                                              |
|                                                        | 6.3 | Describe the types of problems and unexpected situations that may happen when disposing of waste and how to deal with these |

| Learning Outcome -<br>The Learner will:                   | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 1. Be able to clean and service toilet and bathroom areas | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.5 and 1.8 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 1.6 and 1.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>preparations</b></p> <ul style="list-style-type: none"> <li>&gt; use of protective clothing</li> <li>&gt; put up hazard warning signs</li> <li>&gt; protect surrounding areas</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>            |
| 3. Be able to clean and service furnished areas           | <p>The assessor <b>must</b> assess assessment criteria 3.1-3.5 and 3.8 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 3.6 and 3.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>preparations</b></p> <ul style="list-style-type: none"> <li>&gt; use of protective clothing</li> <li>&gt; put up hazard warning signs</li> <li>&gt; protect vulnerable surrounding areas</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 5. Be able to dispose of waste                            | <p>The assessor <b>must</b> assess assessment criteria 5.1-5.3 by directly observing the learner's work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  | <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>waste</b></p> <ul style="list-style-type: none"><li>&gt; hazardous waste</li><li>&gt; non-hazardous waste</li></ul> <p>at least <b>two</b> from <b>collection methods</b></p> <ul style="list-style-type: none"><li>&gt; external collection</li><li>&gt; incineration/compression</li><li>&gt; recycling</li></ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
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## Use of different Chemicals and Equipment in Housekeeping

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| <b>Unit Reference</b>                               | D/601/5005                                                                                                                                                 |                                                                                                     |
| <b>Level</b>                                        | 2                                                                                                                                                          |                                                                                                     |
| <b>Credit Value</b>                                 | 4                                                                                                                                                          |                                                                                                     |
| <b>Guided Learning (GL)</b>                         | 33                                                                                                                                                         |                                                                                                     |
| <b>Unit Summary</b>                                 | This unit will provide the learner with the knowledge and skills to work with different chemicals. Learners will also use manual and electrical equipment. |                                                                                                     |
| <b>Learning Outcomes (1 to 6)</b>                   | <b>Assessment Criteria (1.1 to 6.6)</b>                                                                                                                    |                                                                                                     |
| <b>The learner will</b>                             | <b>The learner can</b>                                                                                                                                     |                                                                                                     |
| 1. Be able to work using different chemicals        | 1.1                                                                                                                                                        | Choose correct chemicals for areas going to be cleaned                                              |
|                                                     | 1.2                                                                                                                                                        | Wear appropriate protective clothing                                                                |
|                                                     | 1.3                                                                                                                                                        | Prepare and use chemicals in line with the manufacturers' instructions, using the correct equipment |
|                                                     | 1.4                                                                                                                                                        | Store chemicals securely                                                                            |
|                                                     | 1.5                                                                                                                                                        | Complete relevant documentation in line with organisational procedures                              |
| 2. Understand how to work using different chemicals | 2.1                                                                                                                                                        | State the basic legal requirements relating to safe working practices when using cleaning chemicals |
|                                                     | 2.2                                                                                                                                                        | Describe the warning signs used on cleaning chemical containers and what they mean                  |
|                                                     | 2.3                                                                                                                                                        | State how to select appropriate chemicals for a full range of cleaning jobs                         |
|                                                     | 2.4                                                                                                                                                        | State why it is important to wear protective clothing when using chemicals                          |

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|                                                  | 2.5  | State why it is important to follow manufacturers' instructions for cleaning chemicals                                                |
|                                                  | 2.6  | Explain why it is dangerous to mix certain types of chemicals together                                                                |
|                                                  | 2.7  | State what might happen if relevant legal requirements for this sort of work are not followed                                         |
|                                                  | 2.8  | State why work routines and sequences need to be followed                                                                             |
|                                                  | 2.9  | Describe what precautions should be made to the work area before using chemicals                                                      |
|                                                  | 2.10 | State documents that should be completed when using chemicals                                                                         |
|                                                  | 2.11 | Outline the types of problems and unexpected situations that may happen when preparing and using chemicals and how to deal with these |
| 3. Be able to work using manual equipment        | 3.1  | Choose correct equipment for areas going to be cleaned                                                                                |
|                                                  | 3.2  | Prepare areas for cleaning                                                                                                            |
|                                                  | 3.3  | Use equipment safely, correctly and where appropriate using correct chemicals                                                         |
|                                                  | 3.4  | Leave areas clean and tidy and free from debris                                                                                       |
|                                                  | 3.5  | Store equipment in line with organisational procedures                                                                                |
| 4. Understand how to work using manual equipment | 4.1  | State the basic legal requirements relating to safe working practices when using manual cleaning equipment                            |

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|                                                | 4.2 | Explain how to choose manual cleaning equipment for the types of cleaning to be carried out                                                           |
|                                                | 4.3 | State why it is important to follow manufacturers' instructions for manual equipment                                                                  |
|                                                | 4.4 | State why the equipment should be cleaned and stored correctly after use                                                                              |
|                                                | 4.5 | Outline the types of problems and unexpected situations that may happen when preparing and using manual cleaning equipment and how to deal with these |
| 5. Be able to work using electrical equipment  | 5.1 | Choose the correct equipment and chemicals for the area to be cleaned                                                                                 |
|                                                | 5.2 | Check that equipment is safe to use                                                                                                                   |
|                                                | 5.3 | Select and use correct attachments for equipment                                                                                                      |
|                                                | 5.4 | Use equipment attachments and chemicals in line with manufacturers' instructions                                                                      |
|                                                | 5.5 | Store equipment and attachments correctly and in line with the manufacturers' instructions                                                            |
| 6. Know how to work using electrical equipment | 6.1 | State current relevant legislation relating to safe working practices when using cleaning chemicals and electrical equipment                          |
|                                                | 6.2 | State the main dangers when using electrical equipment and how to avoid these                                                                         |
|                                                | 6.3 | Describe safe handling and lifting techniques                                                                                                         |

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|  | 6.4 | State why safe carrying and lifting techniques should be used                                                                                              |
|  | 6.5 | State what factors need to be taken into account when using electrical equipment                                                                           |
|  | 6.6 | Describe the types of problems and unexpected situations that may happen when preparing and using electrical cleaning equipment and how to deal with these |

| Learning Outcome - The Learner will:         | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to work using different chemicals | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>three</b> from <b>chemicals</b></p> <ul style="list-style-type: none"> <li>&gt; multi-surface cleaner</li> <li>&gt; toilet cleaner</li> <li>&gt; glass cleaner</li> <li>&gt; air freshener</li> <li>&gt; polish</li> <li>&gt; sanitizer</li> <li>&gt; other</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 3. Be able to work using manual equipment    | <p>The assessor <b>must</b> assess assessment criteria 3.1-3.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>five</b> from <b>equipment</b></p> <ul style="list-style-type: none"> <li>&gt; mop systems for wet use</li> <li>&gt; mop systems for dry use</li> <li>&gt; colour-coded cloths</li> <li>&gt; duster</li> </ul>                                                                                                                                                                         |

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|                                               | <ul style="list-style-type: none"> <li>&gt; bucket</li> <li>&gt; sponge/non-abrasive pad</li> <li>&gt; brushes</li> <li>&gt; dustpan</li> <li>&gt; abrasive pad</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 5. Be able to work using electrical equipment | <p>The assessor <b>must</b> assess assessment criteria 5.1-5.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>equipment</b></p> <ul style="list-style-type: none"> <li>&gt; vacuum cleaners</li> <li>&gt; suction dryers</li> <li>&gt; polishers/burnishers</li> <li>&gt; scrubbers</li> <li>&gt; spray extractors</li> </ul> <p>at least <b>two</b> from <b>attachments</b></p> <ul style="list-style-type: none"> <li>&gt; hard/soft floor attachments</li> <li>&gt; upholstery attachments</li> <li>&gt; brushes/pads</li> <li>&gt; crevice tools</li> <li>&gt; spray extractors/nozzles</li> <li>&gt; hoses</li> </ul> <p>at least <b>two</b> from <b>chemicals</b></p> <ul style="list-style-type: none"> <li>&gt; carpet shampoo</li> <li>&gt; foam inhibitor</li> <li>&gt; spray polish</li> <li>&gt; floor maintainer</li> <li>&gt; floor stripper</li> <li>&gt; degreasers</li> <li>&gt; greasy stain removers</li> <li>&gt; non-greasy stain removers</li> <li>&gt; cleaning granules</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

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|  | <p>For this unit, the assessor is only required to collect supplementary evidence for:</p> |
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|  | <ul style="list-style-type: none"><li>&gt; two from equipment</li><li>&gt; three from attachments</li><li>&gt; three from chemicals</li></ul> |
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## Maintain Housekeeping Supplies

|                                                              |                                                                                                                                                                   |                                                                                                                  |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                        | D/601/5036                                                                                                                                                        |                                                                                                                  |
| <b>Level</b>                                                 | 2                                                                                                                                                                 |                                                                                                                  |
| <b>Credit Value</b>                                          | 3                                                                                                                                                                 |                                                                                                                  |
| <b>Guided Learning (GL)</b>                                  | 24                                                                                                                                                                |                                                                                                                  |
| <b>Unit Summary</b>                                          | This unit will provide the learner with the knowledge and skills to receive and check housekeeping supplies along with storing and issuing housekeeping supplies. |                                                                                                                  |
| <b>Learning Outcomes (1 to 4)</b>                            | <b>Assessment Criteria (1.1 to 4.10)</b>                                                                                                                          |                                                                                                                  |
| <b>The learner will</b>                                      | <b>The learner can</b>                                                                                                                                            |                                                                                                                  |
| 1. Be able to receive and check housekeeping supplies        | 1.1                                                                                                                                                               | Receive deliveries of housekeeping supplies and check that they are not damaged and are within their use-by-date |
|                                                              | 1.2                                                                                                                                                               | Make sure that deliveries match orders and delivery notes                                                        |
|                                                              | 1.3                                                                                                                                                               | Complete delivery documents accurately                                                                           |
|                                                              | 1.4                                                                                                                                                               | Handle and move housekeeping supplies to storage areas safely and without damaging or losing any supplies        |
|                                                              | 1.5                                                                                                                                                               | Keep receiving areas clean, tidy, hygienic and secure                                                            |
| 2. Understand how to receive and check housekeeping supplies | 2.1                                                                                                                                                               | State the basic legal requirements relating to safe working practices when handling housekeeping supplies        |
|                                                              | 2.2                                                                                                                                                               | State why damaged goods should not be accepted and what to do if they are delivered                              |
|                                                              | 2.3                                                                                                                                                               | Describe safe lifting and handling techniques and why they are important                                         |

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|                                                            | 2.4 | State why it is important to keep receiving areas clean and tidy                                              |
|                                                            | 2.5 | State why receiving areas need to be secure from unauthorised access                                          |
|                                                            | 2.6 | State what procedures to follow when discrepancies in deliveries/ delivery documentations has been identified |
|                                                            | 2.7 | State what procedures to follow to handle and transport goods safely to storage areas                         |
| 3. Be able to store and issue housekeeping supplies        | 3.1 | Store housekeeping supplies under the correct storage conditions                                              |
|                                                            | 3.2 | Issue housekeeping supplies ensuring that they are handled in line with manufacturers' instructions           |
|                                                            | 3.3 | Follow stock rotation and issuing procedures                                                                  |
|                                                            | 3.4 | Report low levels of housekeeping supplies to the appropriate members of staff                                |
|                                                            | 3.5 | Keep storage areas clean, tidy and hygienic, reporting signs of pest infestations immediately                 |
|                                                            | 3.6 | Secure storage areas against unauthorised access                                                              |
|                                                            | 3.7 | Refer all tasks outside own area of responsibility to the appropriate member of staff                         |
| 4. Understand how to store and issue housekeeping supplies | 4.1 | State why storage conditions are important and what effect they have on housekeeping supplies                 |
|                                                            | 4.2 | State what procedures to follow to correctly and safely store goods                                           |

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|  | 4.3  | State why it is important to store housekeeping supplies under the correct conditions                                 |
|  | 4.4  | State why storage areas need to be secure from unauthorised access                                                    |
|  | 4.5  | Describe what procedures to follow to proof storage areas from pest infestation                                       |
|  | 4.6  | State why a constant stock of housekeeping supplies should be maintained                                              |
|  | 4.7  | State what the minimum and maximum stock levels are                                                                   |
|  | 4.8  | State why it is important to maintain accurate and complete records of items received, stored and issued              |
|  | 4.9  | State why it is important to separate different kinds of stock, for example food and chemicals                        |
|  | 4.10 | Outline the types of problems and unexpected situations that may happen when storing goods and how to deal with these |

| Learning Outcome – The Learner will:                  | Assessment Criteria                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 1. Be able to receive and check housekeeping supplies | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>deliveries</b></p> <ul style="list-style-type: none"> <li>&gt; external suppliers</li> <li>&gt; internal suppliers</li> </ul> <p>at least <b>two</b> from <b>housekeeping supplies</b></p> |

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|                                                     | <ul style="list-style-type: none"> <li>&gt; equipment</li> <li>&gt; materials</li> <li>&gt; customer supplies</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3. Be able to store and issue housekeeping supplies | <p>The assessor <b>must</b> assess assessment criteria 3.1-1.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 3.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>housekeeping supplies</b></p> <ul style="list-style-type: none"> <li>&gt; equipment</li> <li>&gt; materials</li> <li>&gt; customer supplies</li> </ul> <p>at least <b>three</b> from <b>storage conditions</b></p> <ul style="list-style-type: none"> <li>&gt; lighting</li> <li>&gt; ventilation</li> <li>&gt; temperature</li> <li>&gt; cleanliness</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

## Clean, Maintain and Protect Semi-hard and Hard Floors

|                                                                 |                                                                                                                         |                                                                                                               |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                           | D/600/6336                                                                                                              |                                                                                                               |
| <b>Level</b>                                                    | 2                                                                                                                       |                                                                                                               |
| <b>Credit Value</b>                                             | 4                                                                                                                       |                                                                                                               |
| <b>Guided Learning (GL)</b>                                     | 23                                                                                                                      |                                                                                                               |
| <b>Unit Summary</b>                                             | This unit will provide the learner with the knowledge and skills to clean, treat and protect semi-hard and hard floors. |                                                                                                               |
| <b>Learning Outcomes (1 to 7)</b>                               | <b>Assessment Criteria (1.1 to 7.6)</b>                                                                                 |                                                                                                               |
| <b>The learner will</b>                                         | <b>The learner can</b>                                                                                                  |                                                                                                               |
| 1. Understand how to prepare to clean semi-hard and hard floors | 1.1                                                                                                                     | State types of semi-hard and hard floors                                                                      |
|                                                                 | 1.2                                                                                                                     | Explain the process for preparing to clean hard floors                                                        |
|                                                                 | 1.3                                                                                                                     | State the importance of maintaining personal hygiene when cleaning                                            |
|                                                                 | 1.4                                                                                                                     | State the importance of removing personal items and where these should be stored                              |
|                                                                 | 1.5                                                                                                                     | State the importance of wearing appropriate personal protective equipment and for others to see it being worn |
|                                                                 | 1.6                                                                                                                     | State the importance of checking health and safety instructions against organisational requirements           |
|                                                                 | 1.7                                                                                                                     | Explain why it is important to follow the checks and restrictions for use of deep cleaning equipment          |
|                                                                 | 1.8                                                                                                                     | State what could happen if the right safety measures are not taken                                            |
|                                                                 | 1.9                                                                                                                     | State the importance of colour coding                                                                         |

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|                                                        | 1.10 | State factors which would affect how to clean a semi-hard or hard floor                                                            |
| 2. Understand how to clean semi-hard and hard floors   | 2.1  | State the importance of removing large items of debris by hand before beginning cleaning                                           |
|                                                        | 2.2  | Describe the safe handling techniques which should be used for removing large items of debris                                      |
|                                                        | 2.3  | State methods for removing debris                                                                                                  |
|                                                        | 2.4  | Explain how to select a method for removing loose dust and debris                                                                  |
|                                                        | 2.5  | State which containers to put dust and debris into                                                                                 |
|                                                        | 2.6  | Describe how different types of spillages can be identified                                                                        |
|                                                        | 2.7  | Describe the importance of reporting body fluids and spillages that you cannot identify                                            |
|                                                        | 2.8  | Give reasons why body fluids or spillages that are unidentified should not be cleaned until instructions to do so have been issued |
|                                                        | 2.9  | State methods that could be used to remove spillages                                                                               |
|                                                        | 2.10 | Explain how to select a method to clean up spillages                                                                               |
|                                                        | 2.11 | State the importance of disposing of unused cleaning solutions correctly                                                           |
| 3. Understand how to treat semi-hard and hard flooring | 3.1  | State methods of treatment for semi-hard and hard floors and the most effective and economical to use for the task                 |
|                                                        | 3.2  | Explain how to select the most appropriate place to carry out test cleans                                                          |

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|                                                           | 3.3 | Explain why test cleans should be carried out before applying treatments                                                                                                                     |
|                                                           | 3.4 | Describe the circumstances under which equipment and surfaces should be pre-treated                                                                                                          |
|                                                           | 3.5 | Explain why treatments should be applied evenly                                                                                                                                              |
|                                                           | 3.6 | State the importance of reporting any stains that cannot be removed                                                                                                                          |
|                                                           | 3.7 | State the importance of leaving the floor: <ul style="list-style-type: none"> <li>&gt; Neutralised</li> <li>&gt; Free of ground in soil</li> <li>&gt; Free or protective coatings</li> </ul> |
| 4. Understand how to protect hard floors                  | 4.1 | State the range of protective coatings available                                                                                                                                             |
|                                                           | 4.2 | Describe how to select an appropriate protective coating                                                                                                                                     |
|                                                           | 4.3 | Explain how to decide on the number of protective coatings which should be applied                                                                                                           |
|                                                           | 4.4 | State the importance of applying the coating and burnishing evenly                                                                                                                           |
|                                                           | 4.5 | Describe the correct method of disposing of unused protective coatings                                                                                                                       |
|                                                           | 4.6 | State the importance of putting things back as you found them when cleaning is complete                                                                                                      |
| 5. Be able to prepare to clean semi- hard and hard floors | 5.1 | Prepare the work area and equipment so that the task can be completed efficiently, correctly and safely                                                                                      |
|                                                           | 5.2 | Select the appropriate personal protective equipment for use when cleaning floors                                                                                                            |

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|                                               | 5.3 | Select the correct equipment for the work area and the most effective treatment to use                                                                                                                |
|                                               | 5.4 | Report damaged and deteriorated floor surfaces that may require restoration                                                                                                                           |
|                                               | 5.5 | Identify and note any factors that may affect how the floor is cleaned                                                                                                                                |
|                                               | 5.6 | Identify any additional requirements that need to be applied other than supervisors instructions                                                                                                      |
|                                               | 5.7 | Ventilate the area during cleaning                                                                                                                                                                    |
| 6. Be able to clean semi-hard and hard floors | 6.1 | Remove large items of debris and loose dust carefully and safely without causing it to spread                                                                                                         |
|                                               | 6.2 | Report any bodily fluid or spillages that cannot be identified according to organisational requirements                                                                                               |
|                                               | 6.3 | Select a method for clearing up spillages that is correct for: <ul style="list-style-type: none"> <li>&gt; The floor</li> <li>&gt; The size of spillage</li> <li>&gt; The type of spillage</li> </ul> |
|                                               | 6.4 | Select equipment and cleaning agents that are right for the floor taking into account the amount of ground-in soil                                                                                    |
|                                               | 6.5 | Soften ground-in soil and stains before attempting to remove them                                                                                                                                     |
|                                               | 6.6 | Conduct a test clean in an area where marks are least likely to be noticed                                                                                                                            |
|                                               | 6.7 | Apply the treatment safely according to manufacturer's instructions without over wetting or damaging the surface                                                                                      |
|                                               | 6.8 | Report stains that cannot be removed                                                                                                                                                                  |

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|                                   | 6.9 | Dispose of unused cleaning treatments and waste products in line with organisational requirements                             |
| 7. Be able to protect hard floors | 7.1 | Select an appropriate protective coating and equipment for the floor surface                                                  |
|                                   | 7.2 | Apply the correct number of protective coatings evenly and systematically to the floor, following manufacturer's instructions |
|                                   | 7.3 | Leave the floor dry and free of dust                                                                                          |
|                                   | 7.4 | Dispose of unused materials correctly and return items to the correct place                                                   |
|                                   | 7.5 | Dispose of waste correctly                                                                                                    |
|                                   | 7.6 | Reinstate the work area                                                                                                       |

## Clean and Maintain Soft Floors and Furnishings

|                                                                   |                                                                                                                         |                                                                                                                   |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                             | H/600/6337                                                                                                              |                                                                                                                   |
| <b>Level</b>                                                      | 2                                                                                                                       |                                                                                                                   |
| <b>Credit Value</b>                                               | 4                                                                                                                       |                                                                                                                   |
| <b>Guided Learning (GL)</b>                                       | 21                                                                                                                      |                                                                                                                   |
| <b>Unit Summary</b>                                               | This unit will provide the learner with the knowledge and skills to clean, treat and protect semi-soft and soft floors. |                                                                                                                   |
| <b>Learning Outcomes (1 to 4)</b>                                 | <b>Assessment Criteria (1.1 to 4.10)</b>                                                                                |                                                                                                                   |
| <b>The learner will</b>                                           | <b>The learner can</b>                                                                                                  |                                                                                                                   |
| 1. Understand how to prepare to clean soft floors and furnishings | 1.1                                                                                                                     | Describe the importance of having an up-to-date cleaning specification and from where it can be obtained          |
|                                                                   | 1.2                                                                                                                     | State the importance of maintain personal hygiene when cleaning                                                   |
|                                                                   | 1.3                                                                                                                     | State the importance of removing personal items and where these should be stored                                  |
|                                                                   | 1.4                                                                                                                     | State the importance of wearing the appropriate personal protective equipment and for others to see it being worn |
|                                                                   | 1.5                                                                                                                     | State the importance of checking health and safety instructions against organisational requirements               |
|                                                                   | 1.6                                                                                                                     | Explain why it is important to follow the checks and restrictions for use of deep cleaning equipment              |
|                                                                   | 1.7                                                                                                                     | Describe how to assess that the material is suitable for the planned treatment                                    |

|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>2. Understand how to maintain soft floors and furnishings</p>     | <p>2.1 State the importance of removing superficial dust and debris before commencing the cleaning process and how this is done</p> <p>2.2 Describe the best methods and materials for carrying out deep cleaning, identifying possible alternatives</p> <p>2.3 Describe methods of softening ground-in soiling and stains and how to identify when the material is soft enough</p> <p>2.4 Explain why test cleaning should be carried out before applying treatments</p> <p>2.5 Explain why test cleans should be carried out before applying treatments</p> <p>2.6 Describe the circumstances in which equipment and surfaces should be pre-treated</p> <p>2.7 Explain why treatments should be applied evenly</p> <p>2.8 Describe how to clean methodically to reduce dust spreading</p> <p>2.9 State ways to avoid damaging surfaces and the possible results of any damage</p> <p>2.10 State the importance of taking precautions in cleaning unsecured items such as rugs</p> <p>2.11 State the possible dangers of working at heights and how to do safely</p> <p>2.12 Describe the importance of removing any excess moisture from the area which has been cleaned</p> |
| <p>3. Be able to prepare to maintain soft floors and furnishings</p> | <p>3.1 Prepare the work area and equipment so that the task can be completed efficiently and safely</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                                    | 3.2 | Examine the material to make sure it is suitable for the planned treatment given the: <ul style="list-style-type: none"> <li>&gt; Type of soiling</li> <li>&gt; Position</li> <li>&gt; Amount of soiling</li> </ul> |
|                                                    | 3.3 | Identify whether the material is colourfast and shrink resistant                                                                                                                                                    |
|                                                    | 3.4 | Identify and report damaged and deteriorated surfaces that may require restoration                                                                                                                                  |
|                                                    | 3.5 | Identify and note any factors that may affect how the material is cleaned                                                                                                                                           |
|                                                    | 3.6 | Identify any additional requirements that need to be applied other than supervisors instructions                                                                                                                    |
|                                                    | 3.7 | Identify and move any portable objects that may hinder working                                                                                                                                                      |
|                                                    | 3.8 | Ventilate the area during deep cleaning                                                                                                                                                                             |
|                                                    |     |                                                                                                                                                                                                                     |
| 4. Be able to maintain soft floors and furnishings | 4.1 | Remove loose dust and debris before applying the cleaning agent                                                                                                                                                     |
|                                                    | 4.2 | Soften ground-in soil and stains before attempting to remove them                                                                                                                                                   |
|                                                    | 4.3 | Conduct a test clean in an area where marks are least likely to be noticed                                                                                                                                          |
|                                                    | 4.4 | Apply the treatment safely according to manufacturer's instructions without over wetting or damaging the material                                                                                                   |
|                                                    | 4.5 | Assess the treated area and apply more treatment to remove stains safely where necessary                                                                                                                            |
|                                                    | 4.6 | Leave surfaces with an even appearance when work is completed                                                                                                                                                       |

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|  | 4.7  | Leave the material free of excess moisture and ground-in soil when work is completed |
|  | 4.8  | Dispose of waste correctly                                                           |
|  | 4.9  | Reinstate the work area                                                              |
|  | 4.10 | Report stains that cannot be removed                                                 |

| Providing a Linen Service                    |                                                                                                                                   |                                                                                                    |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                        | H/601/5037                                                                                                                        |                                                                                                    |
| <b>Level</b>                                 | 2                                                                                                                                 |                                                                                                    |
| <b>Credit Value</b>                          | 3                                                                                                                                 |                                                                                                    |
| <b>Guided Learning (GL)</b>                  | 25                                                                                                                                |                                                                                                    |
| <b>Unit Summary</b>                          | This unit will provide the learner with the knowledge and skills to receive and check linen along with storing and issuing linen. |                                                                                                    |
| <b>Learning Outcomes (1 to 4)</b>            | <b>Assessment Criteria (1.1 to 4.9)</b>                                                                                           |                                                                                                    |
| <b>The learner will</b>                      | <b>The learner can</b>                                                                                                            |                                                                                                    |
| 1. Be able to receive and check linen        | 1.1                                                                                                                               | Match deliveries of linen supplies with orders and delivery notes                                  |
|                                              | 1.2                                                                                                                               | Complete delivery documentation accurately                                                         |
|                                              | 1.3                                                                                                                               | Report discrepancies with deliveries to the appropriate person                                     |
|                                              | 1.4                                                                                                                               | Move clean linen safely to the storage area                                                        |
|                                              | 1.5                                                                                                                               | Check linen meets presentation requirements and report any discrepancies to the appropriate person |
|                                              | 1.6                                                                                                                               | Keep receiving areas clean, tidy, hygienic and secure                                              |
| 2. Understand how to receive and check linen | 2.1                                                                                                                               | State current legislation relating to safe working practices when handling and storing linen       |
|                                              | 2.2                                                                                                                               | State why damaged goods should not be accepted                                                     |

|                                                  |     |                                                                                                                |
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|                                                  | 2.3 | State what procedures to follow if the amount delivered does not match orders and delivery notes               |
|                                                  | 2.4 | Describe what procedures to follow if the linen delivered does not meet the required standards of presentation |
|                                                  | 2.5 | Describe what to do if bed bugs or other infestations are spotted in clean linen                               |
|                                                  | 2.6 | State why receiving areas should be kept clean, tidy and free from rubbish                                     |
|                                                  | 2.7 | State why linen received should be checked it is correctly folded                                              |
| 3. Be able to store and issue clean linen        | 3.1 | Store linen supplies under the correct conditions                                                              |
|                                                  | 3.2 | Follow stock rotation procedures                                                                               |
|                                                  | 3.3 | Issue correct type and quantity of linen to staff                                                              |
|                                                  | 3.4 | Keep accurate and complete records of items received, stored and issued                                        |
|                                                  | 3.5 | Report signs of missing stock immediately                                                                      |
|                                                  | 3.6 | Keep storage areas clean, dry and secure                                                                       |
|                                                  | 3.7 | Report any signs of pest infestations immediately                                                              |
| 4. Understand how to store and issue clean linen | 4.1 | Explain why storage conditions are important and what effects they have on linen items in storage              |
|                                                  | 4.2 | Describe what procedures should be followed to store linen                                                     |
|                                                  | 4.3 | Explain why stock rotation procedures are important                                                            |

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|  | 4.4 | State what procedures should be followed to issue linen items to staff                              |
|  | 4.5 | Describe why accurate records of clean linen items received, stored and issued should be maintained |
|  | 4.6 | State why it is important to secure linen stores against unauthorised                               |
|  | 4.7 | State what procedures should be followed to make sure pest infestation does not occur               |
|  | 4.8 | Describe what to do if pest infestation is identified                                               |
|  | 4.9 | Describe the types of problems that may happen when storing linen and how to deal with these        |

| <b>Learning Outcome - The Learner will:</b> | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to receive and check linen       | <p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.4, 1.5 and 1.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.3 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>deliveries</b></p> <ul style="list-style-type: none"> <li>&gt; internal linen supply</li> <li>&gt; external linen supply</li> </ul> <p>at least <b>three</b> from <b>presentation requirements</b></p> <ul style="list-style-type: none"> <li>&gt; clean</li> <li>&gt; free from stains</li> <li>&gt; free from fabric damage</li> <li>&gt; folded correctly</li> </ul> |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                           | Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 3. Be able to store and issue clean linen | <p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.6 and 3.7 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>three</b> from <b>conditions</b></p> <ul style="list-style-type: none"><li>&gt; lighting</li><li>&gt; ventilation</li><li>&gt; temperature</li><li>&gt; cleanliness</li></ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

## Carry out Periodic Room Servicing and Deep Cleaning

|                                                        |                                                                                                                          |                                                                                                              |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                  | K/601/5010                                                                                                               |                                                                                                              |
| <b>Level</b>                                           | 2                                                                                                                        |                                                                                                              |
| <b>Credit Value</b>                                    | 3                                                                                                                        |                                                                                                              |
| <b>Guided Learning (GL)</b>                            | 27                                                                                                                       |                                                                                                              |
| <b>Unit Summary</b>                                    | This unit will provide the learner with the knowledge and skills to carry out periodic room servicing and deep cleaning. |                                                                                                              |
| <b>Learning Outcomes (1 to 4)</b>                      | <b>Assessment Criteria (1.1 to 4.4)</b>                                                                                  |                                                                                                              |
| <b>The learner will</b>                                | <b>The learner can</b>                                                                                                   |                                                                                                              |
| 1. Be able to carry out periodic room servicing        | 1.1                                                                                                                      | Make sure necessary information about the schedule and requirements for periodic room servicing is available |
|                                                        | 1.2                                                                                                                      | Obtain the necessary stock to replace items in the room                                                      |
|                                                        | 1.3                                                                                                                      | Carry out the required periodic room servicing                                                               |
|                                                        | 1.4                                                                                                                      | Leave the room in the required condition                                                                     |
|                                                        | 1.5                                                                                                                      | Follow the correct procedures for items that have been replaced                                              |
|                                                        | 1.6                                                                                                                      | Identify and report anything that needs specialist maintenance                                               |
| 2. Understand how to carry out periodic room servicing | 2.1                                                                                                                      | Outline the schedule for periodic room servicing and deep clean in organisation                              |
|                                                        | 2.2                                                                                                                      | State why it is important to follow this schedule                                                            |
|                                                        | 2.3                                                                                                                      | State why the work area needs to be inspected on completion                                                  |

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|                                                       | 2.4 | State organisation's quality standards for the appearance and cleanliness of rooms                           |
|                                                       | 2.5 | State areas and items that may need specialist maintenance and how to report these                           |
|                                                       | 2.6 | State how to identify items that need replacing and obtain the correct items                                 |
|                                                       | 2.7 | State the correct procedures for dealing with items that have been replaced                                  |
| 3. Be able to carry out periodic deep cleaning        | 3.1 | Make sure necessary information about the schedule and requirements for periodic deep cleaning are available |
|                                                       | 3.2 | Prepare areas for periodic deep cleaning are available                                                       |
|                                                       | 3.3 | Choose the correct cleaning equipment and materials for each part of the area                                |
|                                                       | 3.4 | Carry out periodic deep cleaning as required                                                                 |
|                                                       | 3.5 | Leave the room in the required condition                                                                     |
|                                                       | 3.6 | Identify and report any items that need specialist maintenance                                               |
| 4. Understand how to carry out periodic deep cleaning | 4.1 | Outline the preparations needed to carry out periodic deep cleaning and why these are important              |
|                                                       | 4.2 | State the equipment and materials needed for periodic deep cleaning and how to obtain them                   |
|                                                       | 4.3 | Describe how to use the equipment and materials efficiently and safely                                       |
|                                                       | 4.4 | State health and safety requirements for high dusting                                                        |

| Learning Outcome -<br>The Learner will:         | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to carry out periodic room servicing | <p>The assessor must assess assessment criteria 1.1-1.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.6 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least one from periodic room servicing</p> <ul style="list-style-type: none"> <li>&gt; turning mattresses</li> <li>&gt; changing curtains and drapes</li> <li>&gt; changing other soft furnishings as required</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                                                                                                                                                                                                                                                                                                                                                   |
| 3. Be able to carry out periodic deep cleaning  | <p>The assessor <b>must</b> assess assessment criteria 3.1-3.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.6 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>preparations</b></p> <ul style="list-style-type: none"> <li>&gt; use of appropriate protective clothing</li> <li>&gt; move furniture to clean underneath</li> <li>&gt; protect vulnerable surrounding areas</li> </ul> <p>at least <b>five</b> from <b>periodic deep cleaning</b></p> <ul style="list-style-type: none"> <li>&gt; high dusting</li> <li>&gt; vacuum under furniture and carpet edges</li> <li>&gt; clean shower rails, plugs traps, drains, gulleys and behind pedestals</li> <li>&gt; clean pull cords, plugs and switches</li> <li>&gt; clean skirting boards and other paintwork</li> <li>&gt; clean air vents and extractors</li> </ul> |

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|  | <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
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## Clean Drink Dispense Lines

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| <b>Unit Reference</b>                           | H/601/4907                                                                                      |                                                                                                            |
| <b>Level</b>                                    | 2                                                                                               |                                                                                                            |
| <b>Credit Value</b>                             | 3                                                                                               |                                                                                                            |
| <b>Guided Learning (GL)</b>                     | 26                                                                                              |                                                                                                            |
| <b>Unit Summary</b>                             | This unit will provide the learner with the knowledge and skills to clean drink dispense lines. |                                                                                                            |
| <b>Learning Outcomes (1 to 2)</b>               | <b>Assessment Criteria (1.1 to 2.9)</b>                                                         |                                                                                                            |
| <b>The learner will</b>                         | <b>The learner can</b>                                                                          |                                                                                                            |
| 1. Be able to clean drink dispense lines        | 1.1                                                                                             | Prepare the drink dispense line system ready for cleaning                                                  |
|                                                 | 1.2                                                                                             | Clean drink dispense line using correctly diluted cleaning agents and recommended equipment                |
|                                                 | 1.3                                                                                             | Make sure that cleaned pipes and taps are free from debris, cleaning agent, detergent and water            |
|                                                 | 1.4                                                                                             | Make sure the cleaned drink dispense line system is free from damage and in good working order             |
|                                                 | 1.5                                                                                             | Ensure that the drink is of the correct quality for service                                                |
| 2. Understand how to clean drink dispense lines | 2.1                                                                                             | State current legislation regarding safe and hygienic working practices when cleaning drink dispense lines |
|                                                 | 2.2                                                                                             | Explain why it is important to clean drink dispense lines                                                  |
|                                                 | 2.3                                                                                             | Describe the dangers of mishandling kegs and gas cylinders                                                 |

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|  | 2.4 | State why it is important to make sure cleaning agents are correctly diluted                              |
|  | 2.5 | Describe what equipment is needed to clean drink dispense lines                                           |
|  | 2.6 | State why on-line beverages should be tested after cleaning pipes and lines                               |
|  | 2.7 | State why lines should be thoroughly rinsed with clean water after cleaning and before use                |
|  | 2.8 | Describe organisations' procedures for cleaning and maintaining post-mix dispense systems                 |
|  | 2.9 | Describe the types of unexpected situations that may happen when cleaning lines and how to deal with them |

| <b>Learning Outcome - The Learner will:</b> | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to clean drink dispense lines    | <p>The assessor must assess assessment criteria 1.1-5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>All from drinks dispense line</p> <ul style="list-style-type: none"> <li>&gt; beer/stout/lager/cider dispense lines</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

## Promote Additional Services or Products to Customers

|                                                                |                                                                                                                                        |                                                                                                                                     |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                          | D/601/0936                                                                                                                             |                                                                                                                                     |
| <b>Level</b>                                                   | 2                                                                                                                                      |                                                                                                                                     |
| <b>Credit Value</b>                                            | 6                                                                                                                                      |                                                                                                                                     |
| <b>Guided Learning (GL)</b>                                    | 40                                                                                                                                     |                                                                                                                                     |
| <b>Unit Summary</b>                                            | This unit will provide the learner with the knowledge and skills to identify and promote additional services or products to customers. |                                                                                                                                     |
| <b>Learning Outcomes (1 to 4)</b>                              | <b>Assessment Criteria (1.1 to 4.6)</b>                                                                                                |                                                                                                                                     |
| <b>The learner will</b>                                        | <b>The learner can</b>                                                                                                                 |                                                                                                                                     |
| 1. Identify additional services or products that are available | 1.1                                                                                                                                    | Update and develop their knowledge of their organisation's services or products                                                     |
|                                                                | 1.2                                                                                                                                    | Check with others when they are unsure about new service or product details                                                         |
|                                                                | 1.3                                                                                                                                    | Identify appropriate services or products that may interest their customer                                                          |
|                                                                | 1.4                                                                                                                                    | Spot opportunities for offering their customer additional services or products that will improve the customer experience            |
| 2. Inform customers about additional services or products      | 2.1                                                                                                                                    | Choose the best time to inform their customer about additional services or products                                                 |
|                                                                | 2.2                                                                                                                                    | Choose the best method of communication to introduce their customer to additional services or products                              |
|                                                                | 2.3                                                                                                                                    | Give their customer accurate and sufficient information to enable them to make a decision about the additional services or products |

|                                                                           |     |                                                                                                                                                                                     |
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|                                                                           | 2.4 | Give their customer time to ask questions about the additional services or products                                                                                                 |
| 3. Gain customer commitment to using additional services or products      | 3.1 | Close the conversation if the customer shows no interest                                                                                                                            |
|                                                                           | 3.2 | Give information to move the situation forward when their customer shows interest                                                                                                   |
|                                                                           | 3.3 | Secure customer agreement and check customer understanding of the delivery of the service or product                                                                                |
|                                                                           | 3.4 | Take action to ensure prompt delivery of the additional services or products to their customer                                                                                      |
|                                                                           | 3.5 | Refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility                                         |
| 4. Understand how to promote additional services or products to customers | 4.1 | Describe the organisation's procedures and systems for encouraging the use of additional services or products                                                                       |
|                                                                           | 4.2 | Explain how additional services or products will benefit their customers                                                                                                            |
|                                                                           | 4.3 | Explain how their customer's use of additional services or products will benefit their organisation                                                                                 |
|                                                                           | 4.4 | Identify the main factors that influence customers to use their services or products                                                                                                |
|                                                                           | 4.5 | Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products |

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|  | 4.6 | State how to give appropriate, balanced information to customer about services or products |
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### Evidence Requirements

Wherever possible the learner's evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.

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

The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

The learner's **communication** with customers may be:

- > Face to face
- > In writing
- > By telephone
- > Text message
- > Email
- > Internet (including social networking)
- > Intranet

Or by any other method they would be expected to use within their job role

The learner must provide evidence that the **additional services or products** offered include:

- > Use of services or products that are new to the customer
- > Additional use of services or products that their customer has used before

The learner's evidence must show that they:

- > Identify what their customer wants by seeking information directly
- > Identify what their customer wants from spontaneous customer comments

## Maintain Customer Service through Effective Handover

|                                                                                             |                                                                                                                            |                                                                                                                                    |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                                                       | Y/601/1227                                                                                                                 |                                                                                                                                    |
| <b>Level</b>                                                                                | 2                                                                                                                          |                                                                                                                                    |
| <b>Credit Value</b>                                                                         | 4                                                                                                                          |                                                                                                                                    |
| <b>Guided Learning (GL)</b>                                                                 | 27                                                                                                                         |                                                                                                                                    |
| <b>Unit Summary</b>                                                                         | This unit will provide the learner with the knowledge and skills to maintain customer service through effective handovers. |                                                                                                                                    |
| <b>Learning Outcomes (1 to 3)</b>                                                           | <b>Assessment Criteria (1.1 to 3.6)</b>                                                                                    |                                                                                                                                    |
| <b>The learner will</b>                                                                     | <b>The learner can</b>                                                                                                     |                                                                                                                                    |
| 1. Agree joint responsibilities in a customer service team                                  | 1.1                                                                                                                        | Identify services or products they are involved in delivering that rely on effective teamwork                                      |
|                                                                                             | 1.2                                                                                                                        | Identify steps in the customer service delivery process that rely on exchange of information between them and their colleagues     |
|                                                                                             | 1.3                                                                                                                        | Agree with colleagues when it is right to pass responsibility for completing a customer service action to another                  |
|                                                                                             | 1.4                                                                                                                        | Agree with colleagues on how information should be exchanged between them to enable another to complete a customer service action  |
|                                                                                             | 1.5                                                                                                                        | Identify ways of reminding themselves when they have passed responsibility to a colleague for completing a customer service action |
| 2. Check that customer service actions are seen through by working together with colleagues | 2.1                                                                                                                        | Access reminders to identify when to check that a customer service action has been completed                                       |

|                                                                           |     |                                                                                                                                            |
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|                                                                           | 2.2 | Ensure that they are aware of all details of customer service actions their colleague was due to complete                                  |
|                                                                           | 2.3 | Ask their colleague about the outcome of them completing the customer service action as agreed                                             |
|                                                                           | 2.4 | Identify the next customer service actions if their colleagues have been unable to complete the actions they had previously agreed         |
|                                                                           | 2.5 | Work with colleagues to review the way in which customer service actions are shared                                                        |
| 3. Understand how to maintain customer service through effective handover | 3.1 | Explain their organisation's customer service procedures for the services or products they are involved in delivering                      |
|                                                                           | 3.2 | Identify the appropriate colleagues to pass responsibility to for completing particular customer service actions                           |
|                                                                           | 3.3 | Describe ways of ensuring that information is passed between them and their colleagues effectively                                         |
|                                                                           | 3.4 | Identify ways to remind themselves of actions that need to be checked when they have passed on responsibility to a colleague               |
|                                                                           | 3.5 | Explain the importance of checking tactfully with a colleague whether they have completed the customer service actions they were expecting |
|                                                                           | 3.6 | Identify opportunities for contributing to review the way customer service actions are shared in customer service processes                |

### **Evidence Requirements**

Wherever possible the learner's evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.

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

The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

The learner does not need to be more senior than their colleague or be their supervisor to pass on responsibility to them for customer service actions or check completion.

The learner must provide evidence of **maintaining customer service through effective hand over:**

- > During routine delivery of customer service
- > During a busy time in their job
- > During a quiet time in their job
- > When people, systems or resources have let them down

## Resolve Customer Service Problems

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                          | M/601/1511                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Level</b>                                                   | 2                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Credit Value</b>                                            | 6                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Guided Learning (GL)</b>                                    | 40                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Unit Summary</b>                                            | This unit will provide the learner with the knowledge and skills to spot customer service problems and deal with resolving them.                                                                                                                                                                                                                                                                        |
| <b>Learning Outcomes (1 to 4)</b>                              | <b>Assessment Criteria (1.1 to 4.5)</b>                                                                                                                                                                                                                                                                                                                                                                 |
| <b>The learner will</b>                                        | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                  |
| 1. Spot customer service problems                              | 1.1 Listen carefully to customers about any problem they have raised<br>1.2 Ask customers about the problem to check their understanding<br>1.3 Recognise repeated problems and alert the appropriate authority<br>1.4 Share customer feedback with others to identify potential problems before they happen<br>1.5 Identify problems with systems and procedures before they begin to affect customers |
| 2. Pick the best solution to resolve customer service problems | 2.1 Identify the options for resolving a customer problem<br>2.2 Work with others to identify and confirm the options to resolve a customer service problem<br>2.3 Work out the advantages and disadvantages of each option for their customer and the organisation                                                                                                                                     |

|                                                     |     |                                                                                                            |
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|                                                     | 2.4 | Pick the best option for their customer and the organisation                                               |
|                                                     | 2.5 | Identify for the customer other ways that problems may be resolved if they are unable to help              |
| 3. Take action to resolve customer service problems | 3.1 | Discuss and agree the options for solving the problem with their customer                                  |
|                                                     | 3.2 | Take action to implement the option agreed with their customer                                             |
|                                                     | 3.3 | Work with others and their customer to make sure that any promises related to solving the problem are kept |
|                                                     | 3.4 | Keep their customer fully informed about what is happening to resolve the problem                          |
|                                                     | 3.5 | Check with their customer to make sure the problem has been resolved to the customer's satisfaction        |
|                                                     | 3.6 | Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction |
| 4. Know how to resolve customer service problems    | 4.1 | Describe organisational procedures and systems for dealing with customer service problems                  |
|                                                     | 4.2 | Explain how to defuse potentially stressful situations                                                     |
|                                                     | 4.3 | Describe how to negotiate                                                                                  |
|                                                     | 4.4 | Identify the limitations of what they can offer their customer                                             |
|                                                     | 4.5 | Describe types of action that may make a customer problem worse and should be avoided                      |

### **Evidence Requirements**

The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.

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

The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

The learner's evidence must include examples of resolving problems involving each of the following:

- > A problem first identified by customers
- > A problem identified within the organisation before it has affected the learner's customer
- > A problem caused by differences between their customer's expectations and what their organisation can offer
- > A problem caused by a system or procedure failure
- > A problem caused by a lack of resources or human error

The learner must provide evidence that they:

- > supplied relevant information when customers have requested it
- > supplied relevant information when customers have not requested it
- > have used agreed organisational procedures when solving problems
- > have made exceptions to usual practice with the agreement of others

## Complete Kitchen Documentation

|                                                     |                                                                                                                    |                                                                                               |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                               | L/601/5372                                                                                                         |                                                                                               |
| <b>Level</b>                                        | 2                                                                                                                  |                                                                                               |
| <b>Credit Value</b>                                 | 3                                                                                                                  |                                                                                               |
| <b>Guided Learning (GL)</b>                         | 25                                                                                                                 |                                                                                               |
| <b>Unit Summary</b>                                 | This unit will provide the learner with the knowledge and skills to complete and understand kitchen documentation. |                                                                                               |
| <b>Learning Outcomes (1 to 2)</b>                   | <b>Assessment Criteria (1.1 to 2.10)</b>                                                                           |                                                                                               |
| <b>The learner will</b>                             | <b>The learner can</b>                                                                                             |                                                                                               |
| 1. Be able to complete kitchen documentation        | 1.1                                                                                                                | Ensure sufficient relevant documents are available and when necessary, obtain extra copies    |
|                                                     | 1.2                                                                                                                | Complete relevant documents accurately and legibly to meet organisational requirements        |
|                                                     | 1.3                                                                                                                | Ensure relevant documents arrive with proper person within time required                      |
|                                                     | 1.4                                                                                                                | Copy and file relevant documents in line with organisational requirements                     |
|                                                     | 1.5                                                                                                                | Respond to queries about completion of relevant documents, within the boundaries of authority |
| 2. Understand how to complete kitchen documentation | 2.1                                                                                                                | State organisational documents that need to be completed                                      |
|                                                     | 2.2                                                                                                                | State why it is important to complete documentation                                           |
|                                                     | 2.3                                                                                                                | Describe how to complete particular documents                                                 |

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|  | 2.4  | State where to obtain appropriate documents from                                              |
|  | 2.5  | State when and where documentation is copied and kept                                         |
|  | 2.6  | State who should be contacted when problems occur and explain why                             |
|  | 2.7  | Describe why kitchen documentation needs to remain confidential                               |
|  | 2.8  | Describe what information required by law within the kitchen is required to be noted and kept |
|  | 2.9  | State why it is important that information is accurate                                        |
|  | 2.10 | State why it is important that documents are not fraudulently completed                       |

| <b>Learning Outcome - The Learner will:</b>  | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to complete kitchen documentation | <p>The assessor must assess assessment criteria 1.1 and 1.2 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from relevant documents:</p> <ul style="list-style-type: none"> <li>&gt; temperature charts</li> <li>&gt; food safety information</li> <li>&gt; accident report forms</li> <li>&gt; equipment fault reports</li> <li>&gt; stock usage report</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

| Convert a Room for Dining               |                                                                                                                                                       |                                                                                                                                                                    |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                   | M/601/4697                                                                                                                                            |                                                                                                                                                                    |
| <b>Level</b>                            | 2                                                                                                                                                     |                                                                                                                                                                    |
| <b>Credit Value</b>                     | 3                                                                                                                                                     |                                                                                                                                                                    |
| <b>Guided Learning (GL)</b>             | 23                                                                                                                                                    |                                                                                                                                                                    |
| <b>Unit Summary</b>                     | This unit will provide the learner with the knowledge and skills to set up food dining areas and return them back to their original state afterwards. |                                                                                                                                                                    |
| <b>Learning Outcomes (1 to 4)</b>       | <b>Assessment Criteria (1.1 to 4.3)</b>                                                                                                               |                                                                                                                                                                    |
| <b>The learner will</b>                 | <b>The learner can</b>                                                                                                                                |                                                                                                                                                                    |
| 1. Be able to set up food dining areas  | 1.1                                                                                                                                                   | Ensure number of staff required are available to prepare food dining areas, and inform the proper person when more staff are required                              |
|                                         | 1.2                                                                                                                                                   | Prioritise work and carry out in an efficient manner                                                                                                               |
|                                         | 1.3                                                                                                                                                   | Identify items requiring moving, the number of people needed to move each item and the amount of time required to do so                                            |
|                                         | 1.4                                                                                                                                                   | Move items not required in a safe way and pack away as required                                                                                                    |
|                                         | 1.5                                                                                                                                                   | Set up necessary dining and service equipment in a safe and hygienic manner to meet organisational requirements, using required number of people to move each item |
|                                         | 1.6                                                                                                                                                   | Clean any unhygienic dining or service equipment or dining areas                                                                                                   |
| 2. Know how to set up food dining areas | 2.1                                                                                                                                                   | State why it is important to lift heavy or bulk items using approved safe methods                                                                                  |

|                                                                    |     |                                                                                                                                                 |
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|                                                                    | 2.2 | Describe safe methods for lifting and carrying                                                                                                  |
|                                                                    | 2.3 | Describe how to determine how many staff are needed for lifting and carrying different items                                                    |
|                                                                    | 2.4 | State what equipment commonly needs to be moved                                                                                                 |
|                                                                    | 2.5 | Describe what specific packing requirements certain equipment may have                                                                          |
|                                                                    | 2.6 | Describe the organisation's table layouts                                                                                                       |
|                                                                    | 2.7 | Describe the organisation's service structure                                                                                                   |
|                                                                    | 2.8 | State why, and to whom, problems such as damaged, dirty or missing equipment should be reported                                                 |
| 3. Be able to return food dining area to its original state        | 3.1 | Ensure that the required number of staff are available to clear the food dining areas and inform the proper person when more staff are required |
|                                                                    | 3.2 | Prioritise work and carry out in an efficient manner                                                                                            |
|                                                                    | 3.3 | Clean surfaces and service equipment where required                                                                                             |
|                                                                    | 3.4 | Move dining equipment and service equipment in an orderly manner ensuring they are packed away correctly                                        |
|                                                                    | 3.5 | Safely return any items to their proper place                                                                                                   |
|                                                                    | 3.6 | Ensure that area is left as required by organisational standards                                                                                |
| 4. Understand how to return food dining area to its original state | 4.1 | State what materials and equipment are used for clearing different types of surfaces in food dining areas                                       |

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|  | 4.2 | State why work area needs to be inspected on completion                   |
|  | 4.3 | State what information is required in order to clean food dining surfaces |

| Learning Outcome -<br>The Learner will:                     | Assessment Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to set up food dining areas                      | <p>The assessor <b>must</b> assess assessment criteria 1.2, 1.3 and 1.5 by directly observing the learner's work.</p> <p>Assessment criterion 1.1, "Ensure that the required number of staff are available to set up the food dining areas", must be observed, however where there is no naturally occurring evidence for "inform the proper person when more staff are required", the assessor may assess the learner through questioning or witness testimony for this aspect.</p> <p>The assessor may assess assessment criteria 1.4 and 1.6 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>dining equipment</b>:</p> <ul style="list-style-type: none"> <li>&gt; tables</li> <li>&gt; chairs</li> <li>&gt; service surface</li> </ul> <p>at least <b>three</b> from <b>service equipment</b>:</p> <ul style="list-style-type: none"> <li>&gt; customer cutlery</li> <li>&gt; service apparatus</li> <li>&gt; customer plates/bowls</li> <li>&gt; condiments</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 3. Be able to return food dining area to its original state | <p>The assessor <b>must</b> assess assessment criteria 3.2, 3.3, 3.4, 3.5 and 3.6 by directly observing the learner's work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

Assessment criterion 3.1, “Ensure number of staff required are available to prepare food dining areas”, must be observed, however where there is no naturally occurring evidence for “inform the proper person when more staff are required”, the assessor may assess the learner through questioning or witness testimony for this aspect.

The assessor may assess assessment criteria 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least **two** from **dining equipment**:

- > tables
- > chairs
- > service surface

at least **three** from **service equipment**:

- > customer cutlery
- > customer plates/bowls
- > service apparatus
- > condiments

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Deal with Customers across a Language Divide

|                                                                   |                                                                                                                          |                                                                                                                                                                          |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                             | A/601/1219                                                                                                               |                                                                                                                                                                          |
| <b>Level</b>                                                      | 2                                                                                                                        |                                                                                                                                                                          |
| <b>Credit Value</b>                                               | 8                                                                                                                        |                                                                                                                                                                          |
| <b>Guided Learning (GL)</b>                                       | 53                                                                                                                       |                                                                                                                                                                          |
| <b>Unit Summary</b>                                               | This unit will provide the learner with the knowledge and skills to deal with customers with a different first language. |                                                                                                                                                                          |
| <b>Learning Outcomes (1 to 3)</b>                                 | <b>Assessment Criteria (1.1 to 3.6)</b>                                                                                  |                                                                                                                                                                          |
| <b>The learner will</b>                                           | <b>The learner can</b>                                                                                                   |                                                                                                                                                                          |
| 1. Prepare to deal with customers with a different first language | 1.1                                                                                                                      | Identify the language or languages other than their own that they are most likely to come across when dealing with customers                                             |
|                                                                   | 1.2                                                                                                                      | Learn a greeting, an expression of thanks and a farewell phrase in the language they expect to encounter                                                                 |
|                                                                   | 1.3                                                                                                                      | Identify a source of assistance with a language they expect to encounter when delivering customer service                                                                |
|                                                                   | 1.4                                                                                                                      | Agree with colleagues informal signing options that may be used for key aspects of their services or products when dealing with somebody with a different first language |
|                                                                   | 1.5                                                                                                                      | Log useful words and phrases to support their dealings with a customer with a different first language                                                                   |
|                                                                   | 1.6                                                                                                                      | Learn an appropriate phrase to explain to a customer in their first language that they do not speak that language fluently                                               |

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>2. Deal with customers who speak a different first language from their own</p> | <p>2.1 Identify their customer's first language and indicate to the customer that they are aware of this</p> <p>2.2 Establish the expectations of the customer regarding whether they expect to deal in the learner's first language or theirs</p> <p>2.3 Speak clearly and slowly if using a language which is not the first language for either them or their customer</p> <p>2.4 Maintain a consistent tone and volume when dealing with somebody across a language divide</p> <p>2.5 Listen closely to their customer to identify any words they may be using in a way that differs from the way the learner would generally use the same words</p> <p>2.6 Check their understanding of specific words with their customer using questions for clarification</p> <p>2.7 Seek appropriate assistance from colleagues if they are unable to complete a customer transaction because of language barriers</p> <p>2.8 Reword a question or explanation if their customer clearly does not understand their original wording</p> <p>2.9 Use a few words of their customer's first language to create a rapport</p> |
| <p>3. Know how to deal with customers across a language divide</p>                | <p>3.1 List the languages that they are most likely to encounter among groups of their customers</p> <p>3.2 State how to greet, than and say farewell to customers in their first languages</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  | 3.3 | Explain the importance of dealing with customers in their first language if possible                       |
|  | 3.4 | Describe how to explain to customer that they cannot hold an extended conversation in their first language |
|  | 3.5 | Explain the importance of tone, pace and volume when dealing with customers across a language divide       |
|  | 3.6 | Identify possible sources of assistance to use when a language barrier demands additional language skills  |

### **Evidence Requirements**

Wherever possible the learner's evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.

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

The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

The learner must provide evidence of dealing with customers across a language divide:

- > During routine delivery of customer service
- > During a busy time in their job
- > During a quiet time in their job

## Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector

|                                                                                          |                                                                                                                                                                                              |                                                                                                                                                        |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                                                    | T/601/7214                                                                                                                                                                                   |                                                                                                                                                        |
| <b>Level</b>                                                                             | 2                                                                                                                                                                                            |                                                                                                                                                        |
| <b>Credit Value</b>                                                                      | 2                                                                                                                                                                                            |                                                                                                                                                        |
| <b>Guided Learning (GL)</b>                                                              | 16                                                                                                                                                                                           |                                                                                                                                                        |
| <b>Unit Summary</b>                                                                      | This unit will provide the learner with the knowledge on employment rights and responsibilities in the hospitality, leisure, travel and tourism sector and how they affect own organisation. |                                                                                                                                                        |
| <b>Learning Outcomes (1 to 2)</b>                                                        | <b>Assessment Criteria (1.1 to 2.6)</b>                                                                                                                                                      |                                                                                                                                                        |
| <b>The learner will</b>                                                                  | <b>The learner can</b>                                                                                                                                                                       |                                                                                                                                                        |
| 1. Know employer and employee rights, responsibilities and own organisational procedures | 1.1                                                                                                                                                                                          | State employer and employee rights and responsibilities under employment law, including Disability Act, Health & Safety and other relevant legislation |
|                                                                                          | 1.2                                                                                                                                                                                          | State importance of having employment rights and responsibilities                                                                                      |
|                                                                                          | 1.3                                                                                                                                                                                          | Describe organisational procedures for health and safety, including documentation                                                                      |
|                                                                                          | 1.4                                                                                                                                                                                          | Describe organisational procedures for equality & diversity, including documentation                                                                   |
|                                                                                          | 1.5                                                                                                                                                                                          | Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support         |
| 2. Know factors that affect own organisation                                             | 2.1                                                                                                                                                                                          | Describe the role played by own occupation within organisation and industry                                                                            |

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|  | 2.2 | Describe career pathways available to them                                                                                            |
|  | 2.3 | State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry |
|  | 2.4 | Identify sources of information and advice on own industry, occupation, training and career                                           |
|  | 2.5 | Describe principles, policies and codes of practice used by own organisation and industry                                             |
|  | 2.6 | Describe issues of public concern that affect own organisation and industry                                                           |

| Maintain Cellars and Kegs             |                                                                                                                        |                                                                                                |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                 | M/601/4909                                                                                                             |                                                                                                |
| <b>Level</b>                          | 2                                                                                                                      |                                                                                                |
| <b>Credit Value</b>                   | 3                                                                                                                      |                                                                                                |
| <b>Guided Learning (GL)</b>           | 23                                                                                                                     |                                                                                                |
| <b>Unit Summary</b>                   | This unit will provide the learner with the knowledge and skills to maintain cellars and prepare kegs and gas for use. |                                                                                                |
| <b>Learning Outcomes (1 to 4)</b>     | <b>Assessment Criteria (1.1 to 4.12)</b>                                                                               |                                                                                                |
| <b>The learner will</b>               | <b>The learner can</b>                                                                                                 |                                                                                                |
| 1. Be able to maintain cellars        | 1.1                                                                                                                    | Make sure that cellar surfaces are free from dirt, rubbish, spillages and mould                |
|                                       | 1.2                                                                                                                    | Make sure that the floors are clean and that drains, gullies and sumps are free from blockages |
|                                       | 1.3                                                                                                                    | Make sure that cellar equipment is clean and in good working order                             |
|                                       | 1.4                                                                                                                    | Use the recommended cleaning equipment and materials and store them correctly after use        |
|                                       | 1.5                                                                                                                    | Maintain cellar environmental conditions in line with service operations                       |
|                                       | 1.6                                                                                                                    | Secure the cellar against unauthorised access                                                  |
| 2. Understand how to maintain cellars | 2.1                                                                                                                    | Describe safe and hygienic practices when maintaining cellars                                  |
|                                       | 2.2                                                                                                                    | Explain why there are specific security procedures for going in and out of the cellar          |

|                                                   |     |                                                                                                               |
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|                                                   | 2.3 | State why cellars should be secured against unauthorised access at all times                                  |
|                                                   | 2.4 | State why the cellar should be kept clean and tidy at all times                                               |
|                                                   | 2.5 | State why the cellar must be kept at a recommended temperature and what that temperature should be            |
|                                                   | 2.6 | Outline the types of unexpected situations that may happen when maintaining cellars and how to deal with them |
| 3. Be able to prepare kegs and gas for use        | 3.1 | Position the full keg or gas cylinder for convenience at the appropriate time                                 |
|                                                   | 3.2 | Disconnect empty keg or gas cylinder using the recommended method                                             |
|                                                   | 3.3 | Check that the new keg or gas cylinder contains the correct product and shows the correct date                |
|                                                   | 3.4 | Connect keg and gas cylinder using the recommended method                                                     |
|                                                   | 3.5 | Check that new keg or gas cylinder is working properly                                                        |
|                                                   | 3.6 | Store used keg or gas cylinder ready for dispatch                                                             |
|                                                   | 3.7 | Deal with leakages in keg or gas cylinder effectively and inform the proper person where necessary            |
| 4. Understand how to prepare kegs and gas for use | 4.1 | Describe safe and hygienic working practices when preparing kegs and gas cylinders for use                    |
|                                                   | 4.2 | Describe the risks of mishandling kegs and gas cylinders                                                      |
|                                                   | 4.3 | State why the correct and safe lifting techniques must be used                                                |

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|  | 4.4  | State why gas cylinders for use must be chained or strapped to a wall                                           |
|  | 4.5  | State why and to whom any signs of damage to kegs/cylinders must be reported                                    |
|  | 4.6  | State why it is essential to turn off the gas supply before disconnecting the keg                               |
|  | 4.7  | State what the safety considerations are in dealing with mixed gases                                            |
|  | 4.8  | Describe procedures in the event of emergency                                                                   |
|  | 4.9  | Describe how to determine if kegs/cylinders are leaking                                                         |
|  | 4.10 | State why it is important to check date stamp on stock                                                          |
|  | 4.11 | Describe how to tell if stock is out of condition                                                               |
|  | 4.12 | Outline the types of situations that may happen when preparing kegs and gas cylinders and how to deal with them |

| Learning Outcome - The Learner will: | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to maintain cellars       | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.6 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>equipment</b></p> <ul style="list-style-type: none"> <li>&gt; racks/shelves/cradles</li> <li>&gt; refrigeration/cooling units</li> <li>&gt; environmental conditions</li> <li>&gt; cleaning systems</li> <li>&gt; equipment to control</li> </ul> <p><b>all</b> from <b>environmental conditions</b></p> |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>&gt; humidity</li> <li>&gt; ventilation</li> <li>&gt; lighting</li> <li>&gt; temperature</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3. Be able to prepare kegs and gas for use | <p>The assessor <b>must</b> assess assessment criteria 3.1-3.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>three</b> from <b>kegs or gas cylinders</b></p> <ul style="list-style-type: none"> <li>&gt; beer</li> <li>&gt; cider</li> <li>&gt; lager</li> <li>&gt; real ales</li> <li>&gt; carbon dioxide/mixed gas cylinders</li> <li>&gt; bulk gas</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

## Maintain and Deal with Payments

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                         | M/601/5039                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Level</b>                                  | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Credit Value</b>                           | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Guided Learning (GL)</b>                   | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Unit Summary</b>                           | This unit will provide the learner with the knowledge and skills to maintain and deal with payments.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Learning Outcomes (1 to 2)</b>             | <b>Assessment Criteria (1.1 to 2.14)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>The learner will</b>                       | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1. Be able to maintain and deal with payments | 1.1 Make sure payment point is working and that all materials needed are available<br>1.2 Maintain the payment point and restock it when necessary<br>1.3 Enter/ scan information into the payment points correctly<br>1.4 Tell the customer how much they have to pay<br>1.5 Acknowledge the customer's payment and validate it where necessary<br>1.6 Follow correct procedure for chip and pin transactions<br>1.7 Put the payment in the right place according to organisational procedures<br>1.8 Give correct change for cash transactions<br>1.9 Carry out transactions without delay and give relevant confirmation to the customer<br>1.10 Make the payment point content available for authorised collection when asked for |

|                                                |      |                                                                                                |
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| 2. Know how to maintain and deal with payments | 2.1  | State the legal requirements for operating a payment point and taking payments from customers  |
|                                                | 2.2  | Describe organisational security procedures for cash and other types of payments               |
|                                                | 2.3  | Describe how to set up a payment point                                                         |
|                                                | 2.4  | Describe how to get stocks of materials needed to set up and maintain the payment point        |
|                                                | 2.5  | State the importance of telling the customer of any delays and how to do so                    |
|                                                | 2.6  | Describe the pes of problems that might happen with a payment point and how to deal with these |
|                                                | 2.7  | Describe how to change till/debit/credit machine rolls                                         |
|                                                | 2.8  | Describe the correct procedures for handling payments                                          |
|                                                | 2.9  | Describe what to do if there are errors in handling payments                                   |
|                                                | 2.10 | Describe the procedures for dealing with handheld payment devices at tables                    |
|                                                | 2.11 | State what procedures must be followed with regards to a payment that has been declined        |
|                                                | 2.12 | State what might happen if errors are not reported                                             |
|                                                | 2.13 | Describe the types of problems that may happen when taking payments and how to deal with these |

|  |      |                                                                                                         |
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|  | 2.14 | Describe the procedure for collecting the content of payment point and who should hand payments over to |
|--|------|---------------------------------------------------------------------------------------------------------|

| Learning Outcome –<br>The Learner will:       | Assessment Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to maintain and deal with payments | <p>The assessor <b>must</b> assess assessment criteria 1.1 and 1.3 -1.10 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.2 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>materials</b></p> <ul style="list-style-type: none"> <li>&gt; cash</li> <li>&gt; cash equivalents</li> <li>&gt; relevant stationery</li> <li>&gt; till/credit/debit rolls</li> </ul> <p>at least <b>two</b> from <b>payments</b></p> <ul style="list-style-type: none"> <li>&gt; cash</li> <li>&gt; cheques</li> <li>&gt; credit cards</li> <li>&gt; debit cards</li> <li>&gt; cash equivalents</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

## Provide a Counter and Takeaway Service

|                                               |                                                                                                                             |                                                                                                                                          |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                         | L/601/5016                                                                                                                  |                                                                                                                                          |
| <b>Level</b>                                  | 1                                                                                                                           |                                                                                                                                          |
| <b>Credit Value</b>                           | 3                                                                                                                           |                                                                                                                                          |
| <b>Guided Learning (GL)</b>                   | 30                                                                                                                          |                                                                                                                                          |
| <b>Unit Summary</b>                           | This unit will provide the learner with the knowledge and skills to serve customers and maintain counter and service areas. |                                                                                                                                          |
| <b>Learning Outcomes (1 to 4)</b>             | <b>Assessment Criteria (1.1 to 4.7)</b>                                                                                     |                                                                                                                                          |
| <b>The learner will</b>                       | <b>The learner can</b>                                                                                                      |                                                                                                                                          |
| 1. Be able to serve customers at the counter  | 1.1                                                                                                                         | Give customers information that meets their needs, and promotes organisations' products and service                                      |
|                                               | 1.2                                                                                                                         | Find out what customers require, and if necessary tell them about any waiting time                                                       |
|                                               | 1.3                                                                                                                         | Process the order promptly                                                                                                               |
|                                               | 1.4                                                                                                                         | Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type |
|                                               | 1.5                                                                                                                         | Make sure there are appropriate condiments and accompaniments available for customers                                                    |
| 2. Know how to serve customers at the counter | 2.1                                                                                                                         | Describe safe and hygienic working practices for serving customers and why these are important                                           |
|                                               | 2.2                                                                                                                         | State why it is important to use separate serving equipment for each food item                                                           |
|                                               | 2.3                                                                                                                         | State why portions must be controlled when serving customers                                                                             |

|                                                   |     |                                                                                                                                     |
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|                                                   | 2.4 | State why food and drink items must be served at the correct temperature                                                            |
|                                                   | 2.5 | State why information given to customers must be accurate                                                                           |
|                                                   | 2.6 | Outline the types of unexpected situations that may occur when serving customers and how to deal with them                          |
| 3. Be able to maintain counter and service areas  | 3.1 | Keep work area tidy, hygienic and free from rubbish and food debris during service                                                  |
|                                                   | 3.2 | Maintain enough stock of clean service items                                                                                        |
|                                                   | 3.3 | Restock with food and drink items when necessary                                                                                    |
|                                                   | 3.4 | Display and store food and drink items in line as required                                                                          |
|                                                   | 3.5 | Clear work area of used and non-required service items at the appropriate times                                                     |
|                                                   | 3.6 | Dispose of rubbish, used disposable items and food waste as required                                                                |
| 4. Know how to maintain counter and service areas | 4.1 | Describe safe and hygienic working practices for clearing and why these are important                                               |
|                                                   | 4.2 | State why food which is prepared first should be served first                                                                       |
|                                                   | 4.3 | State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service |
|                                                   | 4.4 | State why waste must be handled and disposed of correctly                                                                           |
|                                                   | 4.5 | State why a constant stock of service items should be maintained                                                                    |

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|  | 4.6 | State why maintaining food at the correct temperature is important and how this can be ensured         |
|  | 4.7 | Outline the types of unexpected situations that may occur when clearing away and how to deal with them |

| <b>Learning Outcome - The Learner will:</b>      | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to serve customers at the counter     | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p><b>one</b> from <b>customers</b></p> <ul style="list-style-type: none"> <li>&gt; customers with routine needs</li> <li>&gt; customers with non-routine needs</li> </ul> <p>at least <b>two</b> from <b>information:</b></p> <ul style="list-style-type: none"> <li>&gt; items available</li> <li>&gt; ingredients</li> <li>&gt; prices, special offers and promotions</li> </ul> <p>at least <b>two</b> from <b>food and drink items:</b></p> <ul style="list-style-type: none"> <li>&gt; hot food</li> <li>&gt; cold food</li> <li>&gt; hot drinks</li> <li>&gt; cold drinks</li> </ul> <p>at least <b>two</b> from <b>condiments and accompaniments:</b></p> <ul style="list-style-type: none"> <li>&gt; seasonings</li> <li>&gt; sugars/sweeteners</li> <li>&gt; prepared sauces/dressings</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 3. Be able to maintain counter and service areas | <p>The assessor <b>must</b> assess assessment criteria 3.1-3.6 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

At least **three** from **service items**:

- > service utensils
- > food containers/dispensers
- > trays
- > crockery
- > cutlery
- > disposable items

At least **two** from food and **drink items**:

- > hot food
- > cold food
- > hot drinks
- > cold drinks

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

| Provide a Silver Service               |                                                                                                                   |                                                                                                                             |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                  | J/601/4950                                                                                                        |                                                                                                                             |
| <b>Level</b>                           | 2                                                                                                                 |                                                                                                                             |
| <b>Credit Value</b>                    | 6                                                                                                                 |                                                                                                                             |
| <b>Guided Learning (GL)</b>            | 51                                                                                                                |                                                                                                                             |
| <b>Unit Summary</b>                    | This unit will provide the learner with the knowledge and skills to silver serve food and clear finished courses. |                                                                                                                             |
| <b>Learning Outcomes (1 to 4)</b>      | <b>Assessment Criteria (1.1 to 4.5)</b>                                                                           |                                                                                                                             |
| <b>The learner will</b>                | <b>The learner can</b>                                                                                            |                                                                                                                             |
| 1. Be able to silver serve food        | 1.1                                                                                                               | Make sure that service equipment is clean and undamaged and ready for service according to the service operation            |
|                                        | 1.2                                                                                                               | Make sure that the food to be served is of the type and quantity required and that it is arranged allowing for easy service |
|                                        | 1.3                                                                                                               | Portion, serve and arrange the food items using the recommended service equipment                                           |
|                                        | 1.4                                                                                                               | Deal with surplus food items and used service equipment correctly                                                           |
|                                        | 1.5                                                                                                               | Carry out work with minimum of disturbance to customers                                                                     |
| 2. Understand how to silver serve food | 2.1                                                                                                               | Describe safe and hygienic working practices when providing a silver service                                                |
|                                        | 2.2                                                                                                               | State why it is important to be familiar with the available menu items                                                      |
|                                        | 2.3                                                                                                               | Describe the operational procedures for serving courses                                                                     |

|                                       |     |                                                                                                                                       |
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|                                       | 2.4 | State what food has to be carefully portioned during service                                                                          |
|                                       | 2.5 | Explain why care has to be taken to serve and arrange food service                                                                    |
|                                       | 2.6 | State why care should be taken to avoid accidents                                                                                     |
|                                       | 2.7 | State why and to whom all customer incidents should be reported                                                                       |
|                                       | 2.8 | Outline the types of unexpected situations that may occur when providing a silver service and how to deal with these                  |
| 3. Be able to clear finished courses  | 3.1 | Clear finished courses, crockery and cutlery systematically from the table at the appropriate time according to the service operation |
|                                       | 3.2 | Check crockery, cutlery and other table items and replace or remove them as appropriate                                               |
|                                       | 3.3 | Clear waste and food debris from the table in line with the service operating                                                         |
| 4. Know how to clear finished courses | 4.1 | Describe safe and hygienic working practices when clearing finished courses                                                           |
|                                       | 4.2 | Describe the operational procedures for clearing finished courses                                                                     |
|                                       | 4.3 | State why and to who many incidents or accidents should be reported                                                                   |
|                                       | 4.4 | Outline what the hygienic aspects are to clearing tables                                                                              |
|                                       | 4.5 | Outline the types of unexpected situations that may occur when clearing courses and how to deal with these                            |

| Learning Outcome -<br>The Learner will: | Assessment Requirements and Evidence<br>Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to silver<br>serve food      | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; dishes/liners/flats</li> <li>&gt; service cutlery/silverware</li> <li>&gt; service cloths/linen</li> </ul> <p>at least <b>one</b> from <b>silver operation</b></p> <ul style="list-style-type: none"> <li>&gt; function silver service</li> <li>&gt; restaurant silver service</li> <li>&gt; buffet/carvery silver service</li> </ul> <p>at least <b>five</b> from <b>food items</b></p> <ul style="list-style-type: none"> <li>&gt; soups</li> <li>&gt; gravies/sauces</li> <li>&gt; bread rolls/potatoes/other solid items</li> <li>&gt; sliced meat/poultry</li> <li>&gt; rice/vegetables/other small chopped items</li> <li>&gt; pies/tarts/flans/gateaux</li> <li>&gt; puddings/spooned desserts</li> <li>&gt; cheese</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 3. Be able to clear<br>finished courses | <p>The assessor <b>must</b> assess assessment criteria 3.1-3.3 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>all</b> from <b>courses</b></p> <ul style="list-style-type: none"> <li>&gt; starter</li> <li>&gt; main course</li> <li>&gt; dessert</li> </ul> <p>at least <b>one</b> from <b>service operation</b></p> <ul style="list-style-type: none"> <li>&gt; function silver service</li> <li>&gt; restaurant silver service</li> <li>&gt; buffet/carvery silver service</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

at least **two** from **table items**

- > glassware
- > condiments and accompaniments
- > table decorations

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Provide a Buffet and Carvery Service

|                                                                        |                                                                                                                                                                                 |                                                                                                            |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                                  | A/601/4945                                                                                                                                                                      |                                                                                                            |
| <b>Level</b>                                                           | 2                                                                                                                                                                               |                                                                                                            |
| <b>Credit Value</b>                                                    | 4                                                                                                                                                                               |                                                                                                            |
| <b>Guided Learning (GL)</b>                                            | 32                                                                                                                                                                              |                                                                                                            |
| <b>Unit Summary</b>                                                    | This unit will provide the learner with the knowledge and skills to prepare and maintain a buffet and carvery display along with assisting customers at the carvery and buffet. |                                                                                                            |
| <b>Learning Outcomes (1 to 4)</b>                                      | <b>Assessment Criteria (1.1 to 4.9)</b>                                                                                                                                         |                                                                                                            |
| <b>The learner will</b>                                                | <b>The learner can</b>                                                                                                                                                          |                                                                                                            |
| 1. Be able to prepare and maintain a buffet & carvery display          | 1.1                                                                                                                                                                             | Make sure the carvery & buffet table is clean, undamaged and positioned according to the serve style       |
|                                                                        | 1.2                                                                                                                                                                             | Make sure table items are clean and undamaged and position it ready for use                                |
|                                                                        | 1.3                                                                                                                                                                             | Make sure service equipment is clean, undamaged and position it ready for use                              |
|                                                                        | 1.4                                                                                                                                                                             | Display food items ready for service                                                                       |
|                                                                        | 1.5                                                                                                                                                                             | Display and store food items according to food safety requirements                                         |
|                                                                        | 1.6                                                                                                                                                                             | Replenish food items as necessary and keep the carvery or buffet free from food debris during food service |
| 2. Understand how to prepare and maintain a buffet and carvery display | 2.1                                                                                                                                                                             | Describe safe and hygienic working practices when preparing and maintaining a carvery or buffet display    |
|                                                                        | 2.2                                                                                                                                                                             | Explain why food items should be replenished and displayed correctly throughout service                    |

|                                                                    |     |                                                                                                                                        |
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|                                                                    | 2.3 | State why dining service areas must be kept tidy and free from rubbish and food debris                                                 |
|                                                                    | 2.4 | State why service equipment should be turned on before service                                                                         |
|                                                                    | 2.5 | State why heating, air conditioning and ventilation and lighting should be checked before use when preparing areas for service         |
|                                                                    | 2.6 | State why table items should be checked for damage and cleanliness before service                                                      |
|                                                                    | 2.7 | Outline the types unexpected situations that may occur when preparing and maintaining the carvery or buffet and how to deal with these |
| 3. Be able to serve and assist customers at the carvery and buffet | 3.1 | Give information that makes the customers' needs and promotes the products and service or organisation                                 |
|                                                                    | 3.2 | Serve food with service equipment of the appropriate type that is clean and undamaged using correct service style                      |
|                                                                    | 3.3 | Serve only food items that are of the required type and quality                                                                        |
|                                                                    | 3.4 | Portion and arrange food in line with organisation style and customer requirements                                                     |
|                                                                    | 3.5 | Keep customer dining areas tidy and free from rubbish and food debris                                                                  |
|                                                                    | 3.6 | Clear any used table items and left over food items when necessary                                                                     |
|                                                                    | 3.7 | Carry out work with the minimum of disturbance to customers                                                                            |

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| 4. Understand how to serve and assist customers at the carvery and buffet | 4.1 | Describe safe and hygienic working practices when serving customers at buffet or carvery                                              |
|                                                                           | 4.2 | State why portions should be controlled when serving food to customers                                                                |
|                                                                           | 4.3 | State why information given to customers should be accurate                                                                           |
|                                                                           | 4.4 | Explain why maintaining food at the correct temperature is important and how you can ensure this                                      |
|                                                                           | 4.5 | State why and to whom all customer incidents should be reported                                                                       |
|                                                                           | 4.6 | Describe safe and hygienic working practices when maintaining a customer dining area                                                  |
|                                                                           | 4.7 | State why waste must be handled and disposed of correctly                                                                             |
|                                                                           | 4.8 | State why and to whom breakages should be reported                                                                                    |
|                                                                           | 4.9 | Outline the types of unexpected situations that may occur when serving customers from the carvery or buffet and how to deal with them |

| Learning Outcome - The Learner will:                          | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to prepare and maintain a buffet & carvery display | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.6 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>service style</b></p> <ul style="list-style-type: none"> <li>&gt; served buffet/carvery</li> <li>&gt; self-service buffet/carvery</li> </ul> <p>at least <b>three</b> from <b>table items</b></p> |

|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                    | <ul style="list-style-type: none"> <li>&gt; crockery</li> <li>&gt; cutlery/silverware</li> <li>&gt; glassware</li> <li>&gt; table coverings</li> <li>&gt; napkins</li> <li>&gt; decorative items</li> <li>&gt; flowers</li> </ul> <p>at least <b>two</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; dishes/flats/plates</li> <li>&gt; service cutlery/silverware</li> <li>&gt; service cloths/linen</li> </ul> <p>at least <b>two</b> from <b>food items</b></p> <ul style="list-style-type: none"> <li>&gt; hot food</li> <li>&gt; cold food</li> <li>&gt; accompaniments</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                                                                                                                                                      |
| 3. Be able to serve and assist customers at the carvery and buffet | <p>The assessor <b>must</b> assess assessment criteria 3.1-3.7 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>service style</b></p> <ul style="list-style-type: none"> <li>&gt; served buffet/carvery</li> <li>&gt; self-service buffet/carvery</li> </ul> <p>at least <b>two</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; dishes/flats/plates</li> <li>&gt; service cutlery/silverware</li> <li>&gt; service cloths/linen</li> </ul> <p>at least <b>two</b> from <b>food items</b></p> <ul style="list-style-type: none"> <li>&gt; hot food</li> <li>&gt; cold food</li> <li>&gt; accompaniments</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

## Prepare and Clear areas for Counter and Takeaway Service

|                                                              |                                                                                                                                |                                                                                                         |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                        | F/601/4994                                                                                                                     |                                                                                                         |
| <b>Level</b>                                                 | 1                                                                                                                              |                                                                                                         |
| <b>Credit Value</b>                                          | 3                                                                                                                              |                                                                                                         |
| <b>Guided Learning (GL)</b>                                  | 25                                                                                                                             |                                                                                                         |
| <b>Unit Summary</b>                                          | This unit will provide the learner with the knowledge and skills to prepare and clear areas for counter and takeaway services. |                                                                                                         |
| <b>Learning Outcomes (1 to 4)</b>                            | <b>Assessment Criteria (1.1 to 4.6)</b>                                                                                        |                                                                                                         |
| <b>The learner will</b>                                      | <b>The learner can</b>                                                                                                         |                                                                                                         |
| 1. Be able to prepare areas for counter and takeaway service | 1.1                                                                                                                            | Check that the work area and service equipment are hygienic, clean, free from damaged and ready for use |
|                                                              | 1.2                                                                                                                            | Check that sufficient stock of service items are clean, free from damage and arranged ready for service |
|                                                              | 1.3                                                                                                                            | Switch on appropriate service equipment in time to reach the recommended operating temperature          |
|                                                              | 1.4                                                                                                                            | Prepare and display condiments and accompaniments ready for service where appropriate                   |
|                                                              | 1.5                                                                                                                            | Display promotional materials ready for customer use                                                    |
|                                                              | 1.6                                                                                                                            | Check that refuse and waste food containers are hygienic, empty and ready for use                       |
|                                                              | 1.7                                                                                                                            | Display food immediately before service, in line with operational procedures                            |

|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>2. Know how to prepare areas for counter and takeaway service</p> | <p>2.1 Describe safe and hygienic working practices when preparing take-away areas for counter/ take-away service and why these are important</p> <p>2.2 State why waste must be handled and disposed of correctly</p> <p>2.3 State why presentation standards must be maintained in the display of food</p> <p>2.4 State how to display hot and cold food safely and why this important</p> <p>2.5 State why it is important to check expiry dates on appropriate food and drink items</p> <p>2.6 State why all promotional material should be checked before use</p> <p>2.7 State why it is important to have the correct serving equipment available for service</p> <p>2.8 Outline the types of unexpected situations that may occur when preparing areas and how to deal with them</p> |
| <p>3. Be able to clear areas for counter and takeaway service</p>    | <p>3.1 Deal with service equipment according to workplace procedures</p> <p>3.2 Assemble for cleaning or store any reusable service items from the food service</p> <p>3.3 Store condiments and accompaniments for future use in line with food hygienic legislation where appropriate</p> <p>3.4 Dispose of rubbish, used disposables and waste food following recommended procedures</p> <p>3.5 Check that the work area and service equipment's are clean, free from damage and ready for future use</p>                                                                                                                                                                                                                                                                                 |

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| 4. Know how to clear areas for counter and takeaway service | 4.1 | Describe safe and hygienic working practices when clearing areas for counter/takeaway and why these are important          |
|                                                             | 4.2 | State why certain electrical and gas equipment should be turned off after service                                          |
|                                                             | 4.3 | State why waste must be handled and disposed of correctly                                                                  |
|                                                             | 4.4 | State why all perishable food and drink items should be returned to the kitchen and storage area immediately after service |
|                                                             | 4.5 | State why service areas should be left clean after service                                                                 |
|                                                             | 4.6 | Outline the types of unexpected situations that may occur when clearing areas and how to deal with them                    |

| Learning Outcome - The Learner will:                         | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 1. Be able to prepare areas for counter and takeaway service | <p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3, 1.6 and 1.7 by directly observing the learner's work. The assessor may assess assessment criteria 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>work area</b></p> <ul style="list-style-type: none"> <li>&gt; serving area</li> <li>&gt; seated area</li> <li>&gt; waiting area</li> </ul> <p>at least <b>two</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; display units</li> <li>&gt; heated units</li> <li>&gt; refrigerated units</li> <li>&gt; beverage equipment</li> </ul> |

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|                                                            | <p>at least <b>four</b> from <b>service items</b></p> <ul style="list-style-type: none"> <li>&gt; trays</li> <li>&gt; straws</li> <li>&gt; service utensils</li> <li>&gt; food containers</li> <li>&gt; take-away food packaging</li> <li>&gt; disposable serviettes</li> <li>&gt; crockery</li> <li>&gt; cutlery</li> </ul> <p>at least <b>one</b> from <b>condiments and accompaniments</b></p> <ul style="list-style-type: none"> <li>&gt; seasonings</li> <li>&gt; sugars and sweeteners</li> <li>&gt; prepared sauces and dressings</li> </ul> <p>at least <b>one</b> from <b>promotional materials</b></p> <ul style="list-style-type: none"> <li>&gt; menus</li> <li>&gt; posters</li> <li>&gt; black/white board</li> <li>&gt; illustrated menus board</li> <li>&gt; promotional materials showing special offers</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 3. Be able to clear areas for counter and takeaway service | <p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.4 and 3.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; display units</li> <li>&gt; heated units</li> <li>&gt; refrigerated units</li> <li>&gt; beverage equipment</li> </ul> <p>at least <b>two</b> from <b>re-usable service items</b></p> <ul style="list-style-type: none"> <li>&gt; trays</li> <li>&gt; service utensils</li> <li>&gt; food containers</li> <li>&gt; crockery</li> <li>&gt; cutlery</li> </ul>                                                                                                          |

**one** from **condiments and accompaniments**

- > seasonings
- > sugars and sweeteners
- > prepared sauces and dressings

at least **two** from **work areas**

- > serving area
- > seated area
- > waiting area

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Prepare and Clear areas for Table Service

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| <b>Unit Reference</b>                                                      | F/601/4915                                                                                                                                                                                                   |                                                                                                              |
| <b>Level</b>                                                               | 2                                                                                                                                                                                                            |                                                                                                              |
| <b>Credit Value</b>                                                        | 4                                                                                                                                                                                                            |                                                                                                              |
| <b>Guided Learning (GL)</b>                                                | 32                                                                                                                                                                                                           |                                                                                                              |
| <b>Unit Summary</b>                                                        | This unit will provide the learner with the knowledge and skills to prepare service areas and equipment for table service. Learners will also be able to clear dining and service areas after table service. |                                                                                                              |
| <b>Learning Outcomes (1 to 6)</b>                                          | <b>Assessment Criteria (1.1 to 6.7)</b>                                                                                                                                                                      |                                                                                                              |
| <b>The learner will</b>                                                    | <b>The learner can</b>                                                                                                                                                                                       |                                                                                                              |
| 1. Be able to prepare service areas and equipment for table service        | 1.1                                                                                                                                                                                                          | Check that service areas are hygienic, undamaged and ready to use in line with the service operation         |
|                                                                            | 1.2                                                                                                                                                                                                          | Check that service equipment is clean, undamaged, positioned ready to use and turned on where appropriate    |
|                                                                            | 1.3                                                                                                                                                                                                          | Check that there are sufficient stocks of table items and stored in line with service operation              |
|                                                                            | 1.4                                                                                                                                                                                                          | Prepare condiments and accompaniments ready for service and store them in line with food hygiene regulations |
|                                                                            | 1.5                                                                                                                                                                                                          | Check refuse and waste food containers are clean and ready for use                                           |
| 2. Understand how to prepare service areas and equipment for table service | 2.1                                                                                                                                                                                                          | Describe safe and hygienic working practices when preparing service areas and equipment for table service    |
|                                                                            | 2.2                                                                                                                                                                                                          | State why a constant stock of food service items has to be maintained                                        |

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|                                                                         | 2.3 | State why it is important to check expiry dates on items and how to do so                                                      |
|                                                                         | 2.4 | Outline organisations procedures for storage and stock rotation                                                                |
|                                                                         | 2.5 | State why service equipment should be turned on before service                                                                 |
|                                                                         | 2.6 | State why waste must be handled and disposed of correctly                                                                      |
|                                                                         | 2.7 | State where and from whom health and safety and good hygiene information can be obtained                                       |
|                                                                         | 2.8 | Outline the types of unexpected situations that may occur when preparing service areas and equipment and how to deal with them |
| 3. Be able to clear dining and service areas after table service        | 3.1 | Check dining furniture, table linen and table items are clean and undamaged                                                    |
|                                                                         | 3.2 | Arrange restaurant furniture according to the food service operation                                                           |
|                                                                         | 3.3 | Lay up tables according to cover lay up                                                                                        |
|                                                                         | 3.4 | Check the menus and ensure that they contain accurate information and are ready for customer use                               |
|                                                                         | 3.5 | Check that condiment containers are clean, full and ready for customer use                                                     |
| 4. Understand how to clear dining and service areas after table service | 4.1 | Describe safe and hygienic working practices when preparing customer dining areas                                              |
|                                                                         | 4.2 | State why it is essential to check table linen and table items before service                                                  |
|                                                                         | 4.3 | State why menus should be checked before use                                                                                   |

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|                                                                          | 4.4 | State why heating/air conditioning/ventilation and lighting should be checked before use when preparing customer dining areas for table service |
|                                                                          | 4.5 | Outline the types of unexpected situations that may occur when preparing customer dining areas and how to deal with them                        |
| 5. Be able to prepare customer and dining areas for table service        | 5.1 | Arrange table items used in food service area for cleaning or store them as required                                                            |
|                                                                          | 5.2 | Prepare service and table linen for dispatch to laundry or clean down and remove disposable items                                               |
|                                                                          | 5.3 | Store food items and accompaniments for future use in line with food hygiene regulations                                                        |
|                                                                          | 5.4 | Dispose of rubbish and waste food correctly                                                                                                     |
|                                                                          | 5.5 | Make sure that service equipment is clean and turned off or stored                                                                              |
|                                                                          | 5.6 | Leave dining and food service areas tidy and ready for cleaning                                                                                 |
| 6. Understand how to prepare customer and dining areas for table service | 6.1 | Describe safe and hygienic working practices when clearing dining and service areas                                                             |
|                                                                          | 6.2 | State why all dining and service areas should be left clean after service                                                                       |
|                                                                          | 6.3 | State why certain electrical equipment should be turned off after service                                                                       |
|                                                                          | 6.4 | State why waste must be handled and disposed of correctly                                                                                       |
|                                                                          | 6.5 | Describe how to dispose of broken glass and crockery safely                                                                                     |

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|  | 6.6 | State the security procedures that should be followed                                                                      |
|  | 6.7 | Outline the types of unexpected situations that may occur when clearing dining and service areas and how to deal with them |

| <b>Learning Outcome - The Learner will:</b>                         | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 1. Be able to prepare service areas and equipment for table service | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>service operations</b></p> <ul style="list-style-type: none"> <li>&gt; restaurant table service</li> <li>&gt; function service</li> </ul> <p>at least <b>four</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; service cutlery/silverware</li> <li>&gt; glassware</li> <li>&gt; service dishes/flats</li> <li>&gt; refrigerated units</li> <li>&gt; hot/cold beverage service containers</li> <li>&gt; trays/trolleys</li> <li>&gt; sideboards/side tables/service station</li> </ul> <p>at least <b>one</b> from <b>condiments and accompaniments</b></p> <ul style="list-style-type: none"> <li>&gt; dry seasonings/flavourings</li> <li>&gt; mustards, sauces and salad dressings</li> <li>&gt; prepared bread items</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 3. Be able to clear dining and service areas after table service    | <p>The assessor <b>must</b> assess assessment criteria 3.1-3.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>four</b> from <b>table items</b></p> <ul style="list-style-type: none"> <li>&gt; crockery</li> <li>&gt; cutlery/silverware</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                                                   | <ul style="list-style-type: none"> <li>&gt; glassware</li> <li>&gt; menus/menu holders</li> <li>&gt; table decorations</li> <li>&gt; condiments and accompaniments</li> <li>&gt; napkins and table coverings</li> </ul> <p>at least <b>one</b> from <b>service operations</b></p> <ul style="list-style-type: none"> <li>&gt; restaurant table service</li> <li>&gt; function service</li> </ul> <p>at least <b>one</b> from <b>cover lay-up</b></p> <ul style="list-style-type: none"> <li>&gt; full place settings for a la carte menu</li> <li>&gt; full place settings for table d'hôte menu</li> <li>&gt; full place settings for function</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                                                                                                                                                                                                                                                                                                           |
| 5. Be able to prepare customer and dining areas for table service | <p>The assessor <b>must</b> assess assessment criteria 5.1-5.6 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>four</b> from <b>table items</b></p> <ul style="list-style-type: none"> <li>&gt; cutlery/silverware</li> <li>&gt; glassware</li> <li>&gt; menus/menu holders</li> <li>&gt; table decorations</li> <li>&gt; condiments and accompaniments</li> <li>&gt; napkins and table coverings</li> </ul> <p>at least <b>two</b> from <b>food service areas</b></p> <ul style="list-style-type: none"> <li>&gt; customer dining areas</li> <li>&gt; sideboards/side tables/trolleys</li> <li>&gt; service preparation areas</li> </ul> <p>at least <b>three</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; hot plates/plates</li> <li>&gt; warmers</li> <li>&gt; refrigerated units</li> <li>&gt; hot/cold beverage service containers</li> <li>&gt; trays/trolleys</li> <li>&gt; sideboards/side tables/service station</li> </ul> |

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|  | Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony. |
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## Prepare and Clear the Bar Area

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| <b>Unit Reference</b>                                  | Y/601/4922                                                                                                                                                                 |                                                                                                               |
| <b>Level</b>                                           | 2                                                                                                                                                                          |                                                                                                               |
| <b>Credit Value</b>                                    | 4                                                                                                                                                                          |                                                                                                               |
| <b>Guided Learning (GL)</b>                            | 29                                                                                                                                                                         |                                                                                                               |
| <b>Unit Summary</b>                                    | This unit will provide the learner with the knowledge and skills to prepare and clear customer and service areas. Learners will also be able to clean and store glassware. |                                                                                                               |
| <b>Learning Outcomes (1 to 6)</b>                      | <b>Assessment Criteria (1.1 to 6.6)</b>                                                                                                                                    |                                                                                                               |
| <b>The learner will</b>                                | <b>The learner can</b>                                                                                                                                                     |                                                                                                               |
| 1. Be able to prepare customer and service area        | 1.1                                                                                                                                                                        | Check stocks for drinks service, restock and rotate them in line with workplace procedures                    |
|                                                        | 1.2                                                                                                                                                                        | Prepare and store the drink accompaniments, ready for service                                                 |
|                                                        | 1.3                                                                                                                                                                        | Make sure that service and electrical equipment is clean, free from damage and displayed as required          |
|                                                        | 1.4                                                                                                                                                                        | Make sure that menus and promotional material are accurate, clean, free from damage and displayed as required |
|                                                        | 1.5                                                                                                                                                                        | Make sure service areas are clean, tidy and ready for use                                                     |
| 2. Understand how to prepare customer and service area | 2.1                                                                                                                                                                        | Describe safe and hygienic practices when preparing customer and service areas                                |
|                                                        | 2.2                                                                                                                                                                        | State why and to whom breakages should be reported                                                            |
|                                                        | 2.3                                                                                                                                                                        | Explain why it is essential to check the expiry dates on stock items                                          |

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|                                                      | 2.4  | State why refrigeration units should be maintained at the correct temperature                                    |
|                                                      | 2.5  | State why correct storage and rotation procedures should be followed                                             |
|                                                      | 2.6  | State why service areas must be secure from unauthorised access at all times                                     |
|                                                      | 2.7  | State why maintenance should not be attempted on electronic items                                                |
|                                                      | 2.8  | State why a constant stock of drinks and accompaniments must be maintained                                       |
|                                                      | 2.9  | State why stocks of drinks must be rotated                                                                       |
|                                                      | 2.10 | Outline the types of unexpected situations that may occur when preparing the bar area and how to deal with these |
| 3. Be able to clear customer and service area        | 3.1  | Store, restock, or dispose of drinks stocks and drink accompaniments, in line with workplace procedures          |
|                                                      | 3.2  | Ensure that service equipment is clean and stored as required                                                    |
|                                                      | 3.3  | Make sure electrical equipment and machines are left in the correct condition                                    |
|                                                      | 3.4  | Ensure that customer and service areas are tidy, free from rubbish and ready for cleaning                        |
| 4. Understand how to clear customer and service area | 4.1  | Describe safe and hygienic working practices when clearing customer and service areas                            |
|                                                      | 4.2  | Explain why service areas should be left tidy and free from rubbish after service                                |
|                                                      | 4.3  | State why waste must be handled and stored correctly                                                             |

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|                                                | <p>4.4 State why certain electrical equipment must be turned off after service</p> <p>4.5 State why maintenance must not be attempted on electrical equipment</p> <p>4.6 State why customer service areas must be secure from unauthorised access after service</p> <p>4.7 State why spillages and breakages must be reported to the appropriate person</p> <p>4.8 State why correct storage procedures must be followed for food and drink stocks</p> <p>4.9 Outline the types of unexpected situations that may occur when clearing the bar area and how to deal with them</p>                                                                                                              |
| <p>5. Be able to clean and store glassware</p> | <p>5.1 Empty glassware and position it ready for cleaning</p> <p>5.2 Check that cleaning equipment or machinery is clean, safe, free from damage and ready for use</p> <p>5.3 Clean glassware at the recommended temperature using appropriate cleaning method</p> <p>5.4 Check that finished glassware is clean, dry and free from damage</p> <p>5.5 Dispose of damaged or broken glassware following recommended procedures</p> <p>5.6 Dispose of waste or dirty water following recommended procedures</p> <p>5.7 Check that cleaning equipment or machines are left clean, dry and undamaged and ready for future use</p> <p>5.8 Keep storage areas clean, tidy and free from rubbish</p> |

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| 6. Understand how to clean and store glassware | 6.1 | Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials                   |
|                                                | 6.2 | Explain why glassware should be handled carefully                                                                        |
|                                                | 6.3 | State why glassware should be cleaned at the correct temperature                                                         |
|                                                | 6.4 | Describe the proper procedure for disposing of broken glass                                                              |
|                                                | 6.5 | Describe how to maintain glass washing equipment                                                                         |
|                                                | 6.6 | Outline the types of unexpected situations that may occur when handling and cleaning glassware and how to deal with them |

| Learning Outcome - The Learner will:            | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 1. Be able to prepare customer and service area | <p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>three</b> from <b>stocks for drinks service</b></p> <ul style="list-style-type: none"> <li>&gt; bottled soft/alcoholic drinks</li> <li>&gt; draught soft/alcoholic drinks</li> <li>&gt; soft/alcoholic drinks served by optics</li> <li>&gt; soft/alcoholic drinks free poured with measure and pourer</li> <li>&gt; hot drinks</li> </ul> <p>at least <b>two</b> from <b>drink accompaniments</b></p> <ul style="list-style-type: none"> <li>&gt; ice</li> <li>&gt; food garnishes for drinks</li> <li>&gt; accompaniments for hot drinks</li> <li>&gt; decorative items from drinks</li> </ul> |

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|                                               | <p>at least <b>four</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; bottle openers/cork screws</li> <li>&gt; optics, measurers/pourers</li> <li>&gt; glassware</li> <li>&gt; drip trays and drip mats</li> <li>&gt; ice buckets and tongs</li> <li>&gt; knives and chopping boards</li> <li>&gt; coasters and drink mats</li> </ul> <p><b>at least one from electrical equipment</b></p> <ul style="list-style-type: none"> <li>&gt; refrigerated units</li> <li>&gt; ice machine</li> </ul> <p><b>at least three from service areas</b></p> <ul style="list-style-type: none"> <li>&gt; counters and shelves</li> <li>&gt; waste bins/bottle containers</li> <li>&gt; floors</li> <li>&gt; tables and chairs</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                                                                                                             |
| 3. Be able to clear customer and service area | <p>The assessor must assess assessment criteria 3.1-3.4 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least three from drink stocks</p> <ul style="list-style-type: none"> <li>&gt; bottled soft/alcoholic drinks</li> <li>&gt; draught soft/alcoholic drinks</li> <li>&gt; soft/alcoholic drinks served by optics</li> <li>&gt; soft/alcoholic drinks free poured with measure and</li> <li>&gt; pourer</li> <li>&gt; hot drinks</li> </ul> <p>at least two from drink accompaniments</p> <ul style="list-style-type: none"> <li>&gt; ice</li> <li>&gt; food garnishes for drinks</li> <li>&gt; accompaniments for hot drinks</li> <li>&gt; decorative items from drinks</li> </ul> <p>at least four from service equipment</p> <ul style="list-style-type: none"> <li>&gt; bottle openers/cork screws</li> <li>&gt; optics, measurers/pourers</li> <li>&gt; glassware</li> </ul> |

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|                                         | <ul style="list-style-type: none"> <li>&gt; drip trays and drip mats</li> <li>&gt; e) ice buckets and tongs</li> <li>&gt; f) knives and chopping boards</li> <li>&gt; g) coasters and drink mats</li> </ul> <p>at least one from electrical equipment</p> <ul style="list-style-type: none"> <li>&gt; refrigerated units</li> <li>&gt; ice machine</li> </ul> <p>at least three from service areas</p> <ul style="list-style-type: none"> <li>&gt; counters and shelves</li> <li>&gt; waste bins/bottle containers</li> <li>&gt; floors</li> <li>&gt; tables and chairs</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 5. Be able to clean and store glassware | <p>The assessor must assess assessment criteria 5.1-5.4, 5.6 and 5.7 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 5.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least one from glassware</p> <ul style="list-style-type: none"> <li>&gt; glasses</li> <li>&gt; water jugs</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                                                                                      |

| Prepare and Cook Fish                      |                                                                                            |                                                                                                             |
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| <b>Unit Reference</b>                      | T/601/5561                                                                                 |                                                                                                             |
| <b>Level</b>                               | 1                                                                                          |                                                                                                             |
| <b>Credit Value</b>                        | 3                                                                                          |                                                                                                             |
| <b>Guided Learning (GL)</b>                | 23                                                                                         |                                                                                                             |
| <b>Unit Summary</b>                        | This unit will provide the learner with the knowledge and skills to prepare and cook fish. |                                                                                                             |
| <b>Learning Outcomes (1 to 2)</b>          | <b>Assessment Criteria (1.1 to 2.11)</b>                                                   |                                                                                                             |
| <b>The learner will</b>                    | <b>The learner can</b>                                                                     |                                                                                                             |
| 1. Be able to prepare and cook fish        | 1.1                                                                                        | Safely store any fish not for immediate use                                                                 |
|                                            | 1.2                                                                                        | De-frost fish when necessary                                                                                |
|                                            | 1.3                                                                                        | Check fish is fit for cooking                                                                               |
|                                            | 1.4                                                                                        | Choose right tools and equipment                                                                            |
|                                            | 1.5                                                                                        | Prepare fish to meet requirements                                                                           |
|                                            | 1.6                                                                                        | Cook fish as required                                                                                       |
|                                            | 1.7                                                                                        | Finish fish as required                                                                                     |
|                                            | 1.8                                                                                        | Make sure fish is at the correct temperature for holding and serving                                        |
| 2. Understand how to prepare and cook fish | 2.1                                                                                        | Describe how to store frozen and unfrozen fish correctly before cooking                                     |
|                                            | 2.2                                                                                        | Describe how to check that coated and uncoated fish, frozen and unfrozen is fit for preparation and cooking |
|                                            | 2.3                                                                                        | Describe how to decide whether fish needs de-frosting before cooking and why it is important                |

|  |      |                                                                              |
|--|------|------------------------------------------------------------------------------|
|  | 2.4  | State how to de-frost pre-prepared fish                                      |
|  | 2.5  | Describe what to do if there are any problems with fish or other ingredients |
|  | 2.6  | State the right temperatures and cooking times for different types of fish   |
|  | 2.7  | State the right tools and equipment to prepare and cook fish                 |
|  | 2.8  | State why it is important to use the right tools and equipment               |
|  | 2.9  | State the correct cooking methods to use                                     |
|  | 2.10 | Describe how to decide when different types of fish are properly cooked      |
|  | 2.11 | Describe how to garnish and present cooked fish                              |

| Learning Outcome - The Learner will: | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to prepare and cook fish  | <p>The assessor <b>must</b> assess assessment criteria 1.3, 1.4, 1.6, 1.7 and 1.8 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.1, 1.2 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>fish</b></p> <ul style="list-style-type: none"> <li>&gt; coated</li> <li>&gt; un-coated</li> <li>&gt; frozen</li> <li>&gt; un-frozen</li> </ul> <p>at least <b>two</b> from <b>cooking methods</b></p> <ul style="list-style-type: none"> <li>&gt; boiling</li> <li>&gt; frying</li> </ul> |

- > grilling
- > microwaving

**at least two** from **preparation methods**

- > deep frying
- > grilling
- > baking

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Prepare and Cook Meat and Poultry

|                                                    |                                                                                            |                                                                                      |
|----------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                              | T/601/5575                                                                                 |                                                                                      |
| <b>Level</b>                                       | 1                                                                                          |                                                                                      |
| <b>Credit Value</b>                                | 4                                                                                          |                                                                                      |
| <b>Guided Learning (GL)</b>                        | 33                                                                                         |                                                                                      |
| <b>Unit Summary</b>                                | This unit will provide the learner with the knowledge and skills to prepare and cook meat. |                                                                                      |
| <b>Learning Outcomes (1 to 2)</b>                  | <b>Assessment Criteria (1.1 to 2.11)</b>                                                   |                                                                                      |
| <b>The learner will</b>                            | <b>The learner can</b>                                                                     |                                                                                      |
| 1. Be able to prepare and cook meat/poultry        | 1.1                                                                                        | Safely store any meat/poultry not for immediate use                                  |
|                                                    | 1.2                                                                                        | De-frost meat/poultry when necessary                                                 |
|                                                    | 1.3                                                                                        | Check that meat/poultry is fit for cooking                                           |
|                                                    | 1.4                                                                                        | Choose the right tools and equipment                                                 |
|                                                    | 1.5                                                                                        | Prepare meat/poultry to meet requirements                                            |
|                                                    | 1.6                                                                                        | Cook meat/poultry as required                                                        |
|                                                    | 1.7                                                                                        | Finish meat/poultry as required                                                      |
|                                                    | 1.8                                                                                        | Make sure meat/poultry is at the correct temperature for holding and serving         |
| 2. Understand how to prepare and cook meat/poultry | 2.1                                                                                        | Describe how to store fresh and frozen meat/poultry correctly before cooking         |
|                                                    | 2.2                                                                                        | Describe how to check thy meat/ poultry is fit for preparation and cooking           |
|                                                    | 2.3                                                                                        | Describe what to do if there are problems with the meat/poultry or other ingredients |

|  |      |                                                                                                 |
|--|------|-------------------------------------------------------------------------------------------------|
|  | 2.4  | Describe how to decide when meat/poultry needs defrosting before cooking and why this important |
|  | 2.5  | State the right tools and equipment for: defrosting, seasoning and storing meat/poultry         |
|  | 2.6  | Describe how to prepare meat/poultry using different cooking methods                            |
|  | 2.7  | State the correct tools and equipment for different cooking methods                             |
|  | 2.8  | State why it is important to use correct tools and equipment                                    |
|  | 2.9  | Describe how to carry out different cooking methods                                             |
|  | 2.10 | Describe how to finish and season meat/poultry according to requirements                        |
|  | 2.11 | State the correct temperatures for holding meat/poultry                                         |

| Learning Outcome - The Learner will:        | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to prepare and cook meat/poultry | <p>The assessor <b>must</b> assess assessment criteria 1.3, 1.4 1.6, 1.7 and 1.8 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 1.1, 1.2 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>meat/poultry</b>:</p> <ul style="list-style-type: none"> <li>&gt; pre-prepared</li> <li>&gt; uncoated</li> <li>&gt; steaks</li> </ul> |

- > chops
- > chicken cuts

at least **two** from **cooking methods**:

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

**one** from **preparation methods**

- > defrosting
- > seasoning

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Prepare and Finish Simple Salad and Fruit Dishes

|                                                            |                                                                                                                       |                                                                                                     |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                      | R/601/5437                                                                                                            |                                                                                                     |
| <b>Level</b>                                               | 1                                                                                                                     |                                                                                                     |
| <b>Credit Value</b>                                        | 2                                                                                                                     |                                                                                                     |
| <b>Guided Learning (GL)</b>                                | 16                                                                                                                    |                                                                                                     |
| <b>Unit Summary</b>                                        | This unit will provide the learner with the knowledge and skills to prepare and finish simple salad and fruit dishes. |                                                                                                     |
| <b>Learning Outcomes (1 to 4)</b>                          | <b>Assessment Criteria (1.1 to 4.1)</b>                                                                               |                                                                                                     |
| <b>The learner will</b>                                    | <b>The learner can</b>                                                                                                |                                                                                                     |
| 1. Be able to prepare simple salad and fruit dishes        | 1.1                                                                                                                   | Check the ingredients to make sure they are fit for preparation                                     |
|                                                            | 1.2                                                                                                                   | Choose the correct tools and equipment                                                              |
|                                                            | 1.3                                                                                                                   | Prepare the ingredients correctly for the dish                                                      |
| 2. Understand how to prepare simple salad and fruit dishes | 2.1                                                                                                                   | State how to store salad and fruit before preparation                                               |
|                                                            | 2.2                                                                                                                   | Describe how to check salad, fruit or other ingredients to make sure they are fit for use           |
|                                                            | 2.3                                                                                                                   | Describe what to do if there is a problem with the salad, fruit or other ingredients                |
|                                                            | 2.4                                                                                                                   | State what tools and equipment are needed to carry out the relevant cooking methods                 |
|                                                            | 2.5                                                                                                                   | State why it is important to use the correct tools and equipment                                    |
|                                                            | 2.6                                                                                                                   | State why it is important to avoid cross contamination with meat and fish products and how to do so |

|                                                          |     |                                                                               |
|----------------------------------------------------------|-----|-------------------------------------------------------------------------------|
| 3. Be able to finish simple salad and fruit dishes       | 3.1 | Present the dish to meet requirements                                         |
|                                                          | 3.2 | Safely store any prepared items not for immediate use                         |
| 4. Understand how to finish simple salad and frit dishes | 4.1 | Describe how to store prepared salads and fruit that is not for immediate use |

| Learning Outcome - The Learner will:                | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to prepare simple salad and fruit dishes | <p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3 and 3.1 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.2 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>three</b> from <b>ingredients</b>:</p> <ul style="list-style-type: none"> <li>&gt; frozen fruit</li> <li>&gt; fresh fruit</li> <li>&gt; fresh salad</li> <li>&gt; prepared fruit</li> <li>&gt; prepared salad</li> </ul> <p>at least <b>three</b> from <b>prepare by</b>:</p> <ul style="list-style-type: none"> <li>&gt; peeling</li> <li>&gt; trimming</li> <li>&gt; washing</li> <li>&gt; soaking</li> <li>&gt; cutting</li> <li>&gt; mixing</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

## Prepare and Present food for Cold Presentation

|                                                                     |                                                                                                                     |                                                                                           |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                               | M/601/5364                                                                                                          |                                                                                           |
| <b>Level</b>                                                        | 2                                                                                                                   |                                                                                           |
| <b>Credit Value</b>                                                 | 4                                                                                                                   |                                                                                           |
| <b>Guided Learning (GL)</b>                                         | 35                                                                                                                  |                                                                                           |
| <b>Unit Summary</b>                                                 | This unit will provide the learner with the knowledge and skills to prepare and present food for cold presentation. |                                                                                           |
| <b>Learning Outcomes (1 to 2)</b>                                   | <b>Assessment Criteria (1.1 to 2.11)</b>                                                                            |                                                                                           |
| <b>The learner will</b>                                             | <b>The learner can</b>                                                                                              |                                                                                           |
| 1. Be able to prepare and present food for cold presentation        | 1.1                                                                                                                 | Check the food and garnish ingredients meet requirements                                  |
|                                                                     | 1.2                                                                                                                 | Choose and use tools and equipment correctly                                              |
|                                                                     | 1.3                                                                                                                 | Prepare food products have the correct preparation methods                                |
|                                                                     | 1.4                                                                                                                 | Make sure the food products have the correct flavour, colour, texture and quantity        |
|                                                                     | 1.5                                                                                                                 | Garnish and present the food products to meet requirements                                |
|                                                                     | 1.6                                                                                                                 | Safely store any prepared food products not for immediate consumption                     |
| 2. Understand how to prepare and present food for cold presentation | 2.1                                                                                                                 | Describe how to check that the food products and garnish ingredients meet requirements    |
|                                                                     | 2.2                                                                                                                 | State what quality points to look for in presentation of cooked, cured and prepared foods |

|  |      |                                                                                                              |
|--|------|--------------------------------------------------------------------------------------------------------------|
|  | 2.3  | Describe what to do if there any problems with the food products or garnish ingredients                      |
|  | 2.4  | State the correct tools and equipment required to carry out different preparation methods                    |
|  | 2.5  | State the importance of using the correct tools, equipment and techniques                                    |
|  | 2.6  | Describe how to prepare the food products and garnish ingredients for cold presentation                      |
|  | 2.7  | Describe how to produce basic vinaigrette and cold sauces                                                    |
|  | 2.8  | Describe how to identify when food products have the correct colour, flavour, texture and quantity           |
|  | 2.9  | State the importance of time and temperature when preparing cooked, cured and prepared food for presentation |
|  | 2.10 | State why cooked, cured and prepared foods should be stored at the required temperature before presentation  |
|  | 2.11 | State healthy eating options when preparing and presenting food for cold presentation                        |

| <b>Learning Outcome - The Learner will:</b>                  | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to prepare and present food for cold presentation | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.6 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> |

at least **six** from **food products**

- > bread products
- > salads
- > pre-prepared pies
- > cooked red/white meat
- > fish
- > pre-prepared terrines
- > pre-prepared patés
- > cured meats
- > shellfish
- > vinaigrette
- > cold sauces

at least **two** from **garnish ingredients**

- > fruit
- > vegetables
- > herbs

at least **four** from **preparation methods**

- > slicing
- > dressing
- > garnishing
- > portioning
- > whisking
- > combining ingredients

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Prepare Hot and Cold Sandwiches

|                                                      |                                                                                                      |                                                                                                                          |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                | K/601/4844                                                                                           |                                                                                                                          |
| <b>Level</b>                                         | 1                                                                                                    |                                                                                                                          |
| <b>Credit Value</b>                                  | 2                                                                                                    |                                                                                                                          |
| <b>Guided Learning (GL)</b>                          | 20                                                                                                   |                                                                                                                          |
| <b>Unit Summary</b>                                  | This unit will provide the learner with the knowledge and skills to prepare hot and cold sandwiches. |                                                                                                                          |
| <b>Learning Outcomes (1 to 2)</b>                    | <b>Assessment Criteria (1.1 to 2.4)</b>                                                              |                                                                                                                          |
| <b>The learner will</b>                              | <b>The learner can</b>                                                                               |                                                                                                                          |
| 1. Be able to prepare hot and cold sandwiches        | 1.1                                                                                                  | Check the bread and fillings to make sure that they meet quality and quantity requirements                               |
|                                                      | 1.2                                                                                                  | Choose the right tools and equipment                                                                                     |
|                                                      | 1.3                                                                                                  | Prepare sandwiches as requested                                                                                          |
|                                                      | 1.4                                                                                                  | Safely store any sandwich and fillings not for immediate use                                                             |
| 2. Understand how to prepare hot and cold sandwiches | 2.1                                                                                                  | Explain how to check that bread and fillings are fit for purpose                                                         |
|                                                      | 2.2                                                                                                  | State the correct tools and equipment for making sandwiches                                                              |
|                                                      | 2.3                                                                                                  | Describe how to present sandwiches and bread products attractively                                                       |
|                                                      | 2.4                                                                                                  | State the correct methods of storage to avoid spoiling sandwiches and bread products between preparation and consumption |

| Learning Outcome -<br>The Learner will:              | Assessment Requirements and Evidence<br>Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Be able to prepare hot and cold sandwiches</p> | <p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2 and 1.3 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>bread</b></p> <ul style="list-style-type: none"> <li>&gt; sliced bread</li> <li>&gt; un-sliced bread</li> <li>&gt; wraps</li> <li>&gt; bread rolls</li> </ul> <p>at least <b>four</b> from <b>fillings</b></p> <ul style="list-style-type: none"> <li>&gt; fats/pastes/spreads</li> <li>&gt; cooked meat and poultry</li> <li>&gt; cooked fish</li> <li>&gt; dairy products</li> <li>&gt; salad/vegetables/fruit</li> <li>&gt; sauces/dressings/relishes</li> </ul> <p>at least <b>two</b> from <b>preparation methods</b></p> <ul style="list-style-type: none"> <li>&gt; slicing</li> <li>&gt; preparing fillings</li> <li>&gt; garnishing</li> <li>&gt; heating/toasting</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

| Produce Basic Fish Dishes                      |                                                                                                |                                                                             |
|------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Unit Reference</b>                          | H/601/4938                                                                                     |                                                                             |
| <b>Level</b>                                   | 2                                                                                              |                                                                             |
| <b>Credit Value</b>                            | 4                                                                                              |                                                                             |
| <b>Guided Learning (GL)</b>                    | 34                                                                                             |                                                                             |
| <b>Unit Summary</b>                            | This unit will provide the learner with the knowledge and skills to produce basic fish dishes. |                                                                             |
| <b>Learning Outcomes (1 to 2)</b>              | <b>Assessment Criteria (1.1 to 2.11)</b>                                                       |                                                                             |
| <b>The learner will</b>                        | <b>The learner can</b>                                                                         |                                                                             |
| 1. Be able to produce basic fish dishes        | 1.1                                                                                            | Check fish meet dish requirements                                           |
|                                                | 1.2                                                                                            | Choose and use the right tools and equipment correctly                      |
|                                                | 1.3                                                                                            | Combine fish with other ingredients                                         |
|                                                | 1.4                                                                                            | Cook fish to meet dish requirements                                         |
|                                                | 1.5                                                                                            | Garnish and present the dish to meet requirements                           |
|                                                | 1.6                                                                                            | Make sure dishes have the correct flavour, colour, consistency and quantity |
|                                                | 1.7                                                                                            | Make sure dishes are at correct temperature for holding and serving         |
|                                                | 1.8                                                                                            | Safely store any cooked fish not for immediate use                          |
| 2. Understand how to produce basic fish dishes | 2.1                                                                                            | Describe how to check the fish meet dish requirements                       |
|                                                | 2.2                                                                                            | State what quality points to look for in fish                               |

|  |      |                                                                                                          |
|--|------|----------------------------------------------------------------------------------------------------------|
|  | 2.3  | Describe what to do if there are any problems with the fish or other ingredients                         |
|  | 2.4  | State which tools and equipment to use for the relevant cooking method                                   |
|  | 2.5  | State why it is important to use the correct tools and equipment                                         |
|  | 2.6  | Explain why it is important to use the most appropriate cooking methods in relation to each type of fish |
|  | 2.7  | State the correct temperatures for cooking fish and why these temperatures are important                 |
|  | 2.8  | Describe how to garnish and present fish according to organisational requirements                        |
|  | 2.9  | Describe how to correct a dish to make sure it has the correct colour, consistency and flavour           |
|  | 2.10 | State the correct temperature for holding and serving fish dishes                                        |
|  | 2.11 | State healthy eating options when cooking and finishing fish                                             |

| <b>Learning Outcome - The Learner will:</b> | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to produce basic fish dishes     | <p>The assessor <b>must</b> assess assessment criteria 1.1 - 1.7 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>fish</b>:</p> <ul style="list-style-type: none"> <li>&gt; raw fish portions</li> </ul> |

- > processed fish products (i.e. fish cakes, coated fish portions)
- > whole fish

at least **four** from **cooking by:**

- > frying – deep
- > frying – shallow
- > grilling
- > boiling (including boil in the bag)
- > steaming
- > baking
- > microwaving

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

| Produce Basic Vegetable Dishes                      |                                                                                                     |                                                                      |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>Unit Reference</b>                               | R/601/4949                                                                                          |                                                                      |
| <b>Level</b>                                        | 2                                                                                                   |                                                                      |
| <b>Credit Value</b>                                 | 4                                                                                                   |                                                                      |
| <b>Guided Learning (GL)</b>                         | 32                                                                                                  |                                                                      |
| <b>Unit Summary</b>                                 | This unit will provide the learner with the knowledge and skills to produce basic vegetable dishes. |                                                                      |
| <b>Learning Outcomes (1 to 2)</b>                   | <b>Assessment Criteria (1.1 to 2.12)</b>                                                            |                                                                      |
| <b>The learner will</b>                             | <b>The learner can</b>                                                                              |                                                                      |
| 1. Be able to produce basic vegetable dishes        | 1.1                                                                                                 | Check the vegetables meet both quality and quantity requirements     |
|                                                     | 1.2                                                                                                 | Choose and use tools and equipment correctly                         |
|                                                     | 1.3                                                                                                 | Combine vegetables with other ingredients                            |
|                                                     | 1.4                                                                                                 | Cook vegetables to meet dish requirements                            |
|                                                     | 1.5                                                                                                 | Make sure dish has the correct flavour, colour, texture and quantity |
|                                                     | 1.6                                                                                                 | Finish and present dishes to meet requirements                       |
|                                                     | 1.7                                                                                                 | Make sure dishes are at correct temperature for holding and serving  |
|                                                     | 1.8                                                                                                 | Safely store cooked vegetables not for immediate use                 |
| 2. Understand how to produce basic vegetable dishes | 2.1                                                                                                 | Describe how to check vegetables meet dish requirements              |

|  |      |                                                                                         |
|--|------|-----------------------------------------------------------------------------------------|
|  | 2.2  | State what quality points to look for in vegetables                                     |
|  | 2.3  | Describe what to do if there are any problems with the vegetables or other ingredients  |
|  | 2.4  | State what tools and equipment are needed to carry out the relevant cooking methods     |
|  | 2.5  | Describe how each of the cooking methods should be followed to meet dish requirements   |
|  | 2.6  | State the correct temperatures for cooking the relevant vegetable dishes                |
|  | 2.7  | Describe how to maintain the nutritional value of vegetables during cooking and holding |
|  | 2.8  | State the main reasons for blanching vegetables                                         |
|  | 2.9  | State which vegetables are suitable for high- and low-pressure steaming                 |
|  | 2.10 | Describe how to finish basic vegetable dishes                                           |
|  | 2.11 | State the correct temperature for holding and serving vegetable dishes                  |
|  | 2.12 | State healthy eating options when cooking and finishing vegetable dishes                |

| <b>Learning Outcome - The Learner will:</b>  | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                         |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to produce basic vegetable dishes | <p>The assessor <b>must</b> assess assessment criteria 1.1 - 1.7 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available.</p> |

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

at least **four** from **vegetables:**

- > roots and tubers
- > bulbs
- > flower heads
- > fungi
- > seeds and pods
- > leaves
- > stems
- > vegetable fruits

at least **one** from **format:**

- > fresh
- > frozen
- > pre-prepared

at least **four** from **cooking by:**

- > blanching
- > boiling
- > roasting
- > baking
- > grilling
- > frying (deep/shallow/stir)
- > steaming
- > combination cooking methods
- > microwaving

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Produce Basic Rice, Pulse and Grain Dishes

|                                                                 |                                                                                                                 |                                                                         |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Unit Reference</b>                                           | K/601/4861                                                                                                      |                                                                         |
| <b>Level</b>                                                    | 2                                                                                                               |                                                                         |
| <b>Credit Value</b>                                             | 3                                                                                                               |                                                                         |
| <b>Guided Learning (GL)</b>                                     | 25                                                                                                              |                                                                         |
| <b>Unit Summary</b>                                             | This unit will provide the learner with the knowledge and skills to produce basic rice, pulse and grain dishes. |                                                                         |
| <b>Learning Outcomes (1 to 2)</b>                               | <b>Assessment Criteria (1.1 to 2.10)</b>                                                                        |                                                                         |
| <b>The learner will</b>                                         | <b>The learner can</b>                                                                                          |                                                                         |
| 1. Be able to produce basic rice, pulse and grain dishes        | 1.1                                                                                                             | Check ingredients meet quality and quantity requirements                |
|                                                                 | 1.2                                                                                                             | Choose and use tools and equipment correctly                            |
|                                                                 | 1.3                                                                                                             | Cook ingredients using the correct preparation and cooking methods      |
|                                                                 | 1.4                                                                                                             | Make sure dishes have the correct flavour, colour, texture and quantity |
|                                                                 | 1.5                                                                                                             | Garnish and present food products to meet organisational standards      |
|                                                                 | 1.6                                                                                                             | Make sure dishes are at the correct temperature for holding and serving |
|                                                                 | 1.7                                                                                                             | Make sure prepared food is stored safely that is not for immediate use  |
| 2. Understand how to produce basic rice, pulse and grain dishes | 2.1                                                                                                             | Describe how to check ingredients meet the dish requirements            |
|                                                                 | 2.2                                                                                                             | State what quality points to look for in rice, pulse and grains         |

|  |      |                                                                                                                   |
|--|------|-------------------------------------------------------------------------------------------------------------------|
|  | 2.3  | Describe what to do if there are problems with rice, pulse and grains                                             |
|  | 2.4  | State the correct tools and equipment to carry out relevant preparation methods                                   |
|  | 2.5  | State why it is important to use the correct equipment and techniques                                             |
|  | 2.6  | Describe how to determine the correct cooking methods                                                             |
|  | 2.7  | Describe how to identify when rice, pulse and grain dishes have the correct colour, flavour, texture and quantity |
|  | 2.8  | State the correct temperature for holding and serving rice, pulse and grain dishes                                |
|  | 2.9  | Describe how rice, pulse and grains can be cooled which maintains effective food safety                           |
|  | 2.10 | State healthy eating options when making rice, pulse and grain dishes                                             |

| Learning Outcome - The Learner will:                     | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to produce basic rice, pulse and grain dishes | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.5 by directly observing the learner's work.</p> <p>For assessment criterion 1.6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <b>or</b> serving) but must observe the other.</p> <p>The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> |

all **three** from **ingredients:**

- > rice
- > peas, beans and lentils
- > grain, including polenta

at least **four** from **preparation and cooking methods:**

- > soaking and washing
- > boiling
- > braising
- > steaming
- > frying
- > baking
- > microwaving

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

| Produce Basic Pasta Dishes                      |                                                                                                 |                                                                                       |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                           | F/601/7331                                                                                      |                                                                                       |
| <b>Level</b>                                    | 2                                                                                               |                                                                                       |
| <b>Credit Value</b>                             | 3                                                                                               |                                                                                       |
| <b>Guided Learning (GL)</b>                     | 25                                                                                              |                                                                                       |
| <b>Unit Summary</b>                             | This unit will provide the learner with the knowledge and skills to produce basic pasta dishes. |                                                                                       |
| <b>Learning Outcomes (1 to 2)</b>               | <b>Assessment Criteria (1.1 to 2.12)</b>                                                        |                                                                                       |
| <b>The learner will</b>                         | <b>The learner can</b>                                                                          |                                                                                       |
| 1. Be able to produce basic pasta dishes        | 1.1                                                                                             | Check pasta and other ingredients meet dish requirements                              |
|                                                 | 1.2                                                                                             | Choose and use the correct tools and equipment correctly                              |
|                                                 | 1.3                                                                                             | Prepare and cook the pasta and other ingredients to meet the dish requirements        |
|                                                 | 1.4                                                                                             | Make sure pasta dish is of the correct flavour, colour, texture and quantity          |
|                                                 | 1.5                                                                                             | Present and garnish the pasta dish to meet requirements                               |
|                                                 | 1.6                                                                                             | Make sure the temperature is correct for holding and serving pasta dishes             |
|                                                 | 1.7                                                                                             | Safely store any cooked pasta dishes not for immediate use                            |
| 2. Understand how to produce basic pasta dishes | 2.1                                                                                             | Describe how to check the pasta and other ingredients meet dish requirements          |
|                                                 | 2.2                                                                                             | State what quality points to look for in pasta and other ingredients used in the dish |

|  |      |                                                                                           |
|--|------|-------------------------------------------------------------------------------------------|
|  | 2.3  | Describe what to do if there are any problems with the pasta or other ingredients         |
|  | 2.4  | State why time and temperature are important when cooking and finishing pasta dishes      |
|  | 2.5  | Explain which tools and equipment to use for the relevant preparation and cooking methods |
|  | 2.6  | Describe how to carry out the relevant preparation and cooking methods                    |
|  | 2.7  | State why it is important to use the correct equipment and techniques                     |
|  | 2.8  | Describe how to identify when pasta has the correct flavour, colour, texture and quantity |
|  | 2.9  | State the correct temperature for holding and serving pasta dishes                        |
|  | 2.10 | Describe how to cool pasta to ensure effective food safety prior to storage               |
|  | 2.11 | Describe how to safely store cooked pasta dishes                                          |
|  | 2.12 | State healthy eating option when making pasta dishes                                      |

| <b>Learning Outcome - The Learner will:</b> | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to produce basic pasta dishes    | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.5 by directly observing the learner's work.</p> <p>For assessment criterion 1.6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <b>or</b> serving) but must observe the other.</p> |

The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least **three** from **pasta**

- > stuffed
- > shaped
- > lasagne
- > dried
- > pre-prepared fresh

at least **three** from **preparation and cooking methods**

- > blanching
- > straining
- > mixing
- > boiling
- > baking

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

| Produce Basic Egg Dishes                      |                                                                                               |                                                                             |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Unit Reference</b>                         | L/601/7333                                                                                    |                                                                             |
| <b>Level</b>                                  | 1                                                                                             |                                                                             |
| <b>Credit Value</b>                           | 3                                                                                             |                                                                             |
| <b>Guided Learning (GL)</b>                   | 24                                                                                            |                                                                             |
| <b>Unit Summary</b>                           | This unit will provide the learner with the knowledge and skills to produce basic egg dishes. |                                                                             |
| <b>Learning Outcomes (1 to 2)</b>             | <b>Assessment Criteria (1.1 to 2.10)</b>                                                      |                                                                             |
| <b>The learner will</b>                       | <b>The learner can</b>                                                                        |                                                                             |
| 1. Be able to produce basic egg dishes        | 1.1                                                                                           | Ensure that the eggs and other ingredients meet dish requirements           |
|                                               | 1.2                                                                                           | Select and use the correct tools and equipment                              |
|                                               | 1.3                                                                                           | Prepare and cook eggs and other ingredients to meet dish requirements       |
|                                               | 1.4                                                                                           | Ensure the egg dish has the correct colour, texture and quantity            |
|                                               | 1.5                                                                                           | Present and finish the egg dish to meet requirements                        |
|                                               | 1.6                                                                                           | Ensure the egg dish is at the correct temperature for holding and serving   |
|                                               | 1.7                                                                                           | Safely store cooked egg dishes not for immediate use                        |
| 2. Understand how to produce basic egg dishes | 2.1                                                                                           | Describe how to check the eggs and other ingredients meet dish requirements |
|                                               | 2.2                                                                                           | Describe what to do if there are problems with the egg or other ingredients |

|  |      |                                                                                         |
|--|------|-----------------------------------------------------------------------------------------|
|  | 2.3  | State why time and temperature is important when cooking and finishing basic egg dishes |
|  | 2.4  | Describe how to carry out the relevant preparation and cooking methods                  |
|  | 2.5  | State why it is important to use the correct tools, equipment and techniques            |
|  | 2.6  | Describe how to identify when egg dishes have the correct colour, texture and quantity  |
|  | 2.7  | Describe how to finish basic egg dishes                                                 |
|  | 2.8  | State the correct temperature for holding and serving egg dishes                        |
|  | 2.9  | Describe how to safely store cooked egg dishes                                          |
|  | 2.10 | State healthy eating options when making egg dishes                                     |

| Learning Outcome -<br>The Learner will: | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to produce basic egg dishes  | <p>The assessor <b>must</b> assess assessment criteria 1.1 – 1.5 by directly observing the learner's work.</p> <p>For assessment criterion 1.6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <b>or</b> serving) but must observe the other.</p> <p>The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> |

at least **one** from **eggs:**

- > fresh egg
- > pasteurised egg

at least **four** from **preparation and cooking methods:**

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

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

| Prepare and Serve Cocktails                                      |                                                                                                  |                                                                                                      |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                            | L/601/4982                                                                                       |                                                                                                      |
| <b>Level</b>                                                     | 2                                                                                                |                                                                                                      |
| <b>Credit Value</b>                                              | 5                                                                                                |                                                                                                      |
| <b>Guided Learning (GL)</b>                                      | 40                                                                                               |                                                                                                      |
| <b>Unit Summary</b>                                              | This unit will provide the learner with the knowledge and skills to prepare and serve cocktails. |                                                                                                      |
| <b>Learning Outcomes (1 to 4)</b>                                | <b>Assessment Criteria (1.1 to 4.21)</b>                                                         |                                                                                                      |
| <b>The learner will</b>                                          | <b>The learner can</b>                                                                           |                                                                                                      |
| 1. Be able to prepare areas and equipment for serving cocktails  | 1.1                                                                                              | Make sure that work areas are clean, tidy and ready to use                                           |
|                                                                  | 1.2                                                                                              | Make sure that cocktail-making equipment is clean and undamaged                                      |
|                                                                  | 1.3                                                                                              | Prepare and store cocktail ingredients ready to use                                                  |
|                                                                  | 1.4                                                                                              | Store cocktail accompaniments ready to use                                                           |
| 2. Know how to prepare areas and equipment for serving cocktails | 2.1                                                                                              | Describe safe and hygienic working practices when preparing areas and equipment for making cocktails |
|                                                                  | 2.2                                                                                              | State why it is important to keep preparation areas and equipment hygienic when preparing cocktails  |
|                                                                  | 2.3                                                                                              | State what safe working practices should be followed when preparing cocktails                        |
|                                                                  | 2.4                                                                                              | State why it is important to have all the ingredients ready before preparing cocktails               |

|                                      |     |                                                                                                                 |
|--------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------|
|                                      | 2.5 | Outline the types of unexpected situations that may happen when preparing areas and equipment to make cocktails |
| 3. Be able to serve cocktails        | 3.1 | Identify customer requirements                                                                                  |
|                                      | 3.2 | Provide customers with accurate information about cocktails as required                                         |
|                                      | 3.3 | Promote cocktails to customers at appropriate times                                                             |
|                                      | 3.4 | Assemble cocktails using the recommended measures, techniques, equipment and accompaniments                     |
|                                      | 3.5 | Finish cocktails and serve them using the recommended equipment and accompaniments                              |
|                                      | 3.6 | Serve alcoholic cocktails to permitted people only                                                              |
| 4. Understand how to serve cocktails | 4.1 | State current relevant legislation relating to licensing and weights and measures legislation                   |
|                                      | 4.2 | Describe safe and hygienic working practices when serving cocktails                                             |
|                                      | 4.3 | State why and to whom any customer incidents should be reported                                                 |
|                                      | 4.4 | Describe how to respond to signs that someone might be under the influence of drugs or buying/selling drugs     |
|                                      | 4.5 | Describe how to deal with violent/disorderly customers                                                          |
|                                      | 4.6 | State what procedures to follow in response to people smoking in a non-smoking area                             |

|  |      |                                                                                                                               |
|--|------|-------------------------------------------------------------------------------------------------------------------------------|
|  | 4.7  | State where and from whom health and safety and food legislation can be obtained                                              |
|  | 4.8  | State why it is important to offer customers accurate information eg about strength of drinks and their basic characteristics |
|  | 4.9  | State why it is important to offer customers accurate information about special offers and promotions                         |
|  | 4.10 | State why correct information must be provided to customers at all times                                                      |
|  | 4.11 | State why it is important to recognise the name of different cocktails                                                        |
|  | 4.12 | Describe the different techniques for mixing cocktails                                                                        |
|  | 4.13 | State different measures for different types of cocktails                                                                     |
|  | 4.14 | State why it is important to use the correct measures when preparing cocktails                                                |
|  | 4.15 | State when it is permissible to free-pour when making cocktails                                                               |
|  | 4.16 | State what legal measures must be used to serve alcohol and why they must be used                                             |
|  | 4.17 | State what the law is in relation to serving underage drinkers and how this affects the bar staff                             |
|  | 4.18 | State what the law is in relation to the times of day/night that alcohol may be served                                        |
|  | 4.19 | Describe what symptoms indicate that a customer has drunk excessive amounts                                                   |

|  |      |                                                                                                                            |
|--|------|----------------------------------------------------------------------------------------------------------------------------|
|  |      | and what the legal responsibilities are in relation to this                                                                |
|  | 4.20 | State under what circumstances customers must not be served alcohol                                                        |
|  | 4.21 | Outline the types of unexpected situations that may happen when preparing and serving cocktails and how to deal with these |

| Learning Outcome - The Learner will:                            | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to prepare areas and equipment for serving cocktails | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.4 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>five</b> from <b>equipment</b></p> <ul style="list-style-type: none"> <li>&gt; pourers</li> <li>&gt; blenders</li> <li>&gt; shakers/mixers</li> <li>&gt; stirring equipment</li> <li>&gt; squeezers and strainers</li> <li>&gt; knives and chopping board</li> <li>&gt; glasses/jugs</li> <li>&gt; ice scoops</li> <li>&gt; cocktail list/menu</li> </ul> <p>at least <b>three</b> from <b>ingredients</b></p> <ul style="list-style-type: none"> <li>&gt; fruit</li> <li>&gt; fruit juices/soft drinks</li> <li>&gt; cream/milk</li> <li>&gt; alcohol</li> </ul> <p>at least <b>three</b> from <b>accompaniments</b></p> <ul style="list-style-type: none"> <li>&gt; ice</li> <li>&gt; food garnish</li> <li>&gt; salt/sugar</li> <li>&gt; decorative items</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

3. Be able to serve cocktails

The assessor **must** assess assessment criteria 3.1, 3.2, 3.4, 3.5 and 3.6 by directly observing the learner's work. The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least **two** from **information**

- > price
- > ingredients
- > relative strength
- > measures

at least **three** from **methods**

- > shaken
- > mixed
- > stirred
- > blended
- > built/poured

at least **four** from type of **cocktails**

- > spirit based
- > non-alcoholic
- > cream based cocktail
- > champagne based cocktail
- > gin/vodka-based cocktail
- > tequila based cocktail
- > fruit juice-based cocktail
- > sour cocktail

at least **two** from **accompaniments**

- > ice
- > food garnish
- > salt/sugar
- > decorative items

at least **five** from equipment

- > pourers
- > blenders
- > shakers/mixers
- > stirring equipment
- > squeezers and strainers
- > knives and chopping board
- > glasses/jugs

> h) ice scoops

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

| Prepare and Serve Wines                                                          |                                                                                                                                                                                       |                                                                                                                       |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                                            | K/601/4939                                                                                                                                                                            |                                                                                                                       |
| <b>Level</b>                                                                     | 2                                                                                                                                                                                     |                                                                                                                       |
| <b>Credit Value</b>                                                              | 5                                                                                                                                                                                     |                                                                                                                       |
| <b>Guided Learning (GL)</b>                                                      | 41                                                                                                                                                                                    |                                                                                                                       |
| <b>Unit Summary</b>                                                              | This unit will provide the learner with the knowledge and skills to prepare service areas, equipment and stock for wine service. Learners will be able to present and serve wine too. |                                                                                                                       |
| <b>Learning Outcomes (1 to 6)</b>                                                | <b>Assessment Criteria (1.1 to 6.8)</b>                                                                                                                                               |                                                                                                                       |
| <b>The learner will</b>                                                          | <b>The learner can</b>                                                                                                                                                                |                                                                                                                       |
| 1. Be able to prepare service areas, equipment and stock for wine service        | 1.1                                                                                                                                                                                   | Make sure there are sufficient stocks or service linen, table items, service equipment and wine list                  |
|                                                                                  | 1.2                                                                                                                                                                                   | Make sure service linen, table items, service equipment and wine lists are clean and ready for use                    |
|                                                                                  | 1.3                                                                                                                                                                                   | Make sure there is sufficient wine stock                                                                              |
|                                                                                  | 1.4                                                                                                                                                                                   | Make sure the wine stock is free from damage, available for service and stored at the recommended serving temperature |
| 2. Understand how to prepare service areas, equipment and stock for wine service | 2.1                                                                                                                                                                                   | Describe safe and hygienic working practices when preparing service areas, equipment and stock for wine service       |
|                                                                                  | 2.2                                                                                                                                                                                   | State what equipment is necessary for different types of wine                                                         |
|                                                                                  | 2.3                                                                                                                                                                                   | State what glassware is necessary for different types of wine                                                         |
|                                                                                  | 2.4                                                                                                                                                                                   | State what temperatures different types of wine should be stored and maintained at before service                     |

|                                                               |     |                                                                                                                   |
|---------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------|
|                                                               | 2.5 | State what organisational procedures relate to preparing service areas, equipment and stock                       |
|                                                               | 2.6 | Outline the types of unexpected situations that may happen when preparing service areas and how to deal with them |
| 3. Be able to determine customer requirements for wine        | 3.1 | Present the wine list to the customer when they are considering their order                                       |
|                                                               | 3.2 | Establish an effective rapport with the customer and maintain it throughout the service                           |
|                                                               | 3.3 | Take the opportunity to maximise sales through up-selling in line with current best practice and or legislation   |
|                                                               | 3.4 | Give accurate wine list information to meet the requirements of the customer                                      |
|                                                               | 3.5 | Refer customer queries outside own area of responsibility to the proper person                                    |
|                                                               | 3.6 | Take customers' orders according to organisation's procedures                                                     |
| 4. Understand how to determine customer requirements for wine | 4.1 | State current relevant legislation relating to trades description and legislation when serving wine               |
|                                                               | 4.2 | Describe how to deal with and report customer incidents                                                           |
|                                                               | 4.3 | State the importance of maximising sales through up-selling and how to do this                                    |
|                                                               | 4.4 | Explain how to interpret the wine label information                                                               |
|                                                               | 4.5 | Describe the basic characteristics of the wines available within the establishment                                |
|                                                               | 4.6 | State how to describe characteristics to the customer                                                             |

|                                             |      |                                                                                                                                         |
|---------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------|
|                                             | 4.7  | List what factors to consider when providing advice to customers on choice of wine                                                      |
|                                             | 4.8  | State what techniques to use to promote wines to customers                                                                              |
|                                             | 4.9  | State what legal measures can be used to serve wine and which ones are most appropriate to organisation                                 |
|                                             | 4.10 | State under what circumstances customer must not be served alcohol                                                                      |
|                                             | 4.11 | Describe what symptoms indicate that a customer has drunk excessive amounts and what are the legal responsibilities in relation to this |
|                                             | 4.12 | Describe how to refuse to serve customers displaying inappropriate behaviour                                                            |
| 5. Be able to present and serve wine        | 5.1  | Handle the wine and present it to the customer in a style and manner appropriate to the style of service                                |
|                                             | 5.2  | Open wine using the appropriate method                                                                                                  |
|                                             | 5.3  | Serve the wine at the recommended temperature using the correct service equipment                                                       |
|                                             | 5.4  | Deal with routine customer queries and comments                                                                                         |
|                                             | 5.5  | Refill customers' wine glasses in line with their requirements and establishment procedures                                             |
| 6. Understand how to present and serve wine | 6.1  | Describe safe and hygienic working practices, relevant licensing weights and trades description legislation                             |
|                                             | 6.2  | Describe the various safety procedures involved in opening a bottle of champagne or sparkling wine                                      |

|  |     |                                                                                                                                             |
|--|-----|---------------------------------------------------------------------------------------------------------------------------------------------|
|  | 6.3 | Describe the correct procedures for handling glassware and which glassware is appropriate for use in the service of different types of wine |
|  | 6.4 | State the recommended temperatures for maintaining different types of wine during service                                                   |
|  | 6.5 | State what the correct method of service (etiquette) is for white wine, red wine and sparkling wine                                         |
|  | 6.6 | State how many measures of wine are obtainable from standard bottles of wine                                                                |
|  | 6.7 | Describe the types of unexpected situations that may happen when serving wine and how to deal with them                                     |
|  | 6.8 | State what the indicators are when wine is not suitable for drinking                                                                        |

| <b>Learning Outcome - The Learner will:</b>                               | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to prepare service areas, equipment and stock for wine service | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.4 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>four</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; glassware</li> <li>&gt; trays</li> <li>&gt; service cloths/linen</li> <li>&gt; corkscrews/bottle opener</li> <li>&gt; ice buckets/stands</li> <li>&gt; chillers/coolers</li> </ul> <p>at least <b>two</b> from <b>wine</b></p> <ul style="list-style-type: none"> <li>&gt; red</li> <li>&gt; white/rosé</li> <li>&gt; sparkling/semi-sparkling</li> <li>&gt; dessert</li> </ul> |

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                               | <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>3. Be able to determine customer requirements for wine</p> | <p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.4 and 3.6 by directly observing the learner's work. The assessor may assess assessment criterion 3.3 and 3.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>three</b> from <b>wine list information</b></p> <ul style="list-style-type: none"> <li>&gt; name and type of wine</li> <li>&gt; price</li> <li>&gt; style characteristics</li> <li>&gt; country of origin</li> </ul> <p>at least <b>one</b> from <b>customer needs</b></p> <ul style="list-style-type: none"> <li>&gt; customer taste and style</li> <li>&gt; price</li> <li>&gt; occasion</li> <li>&gt; matching wine to menu items</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| <p>5. Be able to present and serve wine</p>                   | <p>The assessor <b>must</b> assess assessment criteria 5.1, 5.2, 5.3 and 5.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>four</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; glassware</li> <li>&gt; trays</li> <li>&gt; service cloths/linen</li> <li>&gt; corkscrews/bottle openers</li> <li>&gt; ice buckets/stands</li> </ul>                                                                                                                                                                                                                                                                                                                      |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>&gt; chillers/coolers</li></ul> <p>at least <b>two</b> from <b>wine</b></p> <ul style="list-style-type: none"><li>&gt; red</li><li>&gt; white/rosé</li><li>&gt; sparkling/semi-sparkling</li><li>&gt; dessert</li></ul> <p>at least <b>two</b> from <b>style of service</b></p> <ul style="list-style-type: none"><li>&gt; by the glass</li><li>&gt; by the bottle</li><li>&gt; by the carafe/decanter</li></ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Prepare and Serve Dispensed and Instant Hot Drinks

|                                                                  |                                                                                                                         |                                                                                                            |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                            | T/601/4927                                                                                                              |                                                                                                            |
| <b>Level</b>                                                     | 2                                                                                                                       |                                                                                                            |
| <b>Credit Value</b>                                              | 3                                                                                                                       |                                                                                                            |
| <b>Guided Learning (GL)</b>                                      | 30                                                                                                                      |                                                                                                            |
| <b>Unit Summary</b>                                              | This unit will provide the learner with the knowledge and skills to prepare and serve dispensed and instant hot drinks. |                                                                                                            |
| <b>Learning Outcomes (1 to 4)</b>                                | <b>Assessment Criteria (1.1 to 4.6)</b>                                                                                 |                                                                                                            |
| <b>The learner will</b>                                          | <b>The learner can</b>                                                                                                  |                                                                                                            |
| 1. Be able to prepare equipment and work area for service        | 1.1                                                                                                                     | Prepare the preparation, service and other equipment ready for use                                         |
|                                                                  | 1.2                                                                                                                     | Clean the work areas, leaving them tidy and ready for use                                                  |
|                                                                  | 1.3                                                                                                                     | Make sure that preparation, service and other equipment is clean and free from damage                      |
|                                                                  | 1.4                                                                                                                     | Store sufficient drink ingredients and accompaniments ready for use                                        |
| 2. Understand how to prepare equipment and work area for service | 2.1                                                                                                                     | Describe safe and hygienic working practices when preparing and serving hot drinks                         |
|                                                                  | 2.2                                                                                                                     | State why drink, ingredients and accompaniments must be available and ready for immediate use              |
|                                                                  | 2.3                                                                                                                     | State why it is important to check for damage in all work areas and service equipment before taking orders |
|                                                                  | 2.4                                                                                                                     | Outline the types of unexpected situations that may occur when preparing areas and                         |

|                                                   |     |                                                                                                                           |
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|                                                   |     | equipment for the preparation of hot drinks and how to deal with them                                                     |
| 3. Be able to prepare and serve hot drinks        | 3.1 | Identify customer requirements                                                                                            |
|                                                   | 3.2 | Provide customers with accurate information on drinks as required                                                         |
|                                                   | 3.3 | Promote company drinks to customers at all appropriate times                                                              |
|                                                   | 3.4 | Make the drinks using the correct equipment and ingredients                                                               |
|                                                   | 3.5 | Serve the drink in company style, offering the correct accompaniments                                                     |
|                                                   | 3.6 | Clean preparation and serving equipment after use and tidy the preparation and serving area                               |
| 4. Understand how to prepare and serve hot drinks | 4.1 | Describe safe and hygienic working practices when preparing and serving hot drinks                                        |
|                                                   | 4.2 | State why information about products given to customers should be accurate                                                |
|                                                   | 4.3 | Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements |
|                                                   | 4.4 | State why and to whom all customer incidents should be reported                                                           |
|                                                   | 4.5 | Explain why and to whom all breakages and spillages should be reported                                                    |
|                                                   | 4.6 | State why customers and service areas should be kept clean, tidy and free from rubbish and used equipment                 |

| Learning Outcome -<br>The Learner will:                   | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to prepare equipment and work area for service | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.4 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>preparation equipment</b></p> <ul style="list-style-type: none"> <li>&gt; small vending machines</li> <li>&gt; urns/kettles</li> <li>&gt; coffee pots</li> <li>&gt; tea pots</li> </ul> <p>at least <b>two</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; cutlery</li> <li>&gt; glassware</li> <li>&gt; crockery</li> <li>&gt; trays</li> </ul> <p>at least <b>one</b> from <b>other equipment</b></p> <ul style="list-style-type: none"> <li>&gt; dish washers</li> <li>&gt; fridges/freezers</li> <li>&gt; thermometers</li> </ul> <p>at least <b>two</b> from <b>drinks</b></p> <ul style="list-style-type: none"> <li>&gt; coffee</li> <li>&gt; hot chocolate</li> <li>&gt; tea</li> </ul> <p>at least <b>three</b> from <b>drink ingredients</b></p> <ul style="list-style-type: none"> <li>&gt; coffee bags/pods/capsules</li> <li>&gt; pre-ground coffee beans</li> <li>&gt; instant coffee</li> <li>&gt; syrups</li> <li>&gt; chocolate powder</li> <li>&gt; loose tea</li> <li>&gt; tea bags</li> <li>&gt; fruit/herbal tea</li> </ul> <p>at least <b>two</b> from <b>drink accompaniments</b></p> <ul style="list-style-type: none"> <li>&gt; sugar</li> <li>&gt; milk</li> <li>&gt; dusting/topping powder</li> <li>&gt; cream</li> </ul> |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                            | Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3. Be able to prepare and serve hot drinks | <p>The assessor must assess assessment criteria 3.1., 3.2, 3.4, 3.5 and 3.6 by directly observing the learner's work. The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>drinks</b></p> <ul style="list-style-type: none"> <li>&gt; coffee</li> <li>&gt; hot chocolate</li> <li>&gt; tea</li> </ul> <p>at least <b>one</b> from <b>preparation equipment</b></p> <ul style="list-style-type: none"> <li>&gt; small vending machines</li> <li>&gt; kettles</li> <li>&gt; urns</li> <li>&gt; coffee pots</li> <li>&gt; tea pots</li> </ul> <p>at least <b>two</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; cutlery</li> <li>&gt; glassware</li> <li>&gt; crockery</li> <li>&gt; trays</li> </ul> <p>at least <b>three</b> from <b>drink ingredients</b></p> <ul style="list-style-type: none"> <li>&gt; coffee bags/pods/capsules</li> <li>&gt; pre-ground coffee beans</li> <li>&gt; instant coffee</li> <li>&gt; syrups</li> <li>&gt; chocolate powder</li> <li>&gt; loose tea</li> <li>&gt; tea bags</li> <li>&gt; fruit/herbal tea</li> </ul> <p>at least <b>two</b> from <b>drink accompaniments</b></p> <ul style="list-style-type: none"> <li>&gt; sugar</li> <li>&gt; milk</li> <li>&gt; dusting/topping powder</li> <li>&gt; cream</li> </ul> |

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|  | Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony. |
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## Prepare and Serve Hot Drinks using Specialist Equipment

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| <b>Unit Reference</b>                                      | F/601/4932                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Level</b>                                               | 2                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Credit Value</b>                                        | 4                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Guided Learning (GL)</b>                                | 36                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Unit Summary</b>                                        | This unit will provide the learner with the knowledge and skills to prepare and serve hot drinks using specialist equipment.                                                                                                                                                                                                                                                                                     |
| <b>Learning Outcomes (1 to 4)</b>                          | <b>Assessment Criteria (1.1 to 4.15)</b>                                                                                                                                                                                                                                                                                                                                                                         |
| <b>The learner will</b>                                    | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                           |
| 1. Be able to prepare work area and equipment for service  | 1.1 Make sure that preparation, service and other equipment is clean, free from damage and ready for service<br><br>1.2 Clean work areas, leaving them tidy and ready for use<br><br>1.3 Arrange promotional and display materials correctly<br><br>1.4 Store sufficient drink ingredients and accompaniments ready for use                                                                                      |
| 2. Know how to prepare work area and equipment for service | 2.1 Describe safe and hygienic working practices when preparing preparation and service areas<br><br>2.2 State why drink, ingredients and accompaniments must be available and ready for immediate use<br><br>2.3 State why it is important to check for damage in all work areas and service equipment before taking orders<br><br>2.4 Outline the types of unexpected situations that may occur when preparing |

|                                             |     |                                                                                                                                   |
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|                                             |     | preparation and service areas and how to deal with them                                                                           |
| 3. Be able to prepare and serve hot drinks  | 3.1 | Identify customer requirements                                                                                                    |
|                                             | 3.2 | Provide customers with accurate information on drinks as required                                                                 |
|                                             | 3.3 | Maximise sales through up-selling                                                                                                 |
|                                             | 3.4 | Make drinks using recommended equipment and ingredients                                                                           |
|                                             | 3.5 | Serve the drink in company style, offering the correct accompaniments                                                             |
|                                             | 3.6 | Clean and maintain preparation and service equipment                                                                              |
|                                             | 3.7 | Maintain stocks of drink ingredients and accompaniments                                                                           |
| 4. Know how to prepare and serve hot drinks | 4.1 | Describe safe and hygienic working practices when preparing and serving hot drinks                                                |
|                                             | 4.2 | State why information about products given to customers should be accurate                                                        |
|                                             | 4.3 | Describe what the different types of beverages are for mixing and preparing different types of beverages to customer requirements |
|                                             | 4.4 | State why and to whom all customer incidents should be reported                                                                   |
|                                             | 4.5 | Describe how to deal safely with breakages and spillages                                                                          |
|                                             | 4.6 | State why and to whom all breakages/spillages must be reported                                                                    |
|                                             | 4.7 | Explain why customer and service areas should be kept clean, tidy and free from rubbish and used equipment                        |

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|  | 4.8  | Outline the types of unexpected situations that may occur when preparing and serving hot drinks and how to deal with them |
|  | 4.9  | Describe safe and hygienic working practices when maintaining hot drink making equipment                                  |
|  | 4.10 | State why a constant level of stock must be maintained                                                                    |
|  | 4.11 | State to whom any stock deficiencies should be reported                                                                   |
|  | 4.12 | Describe how to use cleaning materials correctly                                                                          |
|  | 4.13 | State the dangers of misusing cleaning equipment                                                                          |
|  | 4.14 | State what tests should be carried out after cleaning preparation equipment                                               |
|  | 4.15 | Outline the types of unexpected situations that may occur when maintaining hot drinks equipment and how to deal with them |

| <b>Learning Outcome - The Learner will:</b>               | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to prepare work area and equipment for service | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.4 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>four</b> from <b>preparation equipment</b></p> <ul style="list-style-type: none"> <li>&gt; espresso machine</li> <li>&gt; cream whipper</li> <li>&gt; knock out box</li> <li>&gt; bean grinders</li> <li>&gt; filter system</li> <li>&gt; cafetière</li> <li>&gt; blender</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|  | <ul style="list-style-type: none"> <li>&gt; steamer</li> <li>&gt; urn</li> </ul> <p>at least <b>two</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; cutlery</li> <li>&gt; glassware</li> <li>&gt; crockery</li> <li>&gt; trays</li> </ul> <p>at least <b>two</b> from <b>other equipment</b></p> <ul style="list-style-type: none"> <li>&gt; dish washers</li> <li>&gt; fridges/freezers</li> <li>&gt; thermometers</li> <li>&gt; temperature records</li> </ul> <p>at least <b>one</b> from <b>promotional and display material</b></p> <ul style="list-style-type: none"> <li>&gt; menus</li> <li>&gt; leaflets</li> <li>&gt; posters</li> </ul> <p>at least <b>three</b> from <b>drinks</b></p> <ul style="list-style-type: none"> <li>&gt; coffee</li> <li>&gt; hot chocolate</li> <li>&gt; tea</li> <li>&gt; steamed milk drinks</li> <li>&gt; iced drinks</li> </ul> <p>at least <b>five</b> from <b>drink ingredients</b></p> <ul style="list-style-type: none"> <li>&gt; freshly ground coffee beans</li> <li>&gt; pre-ground coffee beans</li> <li>&gt; syrups</li> <li>&gt; chocolate powder</li> <li>&gt; milk</li> <li>&gt; ice cream</li> <li>&gt; spray cream</li> <li>&gt; tea</li> <li>&gt; ice</li> </ul> <p>at least <b>two</b> from <b>drink accompaniments</b></p> <ul style="list-style-type: none"> <li>&gt; sugar</li> <li>&gt; dusting/topping powder</li> <li>&gt; cream</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
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3. Be able to prepare and serve hot drinks

The assessor **must** assess assessment criteria 3.1, 3.2, 3.4, 3.5, 3.6 and 3.7 by directly observing the learner's work.

The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available

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

at least **one** from **information**

- > price
- > relative strength
- > ingredients
- > origin of drink

at least **three** from **drinks**

- > coffee
- > hot chocolate
- > tea
- > steamed milk drinks
- > iced drinks (i.e. frappe/iced tea)

at least **three** from **preparation equipment**

- > espresso machine
- > cream whipper
- > knock out box
- > bean grinders
- > filter system
- > cafetière
- > blender
- > steamer
- > urn

at least **two** from **service equipment**

- > cutlery
- > glassware
- > crockery
- > trays

at least **five** from **drink ingredients**

- > freshly ground coffee beans
- > pre-ground coffee beans
- > syrups
- > chocolate powder

- > milk
- > ice cream
- > spray cream
- > tea
- > ice

at least **two** from **drink accompaniments**

- > sugar
- > dusting/topping powder
- > cream

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Receive, Store and Issue Drinks Stock

|                                               |                                                                                                            |                                                                                                     |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                         | T/601/4975                                                                                                 |                                                                                                     |
| <b>Level</b>                                  | 2                                                                                                          |                                                                                                     |
| <b>Credit Value</b>                           | 3                                                                                                          |                                                                                                     |
| <b>Guided Learning (GL)</b>                   | 24                                                                                                         |                                                                                                     |
| <b>Unit Summary</b>                           | This unit will provide the learner with the knowledge and skills to receive, store and issue drinks stock. |                                                                                                     |
| <b>Learning Outcomes (1 to 4)</b>             | <b>Assessment Criteria (1.1 to 4.10)</b>                                                                   |                                                                                                     |
| <b>The learner will</b>                       | <b>The learner can</b>                                                                                     |                                                                                                     |
| 1. Be able to receive drink deliveries        | 1.1                                                                                                        | Prepare receiving and storage areas for deliveries                                                  |
|                                               | 1.2                                                                                                        | Make sure that drink deliveries tally with documentation                                            |
|                                               | 1.3                                                                                                        | Make sure that drink deliveries are undamaged, of good quality and do not exceed their expiry dates |
|                                               | 1.4                                                                                                        | Make sure that goods remain undamaged during transportation to the storage areas                    |
|                                               | 1.5                                                                                                        | Keep receiving areas clean, tidy, free from rubbish and secured against unauthorised access         |
|                                               | 1.6                                                                                                        | Complete delivery documentation accurately and retain a copy for organisations' records             |
| 2. Understand how to receive drink deliveries | 2.1                                                                                                        | Describe safe and hygienic working practices when receiving drink deliveries                        |
|                                               | 2.2                                                                                                        | State why receiving areas should be secured                                                         |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                   | <p>2.3 Explain why and to whom breakages should be reported</p> <p>2.4 State where and from whom health and safety information can be obtained</p> <p>2.5 Explain why deliveries should tally with both order and delivery documentation</p> <p>2.6 State what documentation must be retained for records</p> <p>2.7 Outline the types of unexpected situations that may occur when receiving drinks stock and how to deal with them</p> |
| 3. Be able to store and issue drinks stock        | <p>3.1 Maintain stock storage conditions and follow stock rotation procedures correctly</p> <p>3.2 Maintain accurate records of drink items that have been received, stored and issued</p> <p>3.3 Issue drinks items in line with operational requirements</p> <p>3.4 Report low stock levels to proper person</p> <p>3.5 Keep storage areas clean, tidy, free from rubbish and secured against unauthorised access</p>                  |
| 4. Understand how to store and issue drinks stock | <p>4.1 Describe safe and hygienic working practices when storing and issuing drinks</p> <p>4.2 State why storage areas should be always secured from unauthorised access</p> <p>4.3 Explain why correct storage and rotation procedures should be followed</p> <p>4.4 State why broken bottles should be retained</p> <p>4.5 State why correct and safe lifting techniques must be used</p>                                              |

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|  | 4.6  | State why stock should be stacked correctly                                                             |
|  | 4.7  | Explain why a minimum stock of drink items must be maintained                                           |
|  | 4.8  | State to whom low level of stock should be reported and why                                             |
|  | 4.9  | State why the correct documentation must be received before stock is issued                             |
|  | 4.10 | Outline the types of unexpected situations that may occur when storing drinks and how to deal with them |

| <b>Learning Outcome - The Learner will:</b> | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| 1. Be able to receive drink deliveries      | <p>The assessor <b>must</b> assess assessment criteria 1.1-1.6 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>four</b> from <b>deliveries</b></p> <ul style="list-style-type: none"> <li>&gt; crated bottled drinks</li> <li>&gt; boxed bottled drinks</li> <li>&gt; beer kegs</li> <li>&gt; gas cylinders</li> <li>&gt; bar equipment</li> <li>&gt; glasses</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 3. Be able to store and issue drinks stock  | <p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2 and 3.5 by directly observing the learner's work. The assessor may assess assessment criteria 3.3 and 3.4 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>four</b> from <b>storage conditions</b></p>                                                                                                                                                                    |

- > lighting
- > ventilation
- > temperature
- > cleanliness

at least **three** from **drink items**

- > crated bottled drinks
- > boxed bottled drinks
- > bottled wines
- > bottled spirits
- > keg beers
- > cask beers

Evidence for the remaining points assessment criteria may be assessed through questioning or witness testimony.

## Serve Alcoholic and Soft Drinks

|                                             |                                                                                                                                           |                                                                                                                 |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                       | J/601/4978                                                                                                                                |                                                                                                                 |
| <b>Level</b>                                | 2                                                                                                                                         |                                                                                                                 |
| <b>Credit Value</b>                         | 5                                                                                                                                         |                                                                                                                 |
| <b>Guided Learning (GL)</b>                 | 46                                                                                                                                        |                                                                                                                 |
| <b>Unit Summary</b>                         | This unit will provide the learner with the knowledge and skills to be able to take customers' orders to serve alcoholic and soft drinks. |                                                                                                                 |
| <b>Learning Outcomes (1 to 4)</b>           | <b>Assessment Criteria (1.1 to 4.6)</b>                                                                                                   |                                                                                                                 |
| <b>The learner will</b>                     | <b>The learner can</b>                                                                                                                    |                                                                                                                 |
| 1. Be able to take customers' orders        | 1.1                                                                                                                                       | Deal with customers in order of arrival where possible                                                          |
|                                             | 1.2                                                                                                                                       | Maintain focus on the customer and their needs                                                                  |
|                                             | 1.3                                                                                                                                       | Offer customers accurate information on available drinks                                                        |
|                                             | 1.4                                                                                                                                       | Take the opportunity to maximise sales through up-selling in line with current best practice and/or legislation |
|                                             | 1.5                                                                                                                                       | Identify customer requirements accurately and offer them drink accompaniments appropriate to the type of drink  |
|                                             | 1.6                                                                                                                                       | Provide alcoholic drinks to permitted people only                                                               |
|                                             | 1.7                                                                                                                                       | Deal with customer incidents effectively and inform the proper person where necessary                           |
| 2. Understand how to take customers' orders | 2.1                                                                                                                                       | State the licensing objectives relevant to the country working within                                           |

|  |      |                                                                                                                                         |
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|  | 2.2  | State current relevant legislation to licensing and weights and measures                                                                |
|  | 2.3  | State why it is important to check glassware for damage                                                                                 |
|  | 2.4  | Explain why drinks should be stored at the correct temperature                                                                          |
|  | 2.5  | Describe how to deal with violent/ disorderly customers                                                                                 |
|  | 2.6  | Explain why it is important to offer customers accurate information e.g. about strength of drinks and their basic characteristics       |
|  | 2.7  | State why it is important to offer customer accurate information about special offers and promotions                                    |
|  | 2.8  | State what legal measures must be used to serve alcohol and why they must be used                                                       |
|  | 2.9  | State what law is in relation to serving underage drinkers and how this affects the bar staff                                           |
|  | 2.10 | State what law is in relation to the times of day/night that alcohol may be served                                                      |
|  | 2.11 | Describe symptoms that indicate when a customer has drunk excessive amounts and what the legal responsibilities are in relation to this |
|  | 2.12 | State under what circumstances customers must not be served alcohol                                                                     |
|  | 2.13 | Describe how to respond to signs that someone might be under the influence of drugs or buy/selling drugs                                |
|  |      |                                                                                                                                         |

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|                                                               | 2.14 | Describe what procedures to follow in response to people smoking in a no smoking area                          |
|                                                               | 2.15 | Describe the type of non-routine needs that customers may have and how to deal with them                       |
|                                                               | 2.16 | Describe organisations' standards for customer service                                                         |
|                                                               | 2.17 | Describe different service styles within organisation                                                          |
|                                                               | 2.18 | Describe why customers should be dealt with in order of arrival where possible                                 |
| 3. Be able to serve alcoholic and non-alcoholic drinks        | 3.1  | Select a glass in which to serve the drink according to organisations' procedures and customer requirements    |
|                                                               | 3.2  | Check that the glass is clean and undamaged                                                                    |
|                                                               | 3.3  | Pour drink according to the product that is being served                                                       |
|                                                               | 3.4  | Ensure that the drink is at the correct temperature before serving                                             |
|                                                               | 3.5  | Promote additional products to the customer as appropriate                                                     |
| 4. Understand how to serve alcoholic and non-alcoholic drinks | 4.1  | Describe the correct way to open capped, screw top and corked bottles and how to use the appropriate equipment |
|                                                               | 4.2  | State why the bottle should be left facing the customer                                                        |
|                                                               | 4.3  | Describe the correct way to pour and serve different draught drinks                                            |
|                                                               | 4.4  | Describe the correct way to pour and serve different drink for free or optic pouring                           |

|  |     |                                                                                                                                           |
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|  | 4.5 | Describe types of glasses available to serve drinks and which ones to use according to organisations procedures and customer requirements |
|  | 4.6 | State correct temperature for different types of drinks                                                                                   |

| Learning Outcome -<br>The Learner will:                | Assessment Requirements and Evidence Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to take customers' orders                   | <p>The assessor <b>must</b> assess assessment criteria 1.1 – 1.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>two</b> from <b>information</b></p> <ul style="list-style-type: none"> <li>&gt; price</li> <li>&gt; alcoholic content</li> <li>&gt; name and type of drink</li> <li>&gt; style characteristics</li> </ul> <p>at least <b>two</b> from <b>drinks</b></p> <ul style="list-style-type: none"> <li>&gt; bottled drinks</li> <li>&gt; draught drinks</li> <li>&gt; drinks in cans or cartons</li> <li>&gt; drinks served by free pouring or optics</li> </ul> <p>at least <b>two</b> from <b>drink accompaniments</b></p> <ul style="list-style-type: none"> <li>&gt; ice/water</li> <li>&gt; food garnishes for drinks</li> <li>&gt; decorative items/stirrers</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 3. Be able to serve alcoholic and non-alcoholic drinks | <p>The assessor <b>must</b> assess assessment criteria 3.1-3.4 by directly observing the learner's work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

The assessor may assess assessment criterion 3.5 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least **three** from **drinks**

- > bottled
- > draught
- > drinks in cans
- > drinks in cartons
- > free pouring/optics

at least **one** from **customer**

- > with routine needs
- > with non-routine needs

at least **one** from **service style**

- > at the bar
- > at the table

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

| Set Up and Close Kitchen                                 |                                                                                                                                                                                  |                                                                                                                                                                                          |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                    | L/601/4996                                                                                                                                                                       |                                                                                                                                                                                          |
| <b>Level</b>                                             | 2                                                                                                                                                                                |                                                                                                                                                                                          |
| <b>Credit Value</b>                                      | 4                                                                                                                                                                                |                                                                                                                                                                                          |
| <b>Guided Learning (GL)</b>                              | 37                                                                                                                                                                               |                                                                                                                                                                                          |
| <b>Unit Summary</b>                                      | This unit will provide the learner with the knowledge and skills to prepare the kitchen, prepare food items for operation and service and to close the kitchen after operations. |                                                                                                                                                                                          |
| <b>Learning Outcomes (1 to 6)</b>                        | <b>Assessment Criteria (1.1 to 6.4)</b>                                                                                                                                          |                                                                                                                                                                                          |
| <b>The learner will</b>                                  | <b>The learner can</b>                                                                                                                                                           |                                                                                                                                                                                          |
| 1. Be able to prepare kitchen for food operations        | 1.1                                                                                                                                                                              | Prioritise work and carry it out in an efficient manner                                                                                                                                  |
|                                                          | 1.2                                                                                                                                                                              | Check that food preparation and cooking tools and kitchen equipment are clean, and of the right type and in working order                                                                |
|                                                          | 1.3                                                                                                                                                                              | Turn on appropriate kitchen equipment at the correct time and to correct setting                                                                                                         |
|                                                          | 1.4                                                                                                                                                                              | Report any unhygienic or defective tools or kitchen equipment, or other problems to the proper person                                                                                    |
|                                                          | 1.5                                                                                                                                                                              | Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for food operation |
| 2. Understand how to prepare kitchen for food operations | 2.1                                                                                                                                                                              | State why knives/utensils should be handled correctly                                                                                                                                    |
|                                                          | 2.2                                                                                                                                                                              | State why and to whom all incidents should be reported                                                                                                                                   |

|                                                                   |     |                                                                                                                                                                                           |
|-------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   | 2.3 | Describe how to safely turn on different types of equipment                                                                                                                               |
|                                                                   | 2.4 | State why faulty equipment and maintenance requirements should be reported to the proper person                                                                                           |
|                                                                   | 2.5 | State why it is important to ensure all appropriate equipment is safely turned off                                                                                                        |
| 3. Be able to prepare food items for operation and service        | 3.1 | Prepare work and carry it out in an efficient manner                                                                                                                                      |
|                                                                   | 3.2 | Ensure that there are sufficient ingredients in stock in line with establishments requirements                                                                                            |
|                                                                   | 3.3 | Prepare ingredients to the organisational needs and quality requirements                                                                                                                  |
|                                                                   | 3.4 | Report any ingredients that are not prepared to the correct quantity or quality to the proper person                                                                                      |
|                                                                   | 3.5 | Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing food items ready for operations |
| 4. Understand how to prepare food items for operation and service | 4.1 | State why machinery should be cleared between tasks                                                                                                                                       |
|                                                                   | 4.2 | State why it is important to monitor the temperature of kitchen storage equipment and areas                                                                                               |
|                                                                   | 4.3 | Describe the organisational menu requirements in terms of the type, quality and number of ingredients                                                                                     |
| 5. Be able to close kitchen after operations                      | 5.1 | Prioritise work and carry it out in an efficient manner                                                                                                                                   |
|                                                                   | 5.2 | Check that tools are cleaned and stored to organisational and legal requirements                                                                                                          |

|                                                     |     |                                                                                                                                                                                           |
|-----------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | 5.3 | Check food storage equipment meets organisational and legal requirements for kitchen closure                                                                                              |
|                                                     | 5.4 | Check that cooking equipment is turned off, unplugged and cleaned following manufacturer's and organisation's instructions                                                                |
|                                                     | 5.5 | Report any un-cleaned tools, food storage or cooking equipment or problems to the appropriate person                                                                                      |
|                                                     | 5.6 | Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations |
| 6. Understand how to close kitchen after operations | 6.1 | State why tools and equipment should be cleaned and stored following use                                                                                                                  |
|                                                     | 6.2 | Describe organisational and legal requirements for food storage equipment when kitchen is closed                                                                                          |
|                                                     | 6.3 | State organisational and legal requirements for turning off, unplugging and cleaning cooking equipment following use                                                                      |
|                                                     | 6.4 | State who problems should be reported to                                                                                                                                                  |

| <b>Learning Outcome - The Learner will:</b>       | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to prepare kitchen for food operations | <p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> |

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            | <p><b>both</b> from <b>tools</b></p> <ul style="list-style-type: none"> <li>&gt; knives</li> <li>&gt; utensils</li> </ul> <p>at least <b>five</b> from <b>kitchen equipment</b></p> <ul style="list-style-type: none"> <li>&gt; oven/combination oven</li> <li>&gt; grill</li> <li>&gt; hob</li> <li>&gt; fryer</li> <li>&gt; microwave</li> <li>&gt; steamer</li> <li>&gt; fridge/freezer</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3. Be able to prepare food items for operation and service | <p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.3 and 3.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>one</b> from <b>establishment requirements</b></p> <ul style="list-style-type: none"> <li>&gt; number of customers</li> <li>&gt; menu requirements</li> </ul> <p>at least <b>two</b> from <b>ingredients</b></p> <ul style="list-style-type: none"> <li>&gt; vegetables</li> <li>&gt; garnishes</li> <li>&gt; frozen products</li> <li>&gt; fresh high-risk products</li> </ul> <p>at least <b>two</b> from <b>prepare</b></p> <ul style="list-style-type: none"> <li>&gt; washing</li> <li>&gt; cutting</li> <li>&gt; defrosting</li> <li>&gt; weighing</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |

5. Be able to close kitchen for operations

The assessor **must** assess assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.6 by directly observing the learner's work.

The assessor may assess assessment criterion 5.5 through questioning or witness testimony if no naturally occurring evidence is available.

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

**both** from **tools**

- > knives
- > utensils

at least **two** from **food storage equipment**

- > fridge
- > freezer
- > dry store / larder

at least **four** from **cooking equipment**

- > oven/combination oven
- > grill
- > hob
- > fryer
- > microwave
- > steamer

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

| Serve Food at the Table                              |                                                                                                                                    |                                                                                                                       |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                | H/601/4986                                                                                                                         |                                                                                                                       |
| <b>Level</b>                                         | 2                                                                                                                                  |                                                                                                                       |
| <b>Credit Value</b>                                  | 4                                                                                                                                  |                                                                                                                       |
| <b>Guided Learning (GL)</b>                          | 31                                                                                                                                 |                                                                                                                       |
| <b>Unit Summary</b>                                  | This unit will provide the learner with the knowledge and skills to greet customers, take orders and serve customers their orders. |                                                                                                                       |
| <b>Learning Outcomes (1 to 4)</b>                    | <b>Assessment Criteria (1.1 to 4.9)</b>                                                                                            |                                                                                                                       |
| <b>The learner will</b>                              | <b>The learner can</b>                                                                                                             |                                                                                                                       |
| 1. Be able to greet customers and take orders        | 1.1                                                                                                                                | Greet customers and identify their requirements and check any booking records as appropriate to the service operation |
|                                                      | 1.2                                                                                                                                | Provide customers with assistance when they arrive                                                                    |
|                                                      | 1.3                                                                                                                                | Make sure customers have access to the correct menu                                                                   |
|                                                      | 1.4                                                                                                                                | Give accurate information on individual dishes according to customer requirements                                     |
|                                                      | 1.5                                                                                                                                | Maximise the order using appropriate sales techniques                                                                 |
|                                                      | 1.6                                                                                                                                | Assist customers to make a choice where appropriate                                                                   |
|                                                      | 1.7                                                                                                                                | Identify, record and deal with orders promptly                                                                        |
| 2. Understand how to greet customers and take orders | 2.1                                                                                                                                | Describe organisational standards for customer service                                                                |

|                                                                           |     |                                                                                                                                     |
|---------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------|
|                                                                           | 2.2 | State why menus should be checked before use                                                                                        |
|                                                                           | 2.3 | Explain why information about the menu should be given accurately to customers                                                      |
|                                                                           | 2.4 | Explain why it is important to have knowledge about food being served                                                               |
|                                                                           | 2.5 | Describe the types of assistance that customers may need when they arrive and how to deal with these                                |
|                                                                           | 2.6 | Outline the types of unexpected situations that may occur when greeting customers and dealing with orders and how to deal with them |
|                                                                           |     |                                                                                                                                     |
| 3. Be able to serve customers' orders and maintain the dining area        | 3.1 | Provide customers with the correct table items for the food to be served at the appropriate times                                   |
|                                                                           | 3.2 | Serve food with clean and undamaged service equipment of the appropriate type                                                       |
|                                                                           | 3.3 | Serve food of the type, quality and quantity required using the appropriate service method                                          |
|                                                                           | 3.4 | Keep customer area tidy and clean                                                                                                   |
|                                                                           | 3.5 | Remove and replace used table items as required and maintain the correct stocks                                                     |
|                                                                           | 3.6 | Remove leftover food items, condiments and accompaniments from the table when required and deal with them correctly                 |
|                                                                           | 3.7 | Carry out work with the minimum of disturbance to customers                                                                         |
| 4. Understand how to serve customers' orders and maintain the dining area | 4.1 | Describe safe and hygienic working practices when serving customer orders                                                           |
|                                                                           |     |                                                                                                                                     |

|  |     |                                                                                                                 |
|--|-----|-----------------------------------------------------------------------------------------------------------------|
|  | 4.2 | State which condiments and accompaniments best complement each menu item                                        |
|  | 4.3 | State which service equipment is appropriate for different menu items                                           |
|  | 4.4 | Explain why food should be arranged and presented in line with the menu specifications                          |
|  | 4.5 | Describe safe and hygienic working practices when maintaining dining and service areas                          |
|  | 4.6 | State why dining and service areas must be kept tidy and free from rubbish and food debris                      |
|  | 4.7 | State why waste must be handled and disposed of correctly                                                       |
|  | 4.8 | Explain why a constant stock of linen, table items and accompaniments must be maintained                        |
|  | 4.9 | Outline the types of unexpected situations that may occur when serving food at table and how to deal with these |

| <b>Learning Outcome- The Learner will:</b>    | <b>Assessment Requirements and Evidence Requirements</b>                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to greet customers and take orders | <p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.6 and 1.7 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> |

|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                    | <p>at least <b>one</b> from <b>customers</b></p> <ul style="list-style-type: none"> <li>&gt; with special requirements</li> <li>&gt; without special requirements</li> </ul> <p>at least <b>two</b> from <b>customer requirements</b></p> <ul style="list-style-type: none"> <li>&gt; correct number of place settings</li> <li>&gt; dietary requirements</li> <li>&gt; special seating requirements</li> </ul> <p>at least <b>one</b> from <b>service operations</b></p> <ul style="list-style-type: none"> <li>&gt; table service</li> <li>&gt; function service</li> </ul> <p>at least <b>two</b> from <b>information</b></p> <ul style="list-style-type: none"> <li>&gt; dishes available</li> <li>&gt; dish composition and method of cooking</li> <li>&gt; prices</li> <li>&gt; special offers and promotions</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p> |
| 3. Be able to serve customers' orders and maintain the dining area | <p>The assessor <b>must</b> assess assessment criteria 3.1-3.7 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>at least <b>three</b> from <b>table items</b></p> <ul style="list-style-type: none"> <li>&gt; crockery</li> <li>&gt; cutlery and silverware</li> <li>&gt; glassware</li> <li>&gt; napkins</li> <li>&gt; condiments and accompaniments</li> </ul> <p>at least <b>two</b> from <b>service equipment</b></p> <ul style="list-style-type: none"> <li>&gt; dishes/linens, flats</li> <li>&gt; trays/trolley service cutlery and silverware</li> <li>&gt; service cloths/linen</li> </ul> <p>at least <b>one</b> from <b>service method</b></p> <ul style="list-style-type: none"> <li>&gt; plated items</li> <li>&gt; served items</li> </ul>                                                                                         |

|  |                                                                                                          |
|--|----------------------------------------------------------------------------------------------------------|
|  | Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony. |
|--|----------------------------------------------------------------------------------------------------------|

## Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
  - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
  - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - > Original certificates OR
  - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.



BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from [biiab.co.uk/for-centres/](http://biiab.co.uk/for-centres/)

## **Certification**

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

## **Exemptions**

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

## Glossary of Terms

### **GL (Guided Learning)**

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

### **TQT (Total Qualification Time)**

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.