

City & Guilds Level 2 Diploma in Hospitality (7132)

Qualification handbook for centres



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City & Guilds Level 2 Diploma in Hospitality (7132)



Qualification handbook for centres

www.cityandguilds.com
May 2022
Version 2.1

Qualification level and title	City & Guilds qualification number	Qualification accreditation number	GLH	TQT
City & Guilds Level 2 NVQ Diploma in Front of House Reception	7132-01	500/9490/7	224	370
City & Guilds Level 2 NVQ Diploma in Housekeeping	7132-02	500/9488/9	281	370
City & Guilds Level 2 NVQ Diploma in Food Service	7132-03	500/9587/0	301	370
City & Guilds Level 2 NVQ Diploma in Beverage Service	7132-04	500/9546/8	270	370
City & Guilds Level 2 NVQ Diploma in Food and Beverage Service	7132-05	500/9544/4	279	370
City & Guilds Level 2 NVQ Diploma in Food Production & Cooking	7132-06	500/9543/2	329	400
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Preparation & Cooking)	7132-07	500/9869/X	473	580
City & Guilds Level 2 NVQ Diploma in Professional Cookery	7132-08	500/9979/6	465	580
City & Guilds Level 2 NVQ Diploma in Hospitality Services	7132-09	500/9981/4	266	370
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine)*	7132-10	500/9978/4		n/a
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine)*	7132-11	500/9980/2		n/a
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine)*	7132-12	500/9977/2		n/a
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine)*	7132-13	500/9870/6		n/a
City & Guilds Level 2 NVQ Diploma in Kitchen Services	7132-14	500/9542/0	309	370

*Qualifications no longer available.

Version and date	Change detail	Section
1.6 Aug 2013	Removed old registration/certification dates	Page 1
1.7 Nov 2013	UAN for unit 118	Units
1.8 March 2015	Corrected UAN discrepancies	Units
1.9 August 2015	Correct credit value for unit 256 in qualification structure	Structures
1.10 December 2015	Corrected formatting inconsistencies	Throughout
1.11 May 2016	Corrected titles for units 101 and 104	Throughout
1.13 April 2019	Replaced wording in the first three boxes for Assessors and Verifiers on page 209	Appendix 2 Annex C
1.14 March 2021	Qualifications of assessors and internal verifiers updated	Centre requirements
2.0 February 2022	GLH and TQT clarified City & Guilds added to qualification title	Qualification at a glance, Structure Throughout
2.1 May 2022	Numbering updated for unit 209 and 210	Units

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Unit 288	Produce basic rice, pulse and grain dishes (2PR8)	448
Unit 289	Produce basic pasta dishes (2PR9)	451
Unit 290	Produce basic bread and dough products (2PR11)	454
Unit 291	Produce basic pastry products (2PR12)	457
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1 Introduction to the qualifications

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

Qualification title and level	City & Guilds qualification number	Qualification accreditation number
City & Guilds Level 2 NVQ Diploma in Front of House Reception	7132-01	500/9490/7
City & Guilds Level 2 NVQ Diploma in Housekeeping	7132-02	500/9488/9
City & Guilds Level 2 NVQ Diploma in Food Service	7132-03	500/9587/0
City & Guilds Level 2 NVQ Diploma in Beverage Service	7132-04	500/9546/8
City & Guilds Level 2 NVQ Diploma in Food and Beverage Service	7132-05	500/9544/4
City & Guilds Level 2 NVQ Diploma in Food Production & Cooking	7132-06	500/9543/2
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Preparation & Cooking)	7132-07	500/9869/X
City & Guilds Level 2 NVQ Diploma in Professional Cookery	7132-08	500/9979/6
City & Guilds Level 2 NVQ Diploma in Hospitality Services	7132-09	500/9981/4
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine)*	7132-10	500/9978/4
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine)*	7132-11	500/9980/2
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine)*	7132-12	500/9977/2
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine)*	7132-13	500/9870/6
City & Guilds Level 2 NVQ Diploma in Kitchen Services	7132-14	500/9542/0

*Qualifications no longer available

Registration and certification

Consult the Walled Garden/Online Catalogue for last dates

The City & Guilds Level 2 NVQ Diplomas in Hospitality (7132) aim to:

- meet the needs of candidates who work or want to work in:
 - A kitchen environment
 - Food and beverage service
(Food service)
(Beverage service)
 - Accommodation
(Reception)
(Housekeeping)
 - Hospitality
 - Professional cookery
(Preparation and cooking)
 - Food production
 - Asian and Oriental cooking
- meet the needs of candidates who may work across a number of areas
 - Hospitality Services
- provide broad coverage of the requirements of staff working in job roles within these areas of the hospitality industry.

1.1 Qualification structure

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

City & Guilds Level 2 NVQ Diploma in Front of House Reception

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

This comprises of:

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

MANDATORY UNITS

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

SECTION A FRONT OF HOUSE RECEPTION OPTIONAL UNITS

2FOH1	251	Deal with communications as part of the reception function	3	21
2FOH2	252	Deal with arrival of customers	4	32
2FOH3	253	Deal with bookings	4	30
2FOH4	254	Prepare customer accounts and deal with departures	4	30
2FOH11	263	Provide tourism information services to customers	5	50

SECTION B OPTIONAL UNITS

2FOH5	255	Produce documents in a business environment (CfA)	4	15
2FOH6	256	Use office equipment (CfA)	3	18
2FOH7	257	Communicate in a business environment (CfA)	3	18
2FOH8	260	Handle mail and book external services	3	28
2FOH9	258	Provide reception services (CfA)	3	15
2FOH10	259	Store and retrieve information (CfA)	3	17
2GEN5	261	Resolve customer service problems (ICS)	6	40
2GEN6	273	Promote additional services or products to customers (ICS)	6	40
2GEN7	274	Deal with customers across a language divide (ICS)	8	53
2GEN8	275	Maintain customer service through effective handover (ICS)	4	27
2GEN9	205	Maintain and deal with payments	4	30
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

City & Guilds Level 2 NVQ Diploma in Housekeeping

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

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

MANDATORY UNITS

		Unit title	Credit value	GLH
1GEN1	101	Maintenance of a safe, hygienic and secure working environment	3	25
1GEN4	104	Working effectively as part of a hospitality team	3	25
2HK1	264	Cleaning and servicing a range of housekeeping areas	3	28

SECTION A HOUSEKEEPING OPTIONAL UNITS

1HK1	137	Collect linen and make beds	3	21
1HK2	138	Clean windows from the inside	2	16
2HK2	265	Use of different chemicals and equipment in housekeeping	4	33
2HK3	266	Maintain housekeeping supplies	3	24
2HK4	267	Clean, maintain and protect hard floors (Asset Skills)	4	23
2HK5	268	Clean and maintain soft floors and furnishings (Asset Skills)	4	21
2HK6	269	Providing a linen service	3	25
2HK7	270	Carry out periodic room servicing and deep cleaning	3	27
2GEN1	201	Give customers a positive impression of self and your organisation (ICS)	5	33
2GEN7	274	Deal with customers across a language divide (ICS)	8	53
2GEN8	275	Maintain customer service through effective handover (ICS)	4	27
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

City & Guilds Level 2 NVQ Diploma in Food Service

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

This comprises of:

- All of the mandatory units (15 credits)
- A minimum of 8 credits from section A
- The remaining credits from either section A or B

MANDATORY UNITS

		Unit title	Credit value	GLH
1GEN1	101	Maintenance of a safe, hygienic and secure working environment	3	25
1GEN4	104	Working effectively as part of a hospitality team	3	25
2GEN1	201	Give customers a positive impression of self and your organisation (ICS)	5	33
2GEN4	204	Maintain food safety when storing, holding and serving food	4	31

SECTION A FOOD SERVICE OPTIONAL UNITS

1FS4	110	Provide a counter and takeaway service	3	34
2FS1	206	Prepare and clear areas for table service	4	32
2FS2	207	Serve food at the table	4	31
2FS3	208	Provide a silver service	6	51
2FS4	209	Provide a buffet and carvery service	4	32

SECTION B OPTIONAL UNITS

1FS3	109	Prepare and clear areas for counter and takeaway service	3	25
2BS1	211	Prepare and clear the bar area	4	29
2BS4	214	Prepare and serve wines	5	41
2BS7	217	Prepare and serve dispensed and instant hot drinks	3	30
2BS8	218	Prepare and serve hot drinks using specialist equipment	4	36
2GEN5	261	Resolve customer service problems (ICS)	6	40
2GEN6	273	Promote additional services or products to customers (ICS)	6	40
2GEN7	274	Deal with customers across a language divide (ICS)	8	53
2GEN8	275	Maintain customer service through effective handover (ICS)	4	27
2GEN9	205	Maintain and deal with payments	4	30
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

City & Guilds Level 2 NVQ Diploma in Beverage Service

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

This comprises of:

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

MANDATORY UNITS

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

SECTION A BEVERAGE SERVICE OPTIONAL UNITS

2BS1	211	Prepare and clear the bar area	4	29
2BS2	212	Serve alcoholic and soft drinks	5	46
2BS3	213	Prepare and serve cocktails	5	40
2BS4	214	Prepare and serve wines	5	41
2BS7	217	Prepare and serve dispensed and instant hot drinks	3	30
2BS8	218	Prepare and serve hot drinks using specialist equipment	4	36

SECTION B OPTIONAL UNITS

2BS5	215	Maintain cellars and kegs	3	23
2BS6	216	Clean drinks dispense lines	3	26
2BS9	219	Receive, store and issue drinks stock	3	24
2GEN5	261	Resolve customer service problems (ICS)	6	40
2GEN6	273	Promote additional services or products to customers (ICS)	6	40
2GEN7	274	Deal with customers across a language divide (ICS)	8	53
2GEN8	275	Maintain customer service through effective handover (ICS)	4	27
2GEN9	205	Maintain and deal with payments	4	30
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

City & Guilds Level 2 NVQ Diploma in Food and Beverage Service

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

This comprises of:

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

MANDATORY UNITS

	Unit	Unit title	Credit value	GLH
1GEN1	101	Maintenance of a safe, hygienic and secure working environment	3	25
1GEN4	104	Working effectively as part of a hospitality team	3	25
2GEN1	201	Give customers a positive impression of self and your organisation (ICS)	5	33
2GEN4	204	Maintain food safety when storing, holding and serving food	4	31

SECTION A FOOD SERVICE OPTIONAL UNITS

1FS4	110	Provide a counter and takeaway service	3	34
2FS2	207	Serve food at the table	4	31
2FS3	208	Provide a silver service	6	51
2FS4	209	Provide a buffet and carvery service	4	32

SECTION B BEVERAGE SERVICE OPTIONAL UNITS

2BS2	212	Serve alcoholic and soft drinks	5	46
2BS3	213	Prepare and serve cocktails	5	40
2BS4	214	Prepare and serve wines	5	41
2BS7	217	Prepare and serve dispensed and instant hot drinks	3	30
2BS8	218	Prepare and serve hot drinks using specialist equipment	4	36

SECTION C OPTIONAL UNITS

1FS3	109	Prepare and clear areas for counter and takeaway service	3	25
2FS1	206	Prepare and clear areas for table service	4	32
2BS1	211	Prepare and clear the bar area	4	29
2BS5	215	Maintain cellars and kegs	3	23
2BS6	216	Clean drinks dispense lines	3	26
2BS9	219	Receive, store and issue drinks stock	3	24
2GEN5	261	Resolve customer service problems (ICS)	6	40
2GEN6	273	Promote additional services or products to customers (ICS)	6	40
2GEN7	274	Deal with customers across a language divide (ICS)	8	53
2GEN8	275	Maintain customer service through effective handover (ICS)	4	27
2GEN9	205	Maintain and deal with payments	4	30
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

City & Guilds Level 2 NVQ Diploma in Food Production and Cooking

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

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

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

MANDATORY UNITS

		Unit title	Credit value	GLH
2GEN3	203	Maintain food safety when storing, preparing and cooking food	4	32
1GEN4	104	Working effectively as part of a hospitality team	3	25
1GEN1	101	Maintenance of a safe, hygienic and secure working environment	3	25

SECTION A OPTIONAL UNITS

2PR1	281	Produce basic fish dishes	4	34
2PR2	282	Produce basic meat dishes	4	34
2PR3	283	Produce basic poultry dishes	4	33
2PR4	284	Produce basic vegetable dishes	4	32
2PR5	285	Cook-chill food	3	27
2PR6	286	Cook-freeze food	3	27
2PR7	287	Produce basic hot sauces	4	36
2PR8	288	Produce basic rice, pulse and grain dishes	3	25
2PR9	289	Produce basic pasta dishes	3	25
2PR11	290	Produce basic bread and dough products	4	38
2PR12	291	Produce basic pastry products	5	43
2PR13	292	Produce basic cakes, sponges and scones	4	32
2PR14	293	Produce basic hot and cold desserts	3	28
2PR15	294	Produce cold starters and salads	3	28
2PR16	295	Produce flour, dough and tray-baked products	3	32

SECTION B OPTIONAL UNITS

1PR1	117	Prepare hot and cold sandwiches	2	20
1PR10	143	Produce basic egg dishes	3	24
2PR17	296	Produce healthier dishes	3	28
2PR19	297	Maintain an efficient use of food resources	4	34
2PR20	298	Maintain an efficient use of resources in the kitchen	3	23
2PR21	299	Prepare, operate and clean specialist food preparation and cooking equipment	4	35
2PR22	248	Liaise with care team to ensure that an individuals' nutritional needs are met	3	26
1PR23	144	Prepare meals for distribution	2	16

2PR24	262	Modify the content of dishes	4	40
2PR25	234	Prepare and cook food to meet the requirements of allergy sufferers	3	26
1PR26	145	Prepare meals to meet relevant nutritional standards set for school meals	4	36
2PR27	235	Promote new menu items	3	24
1PR28	146	Present menu items according to a defined brand standard	3	27
2GEN1	201	Give customers a positive impression of self and your organisation	5	33
2GEN9	205	Maintain and deal with payments	4	30
1FS4	110	Provide a counter/takeaway service	3	34
2FS5	210	Convert a room for dining	3	34
2P&C1	271	Complete kitchen documentation	3	25
2P&C2	272	Set up and close kitchen	4	37
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

City & Guilds Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking)

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

Candidates must achieve:

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

MANDATORY UNITS

		Unit title	Credit value	GLH
1GEN1	101	Maintenance of a safe, hygienic and secure working environment	3	25
1GEN4	104	Working effectively as part of a hospitality team	3	25
2GEN3	203	Maintain food safety when storing, preparing and cooking food	4	32
1GEN7	102	Maintain, handle and clean knives	3	25

SECTION A OPTIONAL UNITS

2FC1	227	Cook and finish basic fish dishes	4	32
2FC3	229	Cook and finish basic meat dishes	5	48
2FC4	230	Cook and finish basic poultry dishes	5	42
2FC7	233	Cook and finish basic vegetable dishes	4	32

SECTION B OPTIONAL UNITS

2FP1	220	Prepare fish for basic dishes	4	33
2FP3	222	Prepare meat for basic dishes	4	33
2FP4	223	Prepare poultry for basic dishes	4	33
2FP7	226	Prepare vegetables for basic dishes	4	33

SECTION C OPTIONAL UNITS

2FPC1	236	Prepare, cook and finish basic hot sauces	4	33
2FPC2	237	Prepare cook and finish basic soups	4	30
2FPC3	238	Make basic stock	3	26

SECTION D OPTIONAL UNITS

2FP1	220	Prepare fish for basic dishes	4	33
2FP2	221	Prepare shellfish for basic dishes	3	25
2FP3	222	Prepare meat for basic dishes	4	33
2FP4	223	Prepare poultry for basic dishes	4	33
2FP5	224	Prepare game for basic dishes	4	35
2FP6	225	Prepare offal for basic dishes	3	28
2FP7	226	Prepare vegetables for basic dishes	4	33
2FP8	276	Process dried ingredients prior to cooking	2	15

2FP9	277	Prepare and mix spice and herb blends	2	19
2FC1	227	Cook and finish basic fish dishes	4	32
2FC2	228	Cook and finish basic shellfish dishes	4	34
2FC3	229	Cook and finish basic meat dishes	5	48
2FC4	230	Cook and finish basic poultry dishes	5	42
2FC5	231	Cook and finish basic game dishes	5	40
2FC6	232	Cook and finish basic offal dishes	5	40
2FC7	233	Cook and finish basic vegetable dishes	4	32
2PR5	285	Cook-chill food	3	27
2PR6	286	Cook-freeze food	3	27
2FPC1	236	Prepare, cook and finish basic hot sauces	4	33
2FPC2	237	Prepare cook and finish basic soups	4	30
2FPC3	238	Make basic stock	3	26
2FPC4	239	Prepare, cook and finish basic rice dishes	4	33
2FPC5	240	Prepare, cook and finish basic pasta dishes	4	33
2FPC6	241	Prepare, cook and finish basic pulse dishes	4	33
2FPC7	242	Prepare, cook and finish basic vegetable protein dishes	4	33
2FPC8	243	Prepare, cook and finish basic egg dishes	3	27
2FPC9	244	Prepare, cook and finish basic bread and dough products	5	39
2FPC10	245	Prepare, cook and finish basic pastry products	5	43
2FPC11	246	Prepare, cook and finish basic cakes, sponges, biscuits and scones	5	39
2FPC12	247	Prepare, cook and finish basic grain dishes	4	30
2PR17	296	Produce healthier dishes	3	28
2FPC14	249	Prepare, cook and finish basic cold and hot desserts	4	36
2FPC15	250	Prepare and present food for cold presentation	4	35
2FPC16	278	Prepare, cook and finish Dim Sum	5	43
2FPC17	279	Prepare, cook and finish noodle dishes	4	33
2FPC18	280	Prepare and cook food using a Tandoor	4	30
2P&C1	271	Complete kitchen documentation	3	25
2P&C2	272	Set up and close kitchen	4	37
2GEN2	202	Order stock	4	33
1FPC8	126	Cook and finish simple bread and dough products	3	25
2PR22	248	Liaise with care team to ensure that individual nutritional needs are met	3	26
1PR26	145	Prepare meals to meet the requirements set for school meals	4	36
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

City & Guilds Level 2 NVQ Diploma in Professional Cookery

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

Candidates must achieve:

- All of the mandatory units (13 credits)
- A minimum of 45 credits from Section A

MANDATORY UNITS

	Unit	Unit title	Credit value	GLH
1GEN1	101	Maintenance of a safe, hygienic and secure working environment	3	25
1GEN4	104	Working effectively as part of a hospitality team	3	25
2GEN3	203	Maintain food safety when storing, preparing and cooking food	4	32
1GEN7	102	Maintain, handle and clean knives	3	25

SECTION A OPTIONAL UNITS

2FP1	220	Prepare fish for basic dishes	4	33
2FP2	221	Prepare shellfish for basic dishes	3	25
2FP3	222	Prepare meat for basic dishes	4	33
2FP4	223	Prepare poultry for basic dishes	4	33
2FP5	224	Prepare game for basic dishes	4	35
2FP6	225	Prepare offal for basic dishes	3	28
2FP7	226	Prepare vegetables for basic dishes	4	33
2FP8	276	Process dried ingredients prior to cooking	2	15
2FP9	277	Prepare and mix spice and herb blends	2	19
2FC1	227	Cook and finish basic fish dishes	4	32
2FC2	228	Cook and finish basic shellfish dishes	4	34
2FC3	229	Cook and finish basic meat dishes	5	48
2FC4	230	Cook and finish basic poultry dishes	5	42
2FC5	231	Cook and finish basic game dishes	5	40
2FC6	232	Cook and finish basic offal dishes	5	40
2FC7	233	Cook and finish basic vegetable dishes	4	32
2PR5	285	Cook-chill food	3	27
2PR6	286	Cook-freeze food	3	27
2FPC1	236	Prepare, cook and finish basic hot sauces	4	33
2FPC2	237	Prepare cook and finish basic soups	4	30
2FPC3	238	Make basic stock	3	26
2FPC4	239	Prepare, cook and finish basic rice dishes	4	33
2FPC5	240	Prepare, cook and finish basic pasta dishes	4	33
2FPC6	241	Prepare, cook and finish basic pulse dishes	4	33
2FPC7	242	Prepare, cook and finish basic vegetable protein dishes	4	33
2FPC8	243	Prepare, cook and finish basic egg dishes	3	27
2FPC9	244	Prepare, cook and finish basic bread and dough products	5	39

2FPC10	245	Prepare, cook and finish basic pastry products	5	43
2FPC11	246	Prepare, cook and finish basic cakes, sponges, biscuits and scones	5	39
2FPC12	247	Prepare, cook and finish basic grain dishes	4	30
2PR17	296	Produce healthier dishes	3	28
2FPC14	249	Prepare, cook and finish basic cold and hot desserts	4	36
2FPC15	250	Prepare and present food for cold presentation	4	35
2FPC16	278	Prepare, cook and finish Dim Sum	5	43
2FPC17	279	Prepare, cook and finish noodle dishes	4	33
2FPC18	280	Prepare and cook food using a Tandoor	4	30
2P&C1	271	Complete kitchen documentation	3	25
2P&C2	272	Set up and close kitchen	4	37
2GEN2	202	Order stock	4	33
1FPC8	126	Cook and finish simple bread and dough products	3	25
2PR22	248	Liaise with care team to ensure that individual nutritional needs are met	3	26
1PR26	145	Prepare meals to meet the requirements set for school meals	4	36
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

City & Guilds Level 2 NVQ Diploma in Hospitality Services

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

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

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

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

MANDATORY UNITS

The candidate must achieve 11 credits from the following units:

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

FOOD SERVICE or FOOD PREPARATION MANDATORY OPTIONAL UNITS

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

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

SECTION A OPTIONAL UNITS

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

WORKING with food units:

1FS3	109	Prepare and clear areas for counter and takeaway service	3	25
1FS4	110	Provide a counter and takeaway service	3	34
2GEN3	203	Maintain food safety when storing, preparing and cooking food	4	32
2GEN4	204	Maintain food safety when storing, holding and serving food	4	31
2FS1	206	Prepare and clear areas for table service	4	32
2FS2	207	Serve food at the table	4	31
2FS3	208	Provide a silver service	6	51
2FS5	210	Convert a room for dining	3	23
2FS4	209	Provide a buffet and carvery service	4	32

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

NOT working with food units:

1HK1	137	Collect linen and make beds	3	21
1HK2	138	Clean windows from the inside	2	16
2HK1	264	Cleaning and servicing a range of housekeeping areas	3	28
2HK2	265	Use of different chemicals and equipment in housekeeping	4	33
2HK3	266	Maintain housekeeping supplies	3	24
2HK4	267	Clean, maintain and protect hard floors (Asset Skills)	4	23
2HK5	268	Clean and maintain soft floors and furnishings (Asset Skills)	4	21
2HK6	269	Providing a linen service	3	25
2HK7	270	Carry out periodic room servicing and deep cleaning	3	27
2FOH2	252	Deal with arrival of customers	4	32
2FOH3	253	Deal with bookings	4	30
2FOH4	254	Prepare customer accounts and deal with departures	4	30
2FOH1	251	Deal with communications as part of the reception function	3	21
2FOH5	255	Produce documents in a business environment (CfA)	4	15
2FOH6	256	Use office equipment (CfA)	4	18
2FOH8	260	Handle mail and book external services	3	28
2FOH9	258	Provide reception services (CfA)	3	15
2FOH10	259	Store and retrieve information (CfA)	3	17

2FOH11	263	Provide tourism information services to customers	5	50
2GEN5	261	Resolve customer service problems (ICS)	6	40
2GEN6	273	Promote additional services or products to customers (ICS)	6	40
2GEN7	274	Deal with customers across a language divide (ICS)	8	53
2GEN8	275	Maintain customer service through effective handover (ICS)	4	27
2GEN9	205	Maintain and deal with payments	4	30
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

City & Guilds Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine) (No longer available)

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

Candidates must achieve:

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

MANDATORY UNITS

		Unit title	Credit value	GLH
1GEN1	101	Maintenance of a safe, hygienic and secure working environment	3	25
1GEN4	104	Working effectively as part of a hospitality team	3	25
2GEN3	203	Maintain food safety when storing, preparing and cooking food	4	32
1GEN7	102	Maintain, handle and clean knives	3	25

SECTION A OPTIONAL UNITS

2FP9	277	Prepare and mix spice and herb blends (Indian cuisine)	2	19
2FPC18	280	Prepare and cook food using a Tandoor in Indian cuisine	4	30

SECTION B OPTIONAL UNITS

2FC1	227	Cook and finish basic fish dishes	4	32
2FC3	229	Cook and finish basic meat dishes	5	48
2FC4	230	Cook and finish basic poultry dishes	5	42
2FC7	233	Cook and finish basic vegetable dishes	4	32
2FC2	228	Cook and finish basic shellfish dishes	4	34
2FPC4	239	Prepare, cook and finish basic rice dishes	4	33
2FPC6	241	Prepare, cook and finish basic pulse dishes	4	33
2FPC12	247	Prepare, cook and finish basic grain dishes	4	30

SECTION C OPTIONAL UNITS

2FP1	220	Prepare fish for basic dishes	4	33
2FP2	221	Prepare shellfish for basic dishes	3	25
2FP3	222	Prepare meat for basic dishes	4	33

2FP4	223	Prepare poultry for basic dishes	4	33
2FP5	224	Prepare game for basic dishes	4	35
2FP6	225	Prepare offal for basic dishes	3	28
2FP7	226	Prepare vegetables for basic dishes	4	33
2FP8	276	Process dried ingredients prior to cooking	2	15
2FP9	277	Prepare and mix spice and herb blends	2	19
2FC1	227	Cook and finish basic fish dishes	4	32
2FC2	228	Cook and finish basic shellfish dishes	4	34
2FC3	229	Cook and finish basic meat dishes	5	48
2FC4	230	Cook and finish basic poultry dishes	5	42
2FC5	231	Cook and finish basic game dishes	5	40
2FC6	225	Cook and finish basic offal dishes	3	28
2FC7	233	Cook and finish basic vegetable dishes	4	32
2PR5	285	Cook-chill food	3	27
2PR6	286	Cook-freeze food	3	27
2FPC1	236	Prepare, cook and finish basic hot sauces	4	33
2FPC2	237	Prepare cook and finish basic soups	4	30
2FPC3	238	Make basic stock	3	26
2FPC4	239	Prepare, cook and finish basic rice dishes	4	33
2FPC5	240	Prepare, cook and finish basic pasta dishes	4	33
2FPC6	241	Prepare, cook and finish basic pulse dishes	4	33
2FPC7	242	Prepare, cook and finish basic vegetable protein dishes	4	33
2FPC8	243	Prepare, cook and finish basic egg dishes	3	27
2FPC9	244	Prepare, cook and finish basic bread and dough products	5	39
2FPC10	245	Prepare, cook and finish basic pastry products	5	43
2FPC11	246	Prepare, cook and finish basic cakes, sponges, biscuits and scones	5	39
2FPC12	247	Prepare, cook and finish basic grain dishes	4	30
2PR17	296	Produce healthier dishes	3	28
2FPC14	249	Prepare, cook and finish basic cold and hot desserts	4	36
2FPC15	250	Prepare and present food for cold presentation	4	35
2FPC16	278	Prepare, cook and finish Dim Sum	5	43
2FPC17	279	Prepare, cook and finish noodle dishes	4	33
2FPC18	280	Prepare and cook food using a Tandoor	4	30
2P&C1	271	Complete kitchen documentation	3	25
2P&C2	272	Set up and close kitchen	4	37
2GEN2	202	Order stock	4	33
1FPC8	126	Cook and finish simple bread and dough products	3	25
2PR22	248	Liaise with care team to ensure that individual nutritional needs are met	3	26
1PR26	145	Prepare meals to meet the requirements set for school meals	4	36
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

City & Guilds Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine) (No longer available)

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

Candidates must achieve

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

MANDATORY UNITS

		Unit title	Credit value	GLH
1GEN1	101	Maintenance of a safe, hygienic and secure working environment	3	25
1GEN4	104	Working effectively as part of a hospitality team	3	25
2GEN3	203	Maintain food safety when storing, preparing and cooking food	4	32
1GEN7	102	Maintain, handle and clean knives	3	25
SECTION A				
2FP9	277	Prepare and mix spice and herb blends (Thai cuisine)	2	19
SECTION B				
2FP8	276	Process dried ingredients prior to cooking	2	15
2FPC17	279	Prepare, cook and finish noodle dishes	4	33
2FC1	227	Cook and finish basic fish dishes	4	32
2FC3	229	Cook and finish basic meat dishes	5	48
2FC4	230	Cook and finish basic poultry dishes	5	42
2FC7	233	Cook and finish basic vegetable dishes	4	32
2FPC2	237	Prepare, cook and finish basic soups	4	30
2FPC7	242	Prepare, cook and finish basic vegetable protein dishes	4	33
2FPC4	239	Prepare, cook and finish basic rice dishes	4	33
SECTION C				
2FP1	220	Prepare fish for basic dishes	4	33
2FP2	221	Prepare shellfish for basic dishes	3	25
2FP3	222	Prepare meat for basic dishes	4	33
2FP4	223	Prepare poultry for basic dishes	4	33
2FP5	224	Prepare game for basic dishes	4	35
2FP6	225	Prepare offal for basic dishes	3	28
2FP7	226	Prepare vegetables for basic dishes	4	33
2FP8	276	Process dried ingredients prior to cooking	2	15
2FP9	277	Prepare and mix spice and herb blends	2	19
2FC1	227	Cook and finish basic fish dishes	4	32
2FC2	228	Cook and finish basic shellfish dishes	4	34
2FC3	229	Cook and finish basic meat dishes	5	48

2FC4	230	Cook and finish basic poultry dishes	5	42
2FC5	231	Cook and finish basic game dishes	5	40
2FC6	232	Cook and finish basic offal dishes	5	40
2FC7	233	Cook and finish basic vegetable dishes	4	32
2PR5	285	Cook-chill food	3	27
2PR6	286	Cook-freeze food	3	27
2FPC1	236	Prepare, cook and finish basic hot sauces	4	33
2FPC2	237	Prepare cook and finish basic soups	4	30
2FPC3	238	Make basic stock	3	26
2FPC4	239	Prepare, cook and finish basic rice dishes	4	33
2FPC5	240	Prepare, cook and finish basic pasta dishes	4	33
2FPC6	241	Prepare, cook and finish basic pulse dishes	4	33
2FPC7	242	Prepare, cook and finish basic vegetable protein dishes	4	33
2FPC8	243	Prepare, cook and finish basic egg dishes	3	27
2FPC9	244	Prepare, cook and finish basic bread and dough products	5	39
2FPC10	245	Prepare, cook and finish basic pastry products	5	43
2FPC11	246	Prepare, cook and finish basic cakes, sponges, biscuits and scones	5	39
2FPC12	247	Prepare, cook and finish basic grain dishes	4	30
2PR17	296	Produce healthier dishes	3	28
2FPC14	249	Prepare, cook and finish basic cold and hot desserts	4	36
2FPC15	250	Prepare and present food for cold presentation	4	35
2FPC16	278	Prepare, cook and finish Dim Sum	5	43
2FPC17	279	Prepare, cook and finish noodle dishes	4	33
2FPC18	280	Prepare and cook food using a Tandoor	4	30
2P&C1	271	Complete kitchen documentation	3	25
2P&C2	272	Set up and close kitchen	4	37
2GEN2	202	Order stock	4	33
1FPC8	126	Cook and finish simple bread and dough products	3	25
2PR22	248	Liaise with care team to ensure that individual nutritional needs are met	3	26
1PR26	145	Prepare meals to meet the requirements set for school meals	4	36
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

City & Guilds Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine) (No longer available)

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

Candidates must achieve:

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

MANDATORY UNITS

		Unit title	Credit value	GLH
1GEN1	101	Maintenance of a safe, hygienic and secure working environment	3	25
1GEN4	104	Working effectively as part of a hospitality team	3	25
2GEN3	203	Maintain food safety when storing, preparing and cooking food	4	32
1GEN7	102	Maintain, handle and clean knives	3	25
SECTION A				
2FPC16	278	Prepare, cook and finish Dim Sum	5	43
2FPC17	279	Prepare, cook and finish noodle dishes	4	33
2FP8	276	Process dried ingredients prior to cooking	2	15
SECTION B				
2FPC7	242	Prepare, cook and finish basic vegetable protein dishes	4	33
2FPC4	239	Prepare, cook and finish basic rice dishes	4	33
2FC1	227	Cook and finish basic fish dishes	4	32
2FC3	229	Cook and finish basic meat dishes	5	48
2FC4	230	Cook and finish basic poultry dishes	5	42
2FC7	233	Cook and finish basic vegetable dishes	4	32
2FPC2	237	Prepare, cook and finish basic soups	4	30
SECTION C				
2FP1	220	Prepare fish for basic dishes	4	33
2FP2	221	Prepare shellfish for basic dishes	3	25
2FP3	222	Prepare meat for basic dishes	4	33
2FP4	223	Prepare poultry for basic dishes	4	33
2FP5	224	Prepare game for basic dishes	4	35
2FP6	225	Prepare offal for basic dishes	3	28
2FP7	226	Prepare vegetables for basic dishes	4	33
2FP8	276	Process dried ingredients prior to cooking	2	15
2FP9	277	Prepare and mix spice and herb blends	2	19
2FC1	227	Cook and finish basic fish dishes	4	32
2FC2	228	Cook and finish basic shellfish dishes	4	34
2FC3	229	Cook and finish basic meat dishes	5	48

2FC4	230	Cook and finish basic poultry dishes	5	42
2FC5	231	Cook and finish basic game dishes	5	40
2FC6	232	Cook and finish basic offal dishes	5	40
2FC7	233	Cook and finish basic vegetable dishes	4	32
2PR5	285	Cook-chill food	3	27
2PR6	286	Cook-freeze food	3	27
2FPC1	236	Prepare, cook and finish basic hot sauces	4	33
2FPC2	237	Prepare cook and finish basic soups	4	30
2FPC3	238	Make basic stock	3	26
2FPC4	239	Prepare, cook and finish basic rice dishes	4	33
2FPC5	240	Prepare, cook and finish basic pasta dishes	4	33
2FPC6	241	Prepare, cook and finish basic pulse dishes	4	33
2FPC7	242	Prepare, cook and finish basic vegetable protein dishes	4	33
2FPC8	243	Prepare, cook and finish basic egg dishes	3	27
2FPC9	244	Prepare, cook and finish basic bread and dough products	5	39
2FPC10	245	Prepare, cook and finish basic pastry products	5	43
2FPC11	246	Prepare, cook and finish basic cakes, sponges, biscuits and scones	5	39
2FPC12	247	Prepare, cook and finish basic grain dishes	4	30
2PR17	296	Produce healthier dishes	3	28
2FPC14	249	Prepare, cook and finish basic cold and hot desserts	4	36
2FPC15	250	Prepare and present food for cold presentation	4	35
2FPC16	278	Prepare, cook and finish Dim Sum	5	43
2FPC17	279	Prepare, cook and finish noodle dishes	4	33
2FPC18	280	Prepare and cook food using a Tandoor	4	30
2P&C1	271	Complete kitchen documentation	3	25
2P&C2	272	Set up and close kitchen	4	37
2GEN2	202	Order stock	4	33
1FPC8	126	Cook and finish simple bread and dough products	3	25
2PR22	248	Liaise with care team to ensure that individual nutritional needs are met	3	26
1PR26	145	Prepare meals to meet the requirements set for school meals	4	36
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

City & Guilds Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine) (No longer available)

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

Candidates must achieve

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

MANDATORY UNITS

		Unit title	Credit value	GLH
1GEN1	101	Maintenance of a safe, hygienic and secure working environment	3	25
1GEN4	104	Working effectively as part of a hospitality team	3	25
2GEN3	203	Maintain food safety when storing, preparing and cooking food	4	32
1GEN7	102	Maintain, handle and clean knives	3	25
SECTION A				
2FP9	277	Prepare and mix spice and herb blends (Bangladeshi cuisine)	2	19
2FPC18	280	Prepare and cook food using a Tandoor for Bangladeshi cuisine	4	30
SECTION B				
2FC1	227	Cook and finish basic fish dishes	4	32
2FC3	229	Cook and finish basic meat dishes	5	48
2FC4	230	Cook and finish basic poultry dishes	5	42
2FC7	233	Cook and finish basic vegetable dishes	4	32
2FPC4	239	Prepare, cook and finish basic rice dishes	4	33
2FPC6	241	Prepare, cook and finish basic pulse dishes	4	33
2FPC12	247	Prepare, cook and finish basic grain dishes	4	30
2FPC1	236	Prepare, cook and finish basic hot sauces	4	33
SECTION C				
2FP1	220	Prepare fish for basic dishes	4	33
2FP2	221	Prepare shellfish for basic dishes	3	25
2FP3	222	Prepare meat for basic dishes	4	33
2FP4	223	Prepare poultry for basic dishes	4	33
2FP5	224	Prepare game for basic dishes	4	35
2FP6	225	Prepare offal for basic dishes	3	28
2FP7	226	Prepare vegetables for basic dishes	4	33
2FP8	276	Process dried ingredients prior to cooking	2	15
2FP9	277	Prepare and mix spice and herb blends	2	19
2FC1	227	Cook and finish basic fish dishes	4	32

2FC2	228	Cook and finish basic shellfish dishes	4	34
2FC3	229	Cook and finish basic meat dishes	5	48
2FC4	230	Cook and finish basic poultry dishes	5	42
2FC5	231	Cook and finish basic game dishes	5	40
2FC6	232	Cook and finish basic offal dishes	5	40
2FC7	233	Cook and finish basic vegetable dishes	4	32
2PR5	285	Cook-chill food	3	27
2PR6	286	Cook-freeze food	3	27
2FPC1	236	Prepare, cook and finish basic hot sauces	4	33
2FPC2	237	Prepare cook and finish basic soups	4	30
2FPC3	238	Make basic stock	3	26
2FPC4	239	Prepare, cook and finish basic rice dishes	4	33
2FPC5	240	Prepare, cook and finish basic pasta dishes	4	33
2FPC6	241	Prepare, cook and finish basic pulse dishes	4	33
2FPC7	242	Prepare, cook and finish basic vegetable protein dishes	4	33
2FPC8	243	Prepare, cook and finish basic egg dishes	3	27
2FPC9	244	Prepare, cook and finish basic bread and dough products	5	39
2FPC10	245	Prepare, cook and finish basic pastry products	5	43
2FPC11	246	Prepare, cook and finish basic cakes, sponges, biscuits and scones	5	39
2FPC12	247	Prepare, cook and finish basic grain dishes	4	30
2PR17	296	Produce healthier dishes	3	28
2FPC14	249	Prepare, cook and finish basic cold and hot desserts	4	36
2FPC15	250	Prepare and present food for cold presentation	4	35
2FPC16	278	Prepare, cook and finish Dim Sum	5	43
2FPC17	279	Prepare, cook and finish noodle dishes	4	33
2FPC18	280	Prepare and cook food using a Tandoor	4	30
2P&C1	271	Complete kitchen documentation	3	25
2P&C2	272	Set up and close kitchen	4	37
2GEN2	202	Order stock	4	33
1FPC8	126	Cook and finish simple bread and dough products	3	25
2PR22	248	Liaise with care team to ensure that individual nutritional needs are met	3	26
1PR26	145	Prepare meals to meet the requirements set for school meals	4	36
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

City & Guilds Level 2 NVQ Diploma in Kitchen Services

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

Candidates must achieve

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

MANDATORY UNITS

		Unit title	Credit value	GLH
2GEN3	203	Maintain Food Safety when storing, preparing and cooking food	4	32
1GEN4	104	Working effectively as part of a hospitality team	3	25
1GEN1	101	Maintenance of a safe, hygienic and secure working environment	3	25

SECTION A

1FC1	118	Cook Vegetables	3	22
1FP2	116	Prepare and finish simple salad and fruit dishes	2	16
1FPC1	119	Prepare and cook fish	3	23
1FPC2	120	Prepare and cook meat and poultry	4	33
1PR1	117	Prepare hot and cold sandwiches	2	20
1FS4	110	Provide a counter and takeaway service	3	34
1PR20	298	Maintain an efficient use of resources in the kitchen	3	23
1PR28	146	Present menu items according to a defined brand standard	3	27

SECTION B

2PR14	293	Produce basic hot and cold desserts	3	28
2PR15	294	Produce cold starters and salads	3	28
2PR17	296	Produce healthier dishes	3	28
2PR19	297	Maintain an efficient use of food resources	4	34
2PR21	299	Prepare, operate and clean specialist food preparation and cooking equipment	4	35
2PR27	235	Promote new menu items	3	24
2P&C1	271	Complete kitchen documentation	3	25
2P&C2	272	Set up and close the kitchen	4	37
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

Mapping old standards to new

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

NVQ 2 HOSPITALITY AND CATERING (7082) OLD standards unit title			NEW NVQ DIPLOMA IN HOSPITALITY AND CATERING (7132) NEW standards unit title		
501	1GEN1	Maintain a safe, hygienic and secure working environment	101	1GEN1	Maintenance of a safe, hygienic and secure working environment
502	1GEN2	Maintain and deal with payments	205	2GEN9	Maintain and deal with payments
504	1GEN4	Contribute to effective teamwork	104	1GEN4	Working effectively as part of a hospitality team
505	1GEN5	Clean and store crockery and cutlery	N/A	N/A	No map
506	1GEN6	Maintain a vending machine	N/A	N/A	No map
N/A	N/A	No map	102	1GEN7	Maintain, handle and clean knives
509	1FS3	Prepare and clear areas for counter/takeaway service	109	1FS3	Prepare and clear areas for counter /takeaway service
510	1FS4	Provide a counter/takeaway service	110	1FS4	Provide a counter/takeaway service
515	1FP1	Prepare vegetables	N/A	N/A	No map
516	1FP2	Prepare and finish simple salad and fruit dishes	116	1FP2	Prepare and finish simple salad and fruit dishes
517	1FP3	Prepare hot and cold sandwiches	117	1PR1	Prepare hot and cold sandwiches
519	1FPC1	Prepare and cook fish	119	1FPC1	Prepare and cook fish
520	1FPC2	Prepare and cook meat and poultry	120	1FPC2	Prepare and cook meat & poultry
526	1FPC8	Prepare and cook simple bread and dough products	126	1FPC8	Cook and finish simple bread and dough products
535	1R9	Prepare, service and clear meeting and conference rooms	N/A	N/A	No map
537	1HK1	Collect linen and make beds	137	1HK1	Collect linen and make beds
538	1HK2	Clean windows from the inside	138	1HK2	Clean windows from the inside
541	1P&C1	Package food for delivery	N/A	N/A	No map
601	2GEN1	Give customers a positive impression self & your organisation	201	2GEN1	Give customers a positive impression of self and your organisation (ICS)

NVQ 2 HOSPITALITY AND CATERING (7082)			NEW NVQ DIPLOMA IN HOSPITALITY AND CATERING (7132)		
OLD standards unit title			NEW standards unit title		
602	2GEN2	Order stock	202	2GEN2	Order Stock
603	2GEN3	Maintain food safety when storing, preparing and cooking food	203	2GEN3	Maintain food safety when preparing, storing and cooking food
604	2GEN4	Maintain food safety when storing, holding serving food	204	2GEN4	Maintain food safety when storing, holding and serving food
606	2FS1	Prepare and clear areas for table service	206	2FS1	Prepare and clear areas for table service
607	2FS2	Serve food at the table	207	2FS2	Serve food at the table
608	2FS3	Provide a silver service	208	2FS3	Provide a silver service
609	2FS4	Provide a buffet/carvery service	209	2FS4	Provide a buffet/carvery service
610	2FS5	Convert a room for dining	210	2FS5	Convert a room for dining
611	2DS1	Prepare and clear the bar area	211	2BS1	Prepare and clear the bar area
612	2DS2	Serve alcoholic & soft drinks	212	2BS2	Serve alcoholic and soft drinks
613	2DS3	Prepare and serve cocktails	213	2BS3	Prepare and serve cocktails
614	2DS4	Prepare and serve wines	214	2BS4	Prepare and serve wines
615	2DS5	Maintain cellars and kegs	215	2BS5	Maintain cellars and kegs
616	2DS6	Clean drinks dispense lines	216	2BS6	Clean drink dispense lines
617	2DS7	Prepare and serve dispensed and instant hot drinks	217	2BS7	Prepare and serve dispensed and instant hot drinks
618	2DS8	Prepare and serve hot drinks using specialist equipment	218	2BS8	Prepare and serve hot drinks using specialist equipment
619	2DS9	Receive store and issue drinks stock	219	2BS9	Receive, store and issue drinks stock
620	2FP1	Prepare fish for basic dishes	220	2FP1	Prepare fish for basic dishes
621	2FP2	Prepare shellfish for basic dishes	221	2FP2	Prepare shellfish for basic dishes
622	2FP3	Prepare meat for basic dishes	222	2FP3	Prepare meat for basic dishes
623	2FP4	Prepare poultry for basic dishes	223	2FP4	Prepare poultry for basic dishes
624	2FP5	Prepare game for basic dishes	224	2FP5	Prepare game for basic dishes
625	2FP6	Prepare offal for basic dishes	225	2FP6	Prepare offal for basic dishes

NVQ 2 HOSPITALITY AND CATERING (7082)			NEW NVQ DIPLOMA IN HOSPITALITY AND CATERING (7132)		
OLD standards unit title			NEW standards unit title		
626	2FP7	Prepare vegetables for basic dishes	226	2FP7	Prepare vegetables for basic dishes
627	2FC1	Cook and finish basic fish dishes	227	2FC1	Cook and finish basic fish dishes
628	2FC2	Cook and finish basic shellfish dishes	228	2FC2	Cook and finish basic shellfish dishes
629	2FC3	Cook and finish basic meat dishes	229	2FC3	Cook and finish basic meat dishes
630	2FC4	Cook and finish basic poultry dishes	230	2FC4	Cook and finish basic poultry dishes
631	2FC5	Cook and finish basic game dishes	231	2FC5	Cook and finish basic game dishes
632	2FC6	Cook and finish basic offal dishes	232	2FC6	Cook and finish basic offal dishes
633	2FC7	Cook and finish basic vegetable dishes	233	2FC7	Cook and finish basic vegetable dishes
634	2FC8	Cook chill food	285	2PR5	Cook-chill food
635	2FC9	Cook freeze food	286	2PR6	Cook-freeze food
636	2FPC1	Prepare, cook and finish basic hot sauces	236	2FPC1	Prepare, cook and finish basic hot sauces
637	2FPC2	Prepare, cook and finish basic soups	237	2FPC2	Prepare, cook and finish basic soups
638	2FPC3	Make basic stock	238	2FPC3	Make basic stocks
639	2FPC4	Prepare cook and finish basic rice dishes	239	2FPC4	Prepare, cook and finish basic rice dishes
640	2FPC5	Prepare, cook and finish basic pasta dishes	240	2FPC5	Prepare, cook and finish basic pasta dishes
641	2FPC6	Prepare, cook and finish basic pulse dishes	241	2FPC6	Prepare, cook and finish basic pulse dishes
642	2FPC7	Prepare, cook and finish basic vegetable protein	242	2FPC7	Prepare, cook and finish basic vegetable protein dishes
643	2FPC8	Prepare and cook basic egg dishes	243	2FPC8	Prepare, cook and finish basic egg dishes
644	2FPC9	Prepare, cook and finish basic bread and dough products	244	2FPC9	Prepare, cook and finish basic bread and dough products
645	2FPC10	Prepare, cook and finish basic pastry products	245	2FPC10	Prepare, cook and finish basic pastry products
646	2FPC11	Prepare, cook and finish basic cakes sponges and scones	246	2FPC11	Prepare, cook and finish basic cakes, sponges, biscuits and scones
647	2FPC12	Prepare, cook and finish basic grain dishes	247	2FPC12	Prepare, cook and finish basic grain dishes

NVQ 2 HOSPITALITY AND CATERING (7082)			NEW NVQ DIPLOMA IN HOSPITALITY AND CATERING (7132)		
OLD standards unit title			NEW standards unit title		
648	2FPC13	Prepare, cook and finish healthier dishes	296	2PR17	Produce healthier dishes
649	2FPC14	Prepare, cook and finish basic hot and cold desserts	249	2FPC14	Prepare, cook and finish basic cold and hot desserts
650	2FPC15	Prepare and present food for cold presentation	250	2FPC15	Prepare and present food for cold presentation
651	2R1	Deal with communications	251	2FOH1	Deal with communications as part of the reception function
652	2R2	Deal with the arrival of customers	252	2FOH2	Deal with the arrival of customers
653	2R3	Deal with bookings	253	2FOH3	Dealing with bookings
654	2R4	Prepare customer accounts and deal with departures	254	2FOH4	Prepare customer accounts and deal with departures
657	2R5	Exchange foreign cash and travellers' cheques	N/A	N/A	No map
658	2R6	Prepare and print documents using a computer	N/A	N/A	No map
659	2R7	Record, store and supply information using a paper-based filing	N/A	N/A	No map
660	2R8	Handle mail and book external services	260	2FOH8	Handle mail and book external services
661	2R9	Resolve customer service problems	261	2GEN5	Resolve customer service problems (ICS)
662	2R10	Enter, retrieve and print data in a database	N/A	N/A	No map
663	2R11	Identify and provide tourism related information & advice	263	2FOH11	Provide tourism information services to customers
664	2HK1	Clean and service a range of areas	264	2HK1	Clean and service a range of housekeeping areas
665	2HK2	Work using different chemicals and equipment	265	2HK2	Use of different chemicals and equipment in housekeeping
666	2HK3	Maintain housekeeping supplies	266	2HK3	Maintain housekeeping supplies
667	2HK4	Clean and protect floors	267	2HK4	Clean, maintain and protect hard floors (Asset Skills)
668	2HK5	Clean carpets and soft furnishings	268	2HK5	Clean and maintain soft floors and furnishings (Asset Skills)

NVQ 2 HOSPITALITY AND CATERING (7082)			NEW NVQ DIPLOMA IN HOSPITALITY AND CATERING (7132)		
OLD standards unit title			NEW standards unit title		
669	2HK6	Providing a linen service	269	2HK6	Providing a linen service
670	2HK7	Carry out periodic room servicing and deep cleaning	270	2HK7	Carry out periodic room servicing and deep cleaning
671	2P&C1	Complete kitchen documentation	271	2P&C1	Complete kitchen documentation
672	2P&C2	Set up and close a kitchen	272	2P&C2	Set up and close kitchen
673	2P&C3	Process, cook, finish and present flour dough and tray-bake products	295	2PR16	Produce flour, dough and tray-baked products
001	(HSL1)	Supervise the work of staff	N/A	N/A	No map
N/A	N/A	No map	107	1FS1	Prepare and clear areas for table and tray service
N/A	N/A	No map	118	1FC1	Cook vegetables
N/A	N/A	No map	273	2GEN6	Promote additional services or products (ICS)
N/A	N/A	No map	274	2GEN7	Deal with customers across a language divide (ICS)
N/A	N/A	No map	275	2GEN8	Maintain customer service through an effective handover (ICS)
N/A	N/A	No map	276	2FP8	Process dried ingredients prior to cooking
N/A	N/A	No map	277	2FP9	Prepare and mix spice and herb blends
N/A	N/A	No map	278	2FPC16	Prepare, cook and finish Dim Sum
N/A	N/A	No map	279	2FPC17	Prepare, cook and finish noodle dishes
N/A	N/A	No map	280	2FPC18	Prepare and cook food using a Tandoor
N/A	N/A	No map	281	2PR1	Produce basic fish dishes
N/A	N/A	No map	282	2PR2	Produce basic meat dishes
N/A	N/A	No map	283	2PR3	Produce basic poultry dishes
N/A	N/A	No map	284	2PR4	Produce basic vegetable dishes
N/A	N/A	No map	287	2PR7	Produce basic hot sauces
N/A	N/A	No map	288	2PR8	Produce basic rice, pulse and grain dishes
N/A	N/A	No map	289	2PR9	Produce basic pasta dishes

NVQ 2 HOSPITALITY AND CATERING (7082)			NEW NVQ DIPLOMA IN HOSPITALITY AND CATERING (7132)		
OLD standards unit title			NEW standards unit title		
N/A	N/A	No map	143	1PR10	Produce basic egg dishes
N/A	N/A	No map	290	2PR11	Produce basic bread and dough products
N/A	N/A	No map	291	2PR12	Produce basic pastry products
N/A	N/A	No map	292	2PR13	Produce basic cakes, sponges and scones
N/A	N/A	No map	293	2PR14	Produce basic hot and cold desserts
N/A	N/A	No map	294	2PR15	Produce cold starters and salads
N/A	N/A	No map	297	2PR19	Maintain an efficient use of food resources
N/A	N/A	No map	298	2PR20	Maintain an efficient use of resources in the kitchen
N/A	N/A	No map	299	2PR21	Prepare, operate and clean specialist food preparation and cooking equipment
N/A	N/A	No map	248	2PR22	Liaise with care team to ensure that an individual's nutritional needs are met
N/A	N/A	No map	144	1PR23	Prepare meals for distribution
N/A	N/A	No map	262	2PR24	Modify the content of dishes
N/A	N/A	No map	234	2PR25	Prepare and cook food to meet the requirements of allergy sufferers
N/A	N/A	No map	145	1PR26	Prepare meals to meet relevant nutritional standards set for school meals
N/A	N/A	No map	235	2PR27	Promote new menu items
N/A	N/A	No map	146	1PR28	Present menu items according to a defined brand standard
N/A	N/A	No map	255	2FOH5	Produce documents in a business environment (CfA)
N/A	N/A	No map	256	2FOH6	Use office equipment (CfA)
N/A	N/A	No map	257	2FOH7	Communicate in a business environment (CfA)
N/A	N/A	No map	258	2FOH9	Provide reception services (CfA)

NVQ 2 HOSPITALITY AND CATERING (7082)			NEW NVQ DIPLOMA IN HOSPITALITY AND CATERING (7132)		
OLD standards unit title			NEW standards unit title		
N/A	N/A	No map	259	2FOH10	Store and retrieve information (CfA)
N/A	N/A	No map	666	ERR	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector

1.2 Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the Immediate Guidance or Supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training.

Qualification level and title	GLH	TQT
City & Guilds Level 2 NVQ Diploma in Front of House Reception	224	370
City & Guilds Level 2 NVQ Diploma in Housekeeping	281	370
City & Guilds Level 2 NVQ Diploma in Food Service	301	370
City & Guilds Level 2 NVQ Diploma in Beverage Service	270	370
City & Guilds Level 2 NVQ Diploma in Food and Beverage Service	279	370
City & Guilds Level 2 NVQ Diploma in Food Production & Cooking	329	400
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Preparation & Cooking)	473	580
City & Guilds Level 2 NVQ Diploma in Professional Cookery	465	580
City & Guilds Level 2 NVQ Diploma in Hospitality Services	266	370
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine)*		n/a
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine)*		n/a
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine)*		n/a
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine)*		n/a
City & Guilds Level 2 NVQ Diploma in Kitchen Services	309	370

*Qualifications no longer available.

1.3 Opportunities for progression

On completion of these qualifications, candidates may progress into employment or to the following City & Guilds qualifications:

- City & Guilds Level 3 NVQ Diploma in Professional Cookery (7133)
 - (Preparation and Cooking)
 - (Patisserie and Confectionary)
- City & Guilds Level 3 Diploma in Hospitality Supervision and Leadership (NVQ) (7250)
- City & Guilds Level 3 Diploma in Advanced Professional Cookery (VRQ) (7100)

1.4 Underpinning Knowledge Tests

UPK tests and answers are available to download from www.cityandguilds.com

1.5 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Fast track approval forms/generic fast track approval form	www.cityandguilds.com
Candidate logbooks	www.cityandguilds.com
UPK questions and answers	www.cityandguilds.com

2 Centre requirements

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

Centres already offering City & Guilds qualifications in this subject area

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

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

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

2.1 Resource requirements

Physical resources and site agreements

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

Human resources

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

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

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

Assessors and internal verifiers

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

Continuing professional development (CPD)

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

Candidate entry requirements

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

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

Age restrictions

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

Qualification title	Number	Age
City & Guilds Level 2 NVQ Diploma in Front of House Reception	7132-01	Pre 16, 16+
City & Guilds Level 2 NVQ Diploma in Housekeeping	7132-02	Pre 16, 16+
City & Guilds Level 2 NVQ Diploma in Food Service	7132-03	16+
City & Guilds Level 2 NVQ Diploma in Beverage Service	7132-04	16+
City & Guilds Level 2 NVQ Diploma in Food and Beverage Service	7132-05	16+
City & Guilds Level 2 NVQ Diploma in Food Production and Cooking	7132-06	Pre 16, 16+
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking)	7132-07	Pre 16, 16+
City & Guilds Level 2 NVQ Diploma in Professional Cookery	7132-08	Pre 16, 16+
City & Guilds Level 2 NVQ Diploma in Hospitality Services	7132-09	Pre 16, 16+
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine)*	7132-10	Pre 16, 16+
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine)*	7132-11	Pre 16, 16+
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine)*	7132-12	Pre 16, 16+
City & Guilds Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine)*	7132-13	Pre 16, 16+
City & Guilds Level 2 NVQ Diploma in Kitchen Services	7132-14	Pre 16, 16+

*Qualifications no longer available

3 Units

Availability of units

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

Structure of units

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

- City & Guilds unit number
- Title
- Level
- UAN number
- Credit value
- Guided learning hours
- Unit aim
- Endorsement by a sector or other appropriate body
- Learning outcomes which are comprised of a number of assessment criteria
- Information on assessment

Unit 101

Maintenance of a safe, hygienic and secure working environment (1GEN1)

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to maintain personal health and hygiene
2. Know how to maintain personal health and hygiene
3. Be able to help maintain a hygienic, safe and secure workplace
4. Know how to maintain a hygienic, safe and secure workplace

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 101 Maintenance of a safe, hygienic and secure working environment (1GEN1)

Learning outcomes and assessment criteria

Outcome 1 Be able to maintain personal health and hygiene

The learner can:

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

Outcome 2 Know how to maintain personal health and hygiene

The learner can:

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

Outcome 3 Be able to help maintain a hygienic, safe and secure workplace

The learner can:

6. Identify any **hazards** or potential hazards and **deal** with these correctly
7. Report any accidents or near accidents quickly and accurately to the proper person
8. Follow health , hygiene and safety procedures during work
9. Practise **emergency procedures** correctly
10. Follow organisational security procedures

Unit 101 Maintenance of a safe, hygienic and secure working environment (1GEN1)

Learning outcomes and assessment criteria

What you must cover:

1. **Hazards**
 - a) Relating to equipment
 - b) Relating to areas where you work
 - c) Relating to personal clothing
2. **Ways of dealing with hazards**
 - a) Putting them right self
 - b) Reporting them to appropriate colleagues
 - c) Warning other people
3. **Emergency procedures**
 - a) Fire
 - b) Threat
 - c) Security

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

The learner can:

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

Unit 101

Maintenance of a safe, hygienic and secure working environment (1GEN1)

Evidence requirements

Unit 1GEN1	Maintain a safe, hygienic and secure working environment
Outcome 1	Be able to maintain personal health and hygiene
What you must DO for Outcome 1	The assessor must assess assessment criteria 1 & 2 by directly observing the candidate's work. The assessor may assess assessment criteria 3, 4 & 5 through questioning or witness testimony if no naturally occurring evidence is available.
Outcome 3	Be able to help to maintain a hygienic, safe and secure workplace
What you must DO for Outcome 3	The assessor must assess assessment criteria 6, 8, 9 and 10 by directly observing the candidate's work. The assessor may assess assessment criteria 7 through questioning, witness testimony or simulation if no naturally occurring evidence is available.
What you must COVER for Outcome 3	There must be performance evidence, gathered through observing the candidate's work, for: <ul style="list-style-type: none"> • at least one from hazards <ul style="list-style-type: none"> a) relating to equipment b) relating to areas where you work c) relating to personal clothing • one from ways of dealing with hazards <ul style="list-style-type: none"> a) putting them right self b) reporting them to appropriate colleagues c) warning other people • at least one from emergency procedures <ul style="list-style-type: none"> a) fire b) threat c) security <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning, witness testimony or simulation.</p>

Unit 102

Maintain, handle and clean knives (1GEN7)

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to maintain, handle and clean knives
2. Know how to maintain, handle and clean knives

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 102 **Maintain, handle and clean knives (1GEN7)**

Learning outcomes and assessment criteria

Outcome 1 Be able to maintain, handle and clean knives

The learner can:

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

What you must cover:

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

Outcome 2 Know how to maintain, handle and clean knives

The learner can:

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

Unit 102 Maintain, handle and clean knives (1GEN7)

Evidence requirements

Unit 1GEN7	Maintain, handle and clean knives
What you must DO for Outcome 1	<p>The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6 and 7 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least two from knives <ul style="list-style-type: none"> a) straight bladed knives and cleavers b) serrated blades c) scissors/secateurs • at least five from tasks <ul style="list-style-type: none"> a) preparing basic vegetable cuts b) preparing meat, poultry and fish c) preparing bread d) opening packaging e) sharpening f) washing and cleaning knives after use <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 104

Working effectively as part of a hospitality team (1GEN4)

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

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to plan and organise own work
2. Be able to work effectively with team members
3. Be able to develop own skills
4. Know how to plan and organise own work
5. Know how to work effectively with team members
6. Know how to develop own skills

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 104 Working effectively as part of a hospitality team (1GEN4)

Learning outcomes and assessment criteria

Outcome 1 Be able to plan and organise own work

The learner can:

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

Outcome 2 Be able to work effectively with team members

The learner can:

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

Outcome 3 Be able to develop own skills

The learner can:

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

Unit 104 Working effectively as part of a hospitality team (1GEN4)

Learning outcomes and assessment criteria

Outcome 4 Know how to plan and organise own work

The learner can:

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

Outcome 5 Know how to work effectively with team members

The learner can:

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

Outcome 6 Know how to develop own skills

The learner can:

- K18. State the importance of improving own knowledge and skills
- K19. Describe how to get feedback from team members and how this is helpful
- K20. Describe how a learning plan can improve own work
- K21. State why it is important to regularly review own learning plan

Unit 104 Working effectively as part of a hospitality team (1GEN4)

Evidence requirements

Unit 1GEN4	Work effectively as part of a hospitality team	
Learning outcomes	Example assessment methods	Examples of Evidence
Outcome 1 Be able to plan and organize your work	Observation Witness testimony Questioning	Observation sheets Notes of meetings with line manager Witness assessment criteria
Outcome 2 Be able to work effectively with team members	Observation Witness testimony Questioning	Records of oral questioning Question/answer sheets Records of professional discussion Cross reference to outcome 1
Outcome 3 Be able to develop your own skills	Observation Witness testimony Questioning	Observation sheets Notes of meetings with line manager Witness assessment criteria

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

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

Unit 107

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

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

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare and clear areas for table/tray service
2. Understand how to prepare and clear areas for table/tray service
3. Be able to prepare customer dining areas for table/tray service
4. Know how to prepare customer dining areas for table/tray service
5. Be able to clear dining and service areas after service
6. Know how to clear dining and service areas after service

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

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

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and clear areas for table/tray service

The learner can:

1. Check the service areas are hygienic, clean, free from damage and ready for use in line with **service style**
2. Check that **service equipment** is clean, free from damage, located where it should be and switched on ready for use
3. Check that sufficient stock of **service items** are clean, free from damage and stored ready for service
4. Prepare and store **condiments and accompaniments** for service
5. Check that refuse and waste food containers are hygienic, empty and ready for use

What you must cover:

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

Outcome 2 Understand how to prepare and clear areas for table/tray service

The learner can:

- K1. Describe safe and hygienic working practices for preparing service areas and equipment for table/tray service
- K2. State organisational service style
- K3. State why waste must be handled and disposed of correctly
- K4. State why condiments and accompaniments should be prepared ready for service
- K5. State when to prepare service areas and equipment for table/tray service
- K6. State why a constant stock of food service items should be maintained
- K7. Outline the types of unexpected situations that may occur when preparing and clearing areas for service and how to deal with them

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

Learning outcomes and assessment criteria

Outcome 3 Be able to prepare customer dining areas for table/tray service

The learner can:

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

What you must cover:

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

Outcome 4 Know how to prepare customer dining areas for table/tray service

The learner can:

- K8. Describe safe and hygienic working practices for preparing customer service areas for table/tray service
- K9. State why all items should be checked before service
- K10. State why menus and promotional items should be checked before use
- K11. Outline the types of unexpected situations that may occur when preparing and clearing areas and equipment and how to deal with them

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

Learning outcomes and assessment criteria

Outcome 5 Be able to clear dining and service areas after service

The learner can:

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

What you must cover:

1. **Service items**
 - a) Trays
 - b) Crockery
 - c) Cutlery
 - d) Glassware
 - e) Linen (table/service)
 - f) Disposable table coverings
 - g) Disposable napkins
 - h) Decorative items
 - i) Condiments and accompaniments
2. **Condiments and accompaniments**
 - a) Seasonings
 - b) Sugars and sweeteners
 - c) Prepared sauces/dressings
 - d) Prepared bread items
3. **Service equipment**
 - a) Hot/cold beverage serving containers
 - b) Refrigeration units
 - c) Heated units
 - d) Service utensils
 - e) Trolleys

Outcome 6 Know how to clear dining and service areas after service

The learner can:

- K12. Describe safe and hygienic working practices for clearing dining and service areas after service
- K13. State why all food service areas should be left clean after service
- K14. State why certain electrical equipment should be turned off after service
- K15. Outline what types of unexpected situations may occur with areas after service and how to deal with them

Unit 107

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

Evidence requirements

Unit 1FS1	Prepare and clear areas for table and tray service
Outcome 1	Be able to prepare and clear areas and equipment for table and tray service
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1- 5 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least one from service style <ul style="list-style-type: none"> a) table service b) tray service • at least two from service equipment <ul style="list-style-type: none"> a) hot/cold beverage serving containers b) refrigeration units c) heated units d) service utensils e) trolleys • at least five from service items <ul style="list-style-type: none"> a) trays b) crockery c) promotional items d) disposable table coverings e) decorative items f) disposable napkins g) linen h) cutlery i) menu • at least two from condiments and accompaniments <ul style="list-style-type: none"> a) seasonings b) sugars and sweeteners c) prepared sauces/dressings d) prepared bread items <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to prepare customer dining areas for table/tray service
What you must DO for Outcome 3	The assessor <u>must</u> assess assessment criteria 6 - 9 by directly observing the candidate's work.
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least one from service style <ul style="list-style-type: none"> a) table service b) tray service • at least five from service items <ul style="list-style-type: none"> a) trays b) crockery c) promotional items d) disposable table coverings

	<p>e) decorative items f) disposable napkins g) linen h) cutlery i) menu</p> <p>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</p>
Outcome 5	Be able to clear dining and service areas after service
What you must DO for Outcome 5	The assessor <u>must</u> assess assessment criteria 10 - 16 by directly observing the candidate’s work.
What you must COVER for Outcome 5	<p>There must be performance evidence, gathered through observing the candidate’s work, for:</p> <ul style="list-style-type: none"> • at least five from service items <ul style="list-style-type: none"> a) trays b) crockery c) cutlery d) glassware e) linen (table/service) f) disposable table coverings g) disposable napkins h) decorative items i) condiments and accompaniments • at least two from condiments and accompaniments <ul style="list-style-type: none"> a) seasonings b) sugars and sweeteners c) prepared sauces/dressings d) prepared bread items • at least two from service equipment <ul style="list-style-type: none"> a) hot/cold beverage serving containers b) refrigeration units c) heated units d) service utensils e) trolleys <p>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</p>

Unit 109

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

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare areas for counter and takeaway service
2. Know how to prepare areas for counter and takeaway service
3. Be able to clear areas for counter and takeaway service
4. Know how to clear areas for counter and takeaway service

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 109 Prepare and clear areas for counter and takeaway service (1FS3)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare areas for counter and takeaway service

The learner can:

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

What you must cover:

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

Outcome 2 Know how to prepare areas for counter and takeaway service

The learner can:

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

Unit 109 Prepare and clear areas for counter and takeaway service (1FS3)

Learning outcomes and assessment criteria

Outcome 3 Be able to clear areas for counter and takeaway service

The learner can:

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

What you must cover:

- | | |
|--|---|
| <ol style="list-style-type: none">1. Re-usable service items<ol style="list-style-type: none">a) Traysb) Service utensilsc) Food containersd) Crockerye) Cutlery2. Condiments and accompaniments<ol style="list-style-type: none">a) Seasoningsb) Sugars and sweetenersc) Prepared sauces and dressings | <ol style="list-style-type: none">3. Work area<ol style="list-style-type: none">a) Serving areab) Seated areac) Waiting area4. Service equipment<ol style="list-style-type: none">a) Display unitsb) Heated unitsc) Refrigerated unitsd) Beverage equipment |
|--|---|

Outcome 4 Know how to clear areas for counter and takeaway service

The learner can:

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

Unit 109

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

Evidence requirements

Unit 1FS3	Prepare and clear areas for counter/takeaway service
Outcome 1	Be able to prepare areas for counter/takeaway service
What you must DO for Outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 6 and 7 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 4 and 5 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from work area <ul style="list-style-type: none"> a) serving area b) seated area c) waiting area • at least two from service equipment <ul style="list-style-type: none"> a) display units b) heated units c) refrigerated units d) beverage equipment • at least four from service items <ul style="list-style-type: none"> a) trays b) straws c) service utensils d) food containers e) take-away food packaging f) disposable serviettes g) crockery h) cutlery • at least one from condiments and accompaniments <ul style="list-style-type: none"> a) seasonings b) sugars and sweeteners c) prepared sauces and dressings • at least one from promotional materials <ul style="list-style-type: none"> a) menus b) posters c) black/white board d) illustrated menus board e) promotional materials showing special offers <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to clear areas for counter/takeaway service
What you must DO for Outcome 3	<p>The assessor <u>must</u> assess assessment criteria 8, 9, 11 and 12 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</p>

<p>What you must COVER for Outcome 3</p>	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least two from re-usable service items <ul style="list-style-type: none"> a) trays b) service utensils c) food containers d) crockery e) cutlery • one from condiments and accompaniments <ul style="list-style-type: none"> a) seasonings b) sugars and sweeteners c) prepared sauces and dressings • at least two from work areas <ul style="list-style-type: none"> a) serving area b) seated area c) waiting area • at least two from service equipment <ul style="list-style-type: none"> a) display units b) heated units c) refrigerated units d) beverage equipment <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
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Unit 110

Provide a counter and takeaway service (1FS4)

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to serve customers at the counter
2. Know how to serve customers at the counter
3. Be able to maintain counter and service areas
4. Know how to maintain counter and service areas

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 110 Provide a counter and takeaway service (1FS4)

Learning outcomes and assessment criteria

Outcome 1 Be able to serve customers at the counter

The learner can:

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

What you must cover:

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

Outcome 2 Know how to serve customers at the counter

The learner can:

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

Unit 110 Provide a counter and takeaway service (1FS4)

Learning outcomes and assessment criteria

Outcome 3 Be able to maintain counter and service areas

The learner can:

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

What you must cover:

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

Outcome 4 Know how to maintain counter and service areas

The learner can:

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

Unit 110 Provide a counter and takeaway service (1FS4)

Evidence requirements

Unit 1FS4	Provide a counter and takeaway service
Outcome 1	Be able to serve customers at the counter
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4 and 5 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • one from customers <ul style="list-style-type: none"> a) customers with routine needs b) customers with non-routine needs • at least two from information: <ul style="list-style-type: none"> a) items available b) ingredients c) prices, special offers and promotions • at least two from food and drink items: <ul style="list-style-type: none"> a) hot food b) cold food c) hot drinks d) cold drinks • at least two from condiments and accompaniments <ul style="list-style-type: none"> a) seasonings b) sugars/sweeteners c) prepared sauces/dressings <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to maintain counter and service areas
What you must DO for Outcome 3	The assessor <u>must</u> assess assessment criteria 6, 7, 8, 9, 10 and 11 by directly observing the candidate's work.
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • At least three from service items: <ul style="list-style-type: none"> a) service utensils b) food containers/dispensers c) trays d) crockery e) cutlery f) disposable items • At least two from food and drink items <ul style="list-style-type: none"> a) hot food b) cold food c) hot drinks d) cold drinks <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 116

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

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare simple salad and fruit dishes
2. Understand how to prepare simple salad and fruit dishes
3. Be able to finish simple salad and fruit dishes
4. Understand how to finish simple salad and fruit dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 116 Prepare and finish simple salad and fruit dishes (1FP2)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare simple salad and fruit dishes

The learner can

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

What you must cover:

- | | |
|-----------------------|-----------------------|
| 1. Ingredients | 2. Prepared by |
| a) Frozen fruit | a) Peeling |
| b) Fresh fruit | b) Trimming |
| c) Fresh salad | c) Washing |
| d) Prepared fruit | d) Soaking |
| e) Prepared salad | e) Cutting |
| | f) Mixing |

Outcome 2 Understand how to prepare simple salad and fruit dishes

The learner can:

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

Outcome 3 Be able to finish simple salad and fruit dishes

The learner can:

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

Outcome 4 Understand how to finish simple salad and fruit dishes

The learner can:

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

Unit 116

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

Evidence requirements

Unit 1FP2	Prepare and finish simple salad and fruit dishes
What you must DO for Outcome 1 and 3	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3 & 4 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 5 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1 and 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• at least three from ingredients<ul style="list-style-type: none">a) frozen fruitb) fresh fruitc) fresh saladd) prepared fruite) prepared salad• at least three from prepare by<ul style="list-style-type: none">a) peelingb) trimmingc) washingd) soakinge) cuttingf) mixing <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 117

Prepare hot and cold sandwiches (1PR1)

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare hot and cold sandwiches
2. Understand how to prepare hot and cold sandwiches

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 117 Prepare hot and cold sandwiches (1PR1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare hot and cold sandwiches

The learner can:

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

What you must cover:

1. **Bread**
 - a) Sliced bread
 - b) Un-sliced bread
 - c) Wraps
 - d) Bread rolls
2. **Fillings**
 - a) Fats/pastes/spreads
 - b) Cooked meat and poultry
 - c) Cooked fish
 - d) Dairy products
 - e) Salad/vegetables/fruit
 - f) Sauces/dressings/relishes
3. **Preparation methods**
 - a) Slicing
 - b) Preparing fillings
 - c) Garnishing
 - d) Heating/toasting

Outcome 2 Understand how to prepare hot and cold sandwiches

The learner can:

- K1. Explain how to check that bread and fillings are fit for purpose
- K2. State the correct tools and equipment for making sandwiches
- K3. Describe how to present sandwiches and bread products attractively
- K4. State the correct methods of storage to avoid spoiling sandwiches and bread products between preparation and consumption

Unit 117 Prepare hot and cold sandwiches (1PR1)

Evidence requirements

Unit 1 PR1	Prepare hot and cold sandwiches
What you must DO for Outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1, 2 & 3 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 4 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from bread <ul style="list-style-type: none"> a) sliced bread b) un-sliced bread c) wraps d) bread rolls • at least four from fillings <ul style="list-style-type: none"> a) fats/pastes/spreads b) cooked meat and poultry c) cooked fish d) dairy products e) salad/vegetables/fruit f) sauces/dressings/relishes • at least two from preparation methods <ul style="list-style-type: none"> a) slicing b) preparing fillings c) garnishing d) heating/toasting <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 118

Cook vegetables (1FC1)

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to cook vegetables
2. Understand how to cook vegetables

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 118 Cook vegetables (1FC1)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook vegetables

The learner can:

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

What you must cover:

1. **Vegetables**
 - a) Frozen
 - b) Pre-prepared fresh
2. **Cooking by**
 - a) Boiling
 - b) Frying
 - c) Grilling
 - d) Microwaving

Outcome 2 Understand how to cook vegetables

The learner can:

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

Unit 118 Cook vegetables (1FC1)

Evidence requirements

Unit 1FC1	Cook vegetables
What you must DO for Outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4 and 5 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none">• at least one from vegetables<ul style="list-style-type: none">a) frozenb) pre-prepared fresh• at least two from cooking methods<ul style="list-style-type: none">a) boilingb) fryingc) grillingd) microwaving <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 119

Prepare and cook fish (1FPC1)

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare and cook fish
2. Understand how to prepare and cook fish

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 119 Prepare and cook fish (1FPC1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and cook fish

The learner can:

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

What you must cover:

1. **Fish**
 - a) Coated
 - b) Uncoated
 - c) Frozen
 - d) Unfrozen
2. **Preparation methods**
3. **Cooking methods**
 - a) De-frosting
 - b) Coating
 - a) Deep frying
 - b) Grilling
 - c) Baking

Outcome 2 Understand how to prepare and cook fish

The learner can:

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

Unit 119 Prepare and cook fish (1FPC1)

Evidence requirements

Unit 1FPC1	Prepare and cook fish
What you must DO for Outcome 1	<p>The assessor <u>must</u> assess assessment criteria 3, 4, 6, 7 and 8 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 1, 2 and 5 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from fish <ul style="list-style-type: none"> a) coated b) uncoated c) frozen d) unfrozen • at least two from preparation methods <ul style="list-style-type: none"> a) de-frosting b) coating • at least two from cooking methods <ul style="list-style-type: none"> a) deep frying b) grilling c) baking <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 120

Prepare and cook meat and poultry (1FPC2)

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare and cook meat/poultry
2. Understand how to prepare and cook meat/poultry

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 120 Prepare and cook meat and poultry (1FPC2)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and cook meat/poultry

The learner can:

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

What you must cover:

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

Outcome 2 Understand how to prepare and cook meat/poultry

The learner can:

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

Unit 120 Prepare and cook meat and poultry (1FPC2)

Evidence requirements

Unit 1FPC2	Prepare and cook meat and poultry
What you must DO for Outcome 1	<p>The assessor <u>must</u> assess assessment criteria 3, 4, 6, 7 and 8 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 1, 2 and 5 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least two from meat/poultry: <ul style="list-style-type: none"> a) pre-prepared b) uncoated c) steaks d) chops e) chicken cuts • one from preparation methods <ul style="list-style-type: none"> a) defrosting b) seasoning • at least two from cooking methods: <ul style="list-style-type: none"> a) grilling/griddling b) shallow frying c) deep frying d) microwaving <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 126

Cook and finish simple bread and dough products (1FPC8)

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

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to cook simple bread and dough products
2. Understand how to cook simple bread and dough products
3. Be able to finish simple bread and dough products
4. Understand how to finish simple bread and dough products
5. Be able to store bread and dough products
6. Understand how to store bread and dough products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 126 Cook and finish simple bread and dough products (1FPC8)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook simple bread and dough products

The learner can:

1. Check the products to make sure they are fit for cooking
2. Chooses the correct tools and equipment to prepare and bake **bread and dough products**
3. Prepare the products as required

Outcome 2 Understand how to cook simple bread and dough products

The learner can:

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

Outcome 3 Be able to finish simple bread and dough products

The learner can:

4. **Finish** the product as required
5. Make sure the bread and dough product is at the correct temperature for holding and serving

Outcome 4 Understand how to finish simple bread and dough products

The learner can:

- K6. State the correct tools and equipment for different finishing methods
- K7. Describe how to use different finishing methods correctly
- K8. State the correct temperature for holding and serving simple bread and dough products

Outcome 5 Be able to store bread and dough products

The learner can:

6. Safely store any cooked bread and dough product not for immediate use

Outcome 6 Understand how to store bread and dough products

The learner can:

- K9. State how to store uncooked bread and dough products

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

1. **Bread and dough product**
 - a) Freshly made dough
 - b) Ready made par-cooked dough
2. **Preparation and finishing methods**
 - a) Baking
 - b) Reheating
 - c) Glazing

Unit 126 Cook and finish simple bread and dough products (1FPC8)

Evidence requirements

Unit 1FPC8	Cook and finish simple bread and dough products
What you must DO for Outcome 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4 & 5 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least one from bread and dough products <ul style="list-style-type: none"> a) freshly made dough b) ready made par-cooked dough • at least two from preparation and finishing methods <ul style="list-style-type: none"> a) baking b) re-heating c) glazing <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 137

Collect linen and make beds (1HK1)

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to collect clean linen and bed coverings
2. Understand how to collect clean linen and bed coverings
3. Be able to strip and make beds
4. Know how to strip and make beds

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 137 Collect linen and make beds (1HK1)

Learning outcomes and assessment criteria

Outcome 1 Be able to collect clean linen and bed coverings

The learner can:

1. Choose and collect the **linen and bed coverings** needed for work schedule
2. Make sure the linen and bed coverings meet organisational standards
3. Handle and move the linen and bed coverings safely
4. Keep linen store safe and secure

What you must cover:

1. **Linen and bed coverings**
 - a) Sheets
 - b) Blankets/duvets
 - c) Bedspreads/throws
 - d) Pillow cases/sheet
 - e) Waterproof sheets
 - f) Valances
 - g) Mattress protectors
 - h) Duvets/pillows
 - i) Bathroom linen

Outcome 2 Understand how to collect clean linen and bed coverings

The learner can:

- K1. Describe safe lifting and handling techniques and why they should always be used
- K2. State organisational standards for collection of linen and bed coverings
- K3. State why soiled linen should be kept separate from clean linen
- K4. State why linen and linen store must be secure
- K5. State why it is important to check linen to make sure it is clean and up to standard
- K6. Outline the types of problems that may happen when choosing and collecting linen from the linen store and how to deal with them

Unit 137 Collect linen and make beds (1HK1)

Learning outcomes and assessment criteria

Outcome 3 Be able to strip and make beds

The learner can:

5. Strip all **linen and bed covering** from **beds**
6. Handle and store soiled linen and bed coverings correctly
7. Get bed ready for making
8. Make sure the bed base, bed head, linen and bed coverings are clean and not damaged
9. Make the bed to premises standards with the correct linen and bed coverings
10. Leave bed neat, smooth and ready for use
11. Deal with **customers'** personal property according to organisational procedures

What you must cover:

- | | |
|---|---|
| <ol style="list-style-type: none">1. Linen and bed coverings<ol style="list-style-type: none">a) Sheetsb) Blankets/duvetsc) Bedspreads/throwsd) Waterproof sheetse) Valancesf) Mattress protectorsg) Duvets/pillows/pillowcases/sheets | <ol style="list-style-type: none">2. Beds<ol style="list-style-type: none">a) Double/single bedsb) Cots/folding bedsc) Zip and linkd) Sofa beds3. Customer<ol style="list-style-type: none">a) Newb) Stay over |
|---|---|

Outcome 4 Know how to strip and make beds

The learner can:

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

Unit 137 Collect linen and make beds (1HK1)

Evidence requirements

Unit 1HK1	Collect linen and make beds
Outcome 1	Be able to collect clean linen and bed coverings
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1 - 4 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least five from linen and bed coverings <ul style="list-style-type: none"> a) sheets b) blankets/duvets c) bedspreads/throws d) pillow cases/sheet e) waterproof sheets f) valances g) mattress protectors h) duvets/pillows i) bathroom linen <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to strip and make beds
What you must DO for Outcome 3	The assessor <u>must</u> assess assessment criteria 5 -11 by directly observing the candidate's work.
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least five from linen and bed coverings <ul style="list-style-type: none"> a) sheets b) blankets/duvets c) bedspreads/throws d) waterproof sheets e) valances f) mattress protectors g) duvets/pillows pillowcases/sheets • at least one from beds <ul style="list-style-type: none"> a) double/single beds b) cots/folding beds c) zip and link d) sofa beds • at least one from customers <ul style="list-style-type: none"> a) new b) stay over <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 138

Clean windows from the inside (1HK2)

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare to clean windows from inside
2. Know how to prepare to clean windows from inside
3. Be able to clean the inside surface of windows
4. Know how to clean the inside surface of windows

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 138 Clean windows from the inside (1HK2)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare to clean windows from inside

The learner can:

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

What you must cover:

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

Outcome 2 Know how to prepare to clean windows from inside

The learner can:

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

Outcome 3 Be able to clean the inside surface of windows

The learner can:

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

Unit 138 Clean windows from the inside (1HK2)

Learning outcomes and assessment criteria

What you must cover:

1. Surfaces

- a) Windows
- b) Window frames

2. Dirt

- a) Loose dirt
- b) Dirt that is hard to remove

Outcome 4 Know how to clean the inside surface of windows

The learner can:

K9. State why dirt that cannot be removed should be reported

K10. State why frames and sills should be left dry

Unit 138 Clean windows from the inside (1HK2)

Evidence requirements

Unit 1HK2	Clean windows from the inside
Outcome 1	Be able to prepare to clean windows from the inside
What you must DO for Outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3 and 5 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 4 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least two from preparation of work area <ul style="list-style-type: none"> a) use of protective clothing b) put up hazard warning signs c) protect surrounding areas • Both from surfaces <ul style="list-style-type: none"> a) windows b) window frames • at least two from cleaning equipment and materials <ul style="list-style-type: none"> a) cloths b) cleaning chemicals c) squeegees • at least one from dirt <ul style="list-style-type: none"> a) loose dirt b) dirt that is hard to remove <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to clean the inside surfaces of windows
What you must DO for Outcome 3	<p>The assessor <u>must</u> assess assessment criteria 6, 7, 8, 10, 11 and 12 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • Both from surfaces <ul style="list-style-type: none"> a) windows b) frames • at least one from dirt <ul style="list-style-type: none"> a) loose dirt b) dirt that is hard to remove <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 143

Produce basic egg dishes (1PR10)

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce basic egg dishes
2. Understand how to produce basic egg dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 143 Produce basic egg dishes (1PR10)

Learning outcomes and assessment criteria

Outcome 1. Be able to produce basic egg dishes

The learner can:

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

What you must cover:

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

Outcome 2. Understand how to produce basic egg dishes

The learner can:

- K1. Describe how to check the eggs and other ingredients meet dish requirements
- K2. Describe what to do if there are problems with the eggs or other ingredients
- K3. State why time and temperature is important when cooking and finishing basic egg dishes
- K4. Describe how to carry out the relevant preparation and cooking methods
- K5. State why it is important to use the correct tools, equipment and techniques
- K6. Describe how to identify when egg dishes have the correct colour, texture and quantity
- K7. Describe how to finish basic egg dishes
- K8. State the correct temperature for holding and serving egg dishes
- K9. Describe how to safely store cooked egg dishes
- K10. State healthy eating options when making egg dishes

Unit 143 Produce basic egg dishes (1PR10)

Evidence requirements

Unit 1PR10	Produce basic egg dishes
What you must DO for Outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1– 5 by directly observing the candidate’s work.</p> <p>For assessment criteria 6, where there is no naturally occurring evidence for both ‘holding’ and ‘serving’, the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate’s work, for:</p> <ul style="list-style-type: none"> • at least one from eggs: <ul style="list-style-type: none"> a) fresh egg b) pasteurised egg • at least four from preparation and cooking methods: <ul style="list-style-type: none"> a) boiling b) whisking c) frying/griddling d) poaching e) baking f) scrambling g) bain marie <p>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</p>

Unit 144

Prepare meals for distribution (1PR23)

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare meals for distribution
2. Understand how to prepare meals for distribution

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 144 Prepare meals for distribution (1PR23)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare meals for distribution

The learner can:

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

Outcome 2 Understand how to prepare meals for distribution

The learner can:

- K1. State what equipment and different systems that can be used to transfer food within the operation
- K2. List key food safety and health and safety considerations that need to be monitored to protect the safety of food
- K3. State temperatures at which it is safe to hold food
- K4. State the maximum times at which food can be safely held
- K5. Describe organisational procedures for labelling food
- K6. Describe organisational procedures for identifying ward and patient needs

Unit 144 Prepare meals for distribution (1PR23)

Evidence requirements

Unit 1PR23	Prepare meals for distribution	
Learning outcomes	Example Assessment Methods	Examples of Evidence
Learning outcome 1 Be able to prepare meals for distribution	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
Learning outcome 2 Understand how to prepare meals for distribution	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross reference to Outcome 1

Unit 145

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

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare meals to meet relevant nutritional standards set for school meals
2. Understand how to prepare meals to meet relevant nutritional standards set for school meals

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 145 Prepare meals to meet relevant nutritional standards set for school meals (1PR26)

Learning outcomes and assessment criteria

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

The learner can:

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

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

The learner can:

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

Unit 145

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

Evidence requirements

Unit 1PR26	Prepare meals to meet relevant nutritional standards set for school meals	
Learning outcomes	Example Assessment Methods	Examples of Evidence
Learning outcome 1 Be able to prepare meals to meet relevant nutritional standards set for school meals services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
Learning outcome 2 Understand how to prepare meals to meet relevant nutritional standards set for school meals	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross reference to outcome 1

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

Contingencies	Alternative Assessment Methods	Examples of evidence
8. Report any problems with meeting the nutritional standards to the appropriate person	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 146

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

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to present menu items according to a defined brand standard
2. Understand how to present menu items according to defined brand standard

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 146 Present menu items according to a defined brand standard (1PR28)

Learning outcomes and assessment criteria

Outcome 1 Be able to present menu items according to a defined brand standard

The learner can:

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

Outcome 2 Understand how to present menu items according to defined brand standard

The learner can:

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

Unit 146

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

Evidence requirements

Unit 1PR28	Present menu items according to a defined brand standard	
Learning outcomes	Example Assessment Methods	Examples of Evidence
Learning outcome 1 Be able to present menu items according to a defined brand standard	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
Learning outcome 2 Understand how to present menu items according to a defined brand standard	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross reference to Outcome 1

Unit 201

Give customers a positive impression of self and your organisation (2GEN1)

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Establish rapport with customers
2. Respond appropriately to customers
3. Communicate information to customers
4. Understand how to give customers a positive impression of themselves and the organisation

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This is an imported unit from ICS.

Unit 201 Give customers a positive impression of self and your organisation (2GEN1)

Learning outcomes and assessment criteria

Outcome 1 Establish rapport with customers

The learner can:

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

Outcome 2 Respond appropriately to customers

The learner can:

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

Unit 201 Give customers a positive impression of self and your organisation (2GEN1)

Learning outcomes and assessment criteria

Outcome 3 Communicate information to customers

The learner can:

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

Outcome 4 Understand how to give customers a positive impression of themselves and the organisation

The learner can:

- K1 Describe their organisation's standards for appearance and behaviour
- K2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately
- K3 Identify their organisation's rules and procedures regarding the methods of communication they use
- K4 Explain how to recognise when a customer is angry or confused
- K5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information

Unit 201 Give customers a positive impression of self and your organisation (2GEN1)

Evidence requirements

Customer Service

Evidence Requirements for Customer Service S/NVQs

April 2010

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this Unit. *(Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service at S/NVQ Levels 1,2,3 and 4 – February 2010)*
2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. Your communication with customers may be face to face, in writing, by telephone, text message, e-mail, internet (including social networking), intranet or by any other method you would be expected to use within your job role.
5. You must provide evidence of creating a positive impression with customers:
 - a. during routine delivery of customer service
 - b. during a busy time in your job
 - c. during a quiet time in your job
 - d. when people, systems or resources have let you down.
6. You must provide evidence that you communicate with customers effectively by:
 - a. using appropriate spoken or written language
 - b. applying the conventions and rules appropriate to the method of communication you have chosen.

Unit 202

Order stock (2GEN2)

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to order stock
2. Know how to order stock

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 202 Order stock (2GEN2)

Learning outcomes and assessment criteria

Outcome 1 Be able to order stock

The learner can:

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

What you must cover:

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

Outcome 2 Know how to order stock

The learner can:

- K1. Describe the ordering process
- K2. State when to order new stock
- K3. State who is responsible for arranging the central purchasing agreement
- K4. State what the central purchasing agreement contains
- K5. State why, what and who to contact when problems occur with the ordering process
- K6. State when ordering needs to be approved by a line manager
- K7. State where to obtain the ordering information from
- K8. Describe what information needs to be entered on the documentation
- K9. State where ordering documentation is kept

Unit 202 Order stock (2GEN2)

Evidence requirements

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

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Level: 2

UAN: D/601/6980

Credit value: 4

GLH: 32

Unit aims

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

Learning outcomes

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

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

Outcome 1 Be able to keep self clean and hygienic

The learner can:

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

What you must cover:

1. Clothes

- a) Trousers
- b) Tops/jackets
- c) Coats
- d) Disposable gloves
- e) Shoes
- f) Headgear
- g) Aprons

2. Appropriate times to wash your hands

- a) After going to the toilet or in contact with faeces
- b) When going into food preparation and cooking areas including after any work breaks
- c) After touching raw food and waste

- d) Before handling raw food

- e) After disposing of waste

- f) After cleaning

- g) Changing dressings or touching open wounds

3. Unsafe behaviour

- a) Failure to wash hands thoroughly when necessary

- b) Touching your face, nose or mouth, blowing your nose

- c) Chewing gum

- d) Eating

- e) Smoking

- f) Scratching

Unit 203 **Maintain food safety when preparing, storing and cooking food (2GEN3)**

Learning outcomes and assessment criteria

Outcome 2 Know how to keep self clean and hygienic

The learner can:

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

Outcome 3 Be able to keep working area clean and hygienic

The learner can:

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

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

What you must cover:

1. Surfaces and equipment

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

Outcome 4 Know how to keep working area clean and hygienic

The learner can:

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

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

Outcome 5 Be able to store food safely

The learner can:

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

What you must cover:

1. **Storage areas**
 - a) Ambient temperature
 - b) Refrigerator
 - c) Freezer

Outcome 6 Know how to store food safely

The learner can:

- K27. State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date
- K28. State the importance of preparing food for storage
- K29. State why food must be put in the correct storage area
- K30. State the temperature food should be stored at
- K31. State the importance of keeping storage areas clean and tidy
- K32. Describe what to do if storage areas are not clean and tidy
- K33. State the importance of storing food at the correct temperature
- K34. Describe how to store food at the correct temperature
- K35. State what types of food are raw
- K36. State why types of food are ready-to-eat
- K37. State why stock rotation procedures are important
- K38. State why food beyond its 'use-by-date' must be disposed of

Unit 203 **Maintain food safety when preparing, storing and cooking food (2GEN3)**

Learning outcomes and assessment criteria

Outcome 7 Be able to prepare, cook and hold food safely

The learner can:

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

What you must cover:

1. Operations

- a) Defrosting food
- b) Preparing food, including washing and peeling
- c) Cooking food
- d) Reheating food
- e) Holding food before serving
- f) Cooling cooked food not for immediate consumption

- g) Freezing cooked food not for immediate consumption

2. Hazards

- a) Bacteria and other organisms
- b) Chemical
- c) Physical
- d) Allergenic

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

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

The learner can:

- K39. State why it is necessary to defrost foods before cooking
- K40. State when it is necessary to defrost foods before cooking
- K41. Describe how to safely and thoroughly defrost food before cooking
- K42. Describe how to recognise conditions leading to safety hazards
- K43. State what to do if any food safety hazards are discovered
- K44. State the importance of knowing that certain foods cause allergic reactions
- K45. Describe organisational procedures to deal with foods possible of causing allergic reactions
- K46. State what to do if a customer asks if a particular dish is free from a certain food allergen
- K47. Describe how cross-contamination can happen between different food types
- K48. Describe how to avoid cross-contamination between different food types
- K49. Explain why thorough cooking and reheating methods should be used
- K50. State cooking and reheating temperatures and times to use for food being worked with
- K51. Describe how to check that food is thoroughly cooked or safely reheated
- K52. State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer
- K53. State the types of foods that may need to be chilled or frozen because they are not for immediate consumption
- K54. Describe how to safely store food not for immediate consumption

Outcome 9 Know how to maintain food safety

The learner can:

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

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Evidence requirements

Unit 2GEN3	Maintain food safety when storing, preparing and cooking food
Outcome 1	Be able to keep self clean and hygienic
What you must DO for Outcome 1	The assessor <u>must</u> assess criteria 1, 2, 3 and 5 by directly observing the candidate's work. The assessor may assess assessment criteria 4, 6, 7 and 8 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least four from clothes <ul style="list-style-type: none"> a) trousers b) tops/jackets c) coats d) disposable gloves e) shoes f) headgear g) aprons • at least five from appropriate times to wash your hands <ul style="list-style-type: none"> a) after going to the toilet or in contact with faeces b) when going into food preparation and cooking areas including after any work breaks c) after touching raw food and waste d) before handling raw food e) after disposing of waste f) after cleaning g) after changing dressings or touching open wounds • none from unsafe behaviour <ul style="list-style-type: none"> a) failure to wash hands thoroughly when necessary b) touching your face, nose or mouth, blowing your nose c) chewing gum d) eating e) smoking f) scratching <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to keep your working area clean and hygienic
What you must Do for Outcome 3	The assessor <u>must</u> assess assessment criteria 9, 10, 13, 14 by directly observing the candidate's work. The assessor may assess assessment criteria 11, 12, 15, 16 and 17 through questioning or witness testimony if no naturally occurring

<p>What you must COVER for Outcome 3</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from surfaces and equipment <ol style="list-style-type: none"> a) surfaces and utensils for preparing, cooking and holding food b) surfaces and utensils used for displaying and serving food c) appropriate cleaning equipment <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
<p>Outcome 5</p>	<p>Be able to store food safely</p>
<p>What you must DO for Outcome 5</p>	<p>The assessor <u>must</u> assess assessment criteria 18, 19, 20, 21, 22, 23 & 24 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 25 & 26 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for Outcome 5</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from storage areas <ol style="list-style-type: none"> a) ambient temperature b) refrigerator c) freezer <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
<p>Outcome 7</p>	<p>Be able to prepare, cook and hold food safely</p>
<p>What you must DO for Outcome 7</p>	<p>The assessor <u>must</u> assess assessment criteria 30 and 31 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 27, 28, 29 and 32 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for Outcome 7</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from operations <ol style="list-style-type: none"> a) defrosting food b) preparing food, including washing and peeling c) cooking food d) reheating food e) holding food before serving f) cooling cooked food not for immediate consumption g) freezing cooked food not for immediate consumption • none from hazards <ol style="list-style-type: none"> a) bacteria and other organisms b) chemical c) physical d) allergenic <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 204

Maintain food safety when storing, holding and serving food (2GEN4)

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

Unit aim

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

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

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

1. Know how to maintain food safety
2. Be able to keep self clean and hygienic
3. Know how to keep self clean and hygienic
4. Be able to keep working area clean and hygienic
5. Know how to keep working area clean and hygienic
6. Be able to store food safely
7. Know how to store food safely
8. Be able to hold and serve food safely
9. Know how to hold and serve food safely

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 204

Maintain food safety when storing, holding and serving food (2GEN4)

Learning outcomes and assessment criteria

Outcome 1 Know how to maintain food safety

The learner can:

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

Outcome 2 Be able to keep self clean and hygienic

The learner can:

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

Outcome 3 Know how to keep self clean and hygienic

The learner can:

- K6. State why clean and suitable clothes appropriate to job must be worn
- K7. State what types of clothes are appropriate to different jobs in the handling and serving of food
- K8. Describe how jewellery and accessories can cause food safety hazards
- K9. State when to change clothes to prevent bacteria spreading and why this is important
- K10. State why hands should be washed after going to the toilet, when going to food preparation and cooking areas, after touching raw food and waste before serving food
- K11. State the importance of not handling food with an open wound
- K12. State how to deal with open wounds when handling food
- K13. State the importance of reporting illnesses and infections promptly
- K14. State why it is important to report stomach illnesses in particular
- K15. State the importance of avoiding touching face, nose, or mouth, or chewing gum, eating, or smoking when working with food

Unit 204

Maintain food safety when storing, holding and serving food (2GEN4)

Learning outcomes and assessment criteria

Outcome 4 Be able to keep working area clean and hygienic

The learner can:

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

What you must cover:

1. **Surfaces and equipment**
 - a) surfaces and utensils used for displaying and serving food
 - b) appropriate cleaning equipment

Outcome 5 Know how to keep working area clean and hygienic

The learner can:

- K16. State why surfaces and equipment must be clean before beginning a new task and how to do so
- K17. State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so
- K18. State why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety
- K19. List the types of damaged surfaces and equipment that can cause food safety hazards
- K20. Describe how to deal with damaged surfaces and equipment that are dangerous to food safety
- K21. State the importance of clearing and disposing of waste promptly and safely
- K22. Describe how to clear and dispose of waste safely
- K23. State how damage to walls, floors, ceiling, furniture and fittings can cause food safety hazards
- K24. State what types of damage to look for in walls, floors, ceiling, furniture and fitting that could cause food safety hazards
- K25. List the types of pests that could be found in catering operations
- K26. Describe how to identify the signs that pests are present

Unit 204

Maintain food safety when storing, holding and serving food (2GEN4)

Learning outcomes and assessment criteria

Outcome 6 Be able to store food safely

The learner can:

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

What you must cover:

1. Storage areas

- a) Ambient temperatures
- b) Refrigerator
- c) Freezer

Outcome 7 Know how to store food safely

The learner can:

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

Outcome 8 Be able to hold and serve food safely

The learner can:

23. Handle food in a way that protects it from **hazards**
24. Follow organisational procedures for items that may cause allergic reactions
25. Use methods, times and temperatures that maintain food safety
26. Keep necessary records up-to-date

Unit 204

Maintain food safety when storing, holding and serving food (2GEN4)

Learning outcomes and assessment criteria

What you must cover:

1. Hazards

- a) sources of bacteria and other organisms
- b) chemical
- c) physical
- d) allergenic

Outcome 9 Know how to hold and serve food safely

The learner can:

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

Unit 204

Maintain food safety when storing, holding and serving food (2GEN4)

Evidence requirements

Unit 2GEN4	Maintain food safety when storing, holding and serving food
Outcome 2	Be able to keep self clean and hygienic
What you must DO for Outcome 2	<p>The assessor must assess assessment criteria 1, 2 and 4 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 3, 5, 6 and 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 2	Understanding of why you must be clean and hygienic must be assessed through questioning.
Outcome 4	Be able to keep your working area clean and hygienic
What you must DO for Outcome 4	<p>The assessor must assess assessment criteria 8, 9 and 12 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 10, 11, 13 and 14 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 4	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • both from surfaces and equipment <ol style="list-style-type: none"> a) surfaces and utensils used for displaying and serving food b) appropriate cleaning equipment <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 6	Be able to store food safely
What you must DO for Outcome 6	<p>The assessor must assess assessment criteria 15, 16, 17, 18, 19, and 20 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 21 and 22 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 6	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from storage areas <ol style="list-style-type: none"> a) ambient temperature b) refrigerator c) freezer <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Outcome 8	Be able to hold and serve food safely
What you must DO for Outcome 8	<p>The assessor must assess assessment criteria 24, 26 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 23 and 25 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 8	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from hazards <ol style="list-style-type: none"> a) sources of bacteria and other organisms b) chemical c) physical d) allergenic <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 205

Maintain and deal with payments (2GEN9)

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

Unit aims

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to maintain and deal with payments
2. Know how to maintain and deal with payments

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 205 **Maintain and deal with payments (2GEN9)**

Learning outcomes and assessment criteria

Outcome 1 Be able to maintain and deal with payments

The learner can:

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

What you must cover:

1. Materials

- a) Cash
- b) Cash equivalents
- c) Relevant stationary
- d) Till/credit/debit rolls

2. Payments

- a) Cash
- b) Cheques
- c) Credit cards
- d) Debit cards
- e) Cash equivalents

Outcome 2 Know how to maintain and deal with payments

The learner can:

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

Unit 205 Maintain and deal with payments (2GEN9)

Evidence requirements

Unit 2GEN9	Maintain and deal with payments
What you must DO for Outcome 1	<p>The assessor must assess assessment criteria 1 and 3 - 10 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 2 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from materials <ul style="list-style-type: none"> a) cash b) cash equivalents c) relevant stationery d) till/credit/debit rolls • at least two from payments <ul style="list-style-type: none"> a) cash b) cheques c) credit cards d) debit cards e) cash equivalents <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 206

Prepare and clear areas for table service (2FS1)

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

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Be able to prepare service areas and equipment for table service
2. Understand how to prepare service areas and equipment for table service
3. Be able to clear dining and service areas after table service
4. Understand how to clear dining and service areas after table service
5. Be able to prepare customer and dining areas for table service
6. Understand how to prepare customer and dining areas for table service

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 206 Prepare and clear areas for table service (2FS1)

Learning outcomes and assessment criteria

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

The learner can:

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

What you must cover:

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

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

The learner can:

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

Unit 206

Prepare and clear areas for table service (2FS1)

Learning outcomes and assessment criteria

Outcome 3 Be able to clear dining and service areas after table service

The learner can:

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

What you must cover:

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

Outcome 4 Understand how to clear dining and service areas after table service

The learner can:

- K9. Describe safe and hygienic working practices when preparing customer dining areas
- K10. State why it is essential to check table linen and table items before service
- K11. State why menus should be checked before use
- K12. State why heating/air conditioning/ventilation and lighting should be checked before use when preparing customer dining areas for table service
- K13. Outline the types of unexpected situations that may occur when preparing customer dining areas and how to deal with them

Unit 206 Prepare and clear areas for table service (2FS1)

Learning outcomes and assessment criteria

Outcome 5 Be able to prepare customer and dining areas for table service

The learner can:

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

What you must cover:

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

Outcome 6 Understand how to prepare customer and dining areas for table service

The learner can:

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

Unit 206 Prepare and clear areas for table service (2FS1)

Evidence requirements

Unit 2FS1	Prepare and clear areas for table service
Outcome 1	Be able to prepare service areas and equipment for table service
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1- 5 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from service operations <ul style="list-style-type: none"> a) restaurant table service b) function service • at least four from service equipment <ul style="list-style-type: none"> a) service cutlery/silverware b) glassware c) service dishes/flats d) refrigerated units e) hot/cold beverage service containers f) trays/trolleys g) sideboards/side tables/service station • at least one from condiments and accompaniments <ul style="list-style-type: none"> a) dry seasonings/flavourings b) mustards, sauces and salad dressings c) prepared bread items <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to prepare customer and dining areas for table service
What you must DO for Outcome 3	The assessor <u>must</u> assess assessment criteria 6 - 10 by directly observing the candidate's work.
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from table items <ul style="list-style-type: none"> a) crockery b) cutlery/silverware c) glassware d) menus/menu folders e) table decorations f) condiments and accompaniments g) napkins and table coverings • at least one from service operations <ul style="list-style-type: none"> a) restaurant table service b) function service • at least one from cover lay-up <ul style="list-style-type: none"> a) full place settings for a la carte menu b) full place settings for table d'hôte menu c) full place settings for function

	Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.
Outcome 5	Be able to prepare customer and dining areas for table service
What you must DO for Outcome 5	The assessor <u>must</u> assess assessment criteria 11 - 16 by directly observing the candidate's work.
What you must COVER for Outcome 5	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from table items <ul style="list-style-type: none"> a) cutlery/silverware b) glassware c) menus/menu holders d) table decorations e) condiments and accompaniments f) napkins and table coverings • at least two from food service areas <ul style="list-style-type: none"> a) customer dining areas b) sideboards/side tables/trolleys c) service preparation areas • at least three from service equipment <ul style="list-style-type: none"> a) hot plates/plates b) warmers c) refrigerated units d) hot/cold beverage service containers e) trays/trolleys f) sideboards/side tables/service station <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 207

Serve food at the table (2FS2)

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Be able to greet customers and take orders
2. Understand how to greet customers and take orders
3. Be able to serve customers' orders and maintain the dining area
4. Understand how to serve customers' orders and maintain the dining area

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 207 **Serve food at the table (2FS2)**

Learning outcomes and assessment criteria

Outcome 1 Be able to greet customers and take orders

The learner can:

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

What you must cover:

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

Outcome 2 Understand how to greet customers and take orders

The learner can:

- K1. Describe organisational standards for customer service
- K2. State why menus should be checked before use
- K3. Explain why information about the menu should be given accurately to customers
- K4. Explain why it is important to have knowledge about food being served
- K5. Describe the types of assistance that customers may need when they arrive and how to deal with these
- K6. Outline the types of unexpected situations that may occur when greeting customers and dealing with orders and how to deal with them

Unit 207 **Serve food at the table (2FS2)**

Learning outcomes and assessment criteria

Outcome 3 Be able to serve customers' orders and maintain the dining area

The learner can:

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

What you must cover:

- | | |
|---|--|
| <ol style="list-style-type: none">1. Table items<ol style="list-style-type: none">a) Crockeryb) Cutlery and silverwarec) Glasswared) Napkinse) Condiments and accompaniments | <ol style="list-style-type: none">2. Service equipment<ol style="list-style-type: none">a) Dishes, linens, flatsb) Trays/trolleys service cutlery and silverwarec) Service cloths/linen3. Service method<ol style="list-style-type: none">a) Plated itemsb) Served items |
|---|--|

Outcome 4 Understand how to serve customers' orders and maintain the dining area

The learner can:

- K7. Describe safe and hygienic working practices when serving customer orders
- K8. State which condiments and accompaniments best complement each menu item
- K9. State which service equipment is appropriate for different menu items
- K10. Explain why food should be arranged and presented in line with the menu specifications
- K11. Describe safe and hygienic working practices when maintaining dining and service areas
- K12. State why dining and service areas must be kept tidy and free from rubbish and food debris
- K13. State why waste must be handled and disposed of correctly
- K14. Explain why a constant stock of linen, table items and accompaniments must be maintained
- K15. Outline the types of unexpected situations that may occur when serving food at table and how to deal with these

Unit 207 Serve food at the table (2FS2)

Learning outcomes and assessment criteria

Unit 2FS2	Serve food at the table
Outcome 1	Be able to greet customers and take orders
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 6 and 7 by directly observing the candidate's work. The assessor may assess assessment criteria 5 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least one from customers <ul style="list-style-type: none"> a) with special requirements b) without special requirements • at least two from customer requirements <ul style="list-style-type: none"> a) correct number of place settings b) dietary requirements c) special seating requirements • at least one from service operations <ul style="list-style-type: none"> a) table service b) function service • at least two from information <ul style="list-style-type: none"> a) dishes available b) dish composition and method of cooking c) prices d) special offers and promotions <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to serve customers' orders and maintain the dining area
What you must DO for Outcome 3	The assessor <u>must</u> assess assessment criteria 8 -13 by directly observing the candidate's work.
What you must COVER for Outcome 3	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least three from table items <ul style="list-style-type: none"> a) crockery b) cutlery and silverware c) glassware d) napkins e) condiments and accompaniments • at least two from service equipment <ul style="list-style-type: none"> a) dishes/linens, flats b) trays/trolley service cutlery and silverware c) service cloths/linen • at least one from service method <ul style="list-style-type: none"> a) plated items b) served items <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 208

Provide a silver service (2FS3)

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to silver serve food
2. Understand how to silver serve food
3. Be able to clear finished courses
4. Know how to clear finished courses

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 208 Provide a silver service (2FS3)

Learning outcomes and assessment criteria

Outcome 1 Be able to silver serve food

The learner can:

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

What you must cover:

1. Service equipment

- a) Dishes/liners/flats
- b) Service cutlery/silverware
- c) Service cloths/linen

2. Silver service operation

- a) Function silver service
- b) Restaurant silver service
- c) Buffet/carvery silver service

3. Food items

- a) Soups
- b) Gravies/sauces
- c) Bread rolls/potatoes/other solid items
- d) Sliced meat/poultry
- e) Rice/vegetables/other small chopped items
- f) Pies/tarts/flans/gateaux
- g) Puddings/spooned desserts
- h) Cheese

Outcome 2 Understand how to silver serve food

The learner can:

- K1. Describe safe and hygienic working practices when providing a silver service
- K2. State why it is important to be familiar with the available menu items
- K3. Describe the operational procedures for serving courses
- K4. State what food has to be carefully portioned during service
- K5. Explain why care has to be taken to serve and arrange food correctly
- K6. State why care should be taken to avoid accidents
- K7. State why and to whom all customer incidents should be reported
- K8. Outline the types of unexpected situations that may occur when providing silver service and how to deal with these

Unit 208 Provide a silver service (2FS3)

Learning outcomes and assessment criteria

Outcome 3 Be able to clear finished courses

The learner can:

6. Clear finished **courses**, crockery and cutlery systematically from the table at the appropriate time according to the service operation
7. Check crockery, cutlery and other **table items** and replace or remove them as appropriate
8. Clear waste and food debris from the table in line with the **service operation**

What you must cover:

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

Outcome 4 Know how to clear finished courses

The learner can:

- K9. Describe safe and hygienic working practices when clearing finished courses
- K10. Describe the operational procedures for clearing finished courses
- K11. State why and to whom any incidents or accidents should be reported
- K12. Outline what the hygienic aspects are to clearing tables
- K13. Outline the types of unexpected situations that may occur when clearing courses and how to deal with these

Unit 208 Provide a silver service (2FS3)

Evidence requirements

Unit 2FS3	Provide a silver service
Outcome 1	Be able to silver serve food
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1- 5 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from service equipment <ul style="list-style-type: none"> a) dishes/liners/flats b) service cutlery/silverware c) service cloths/linen • at least one from silver service operation <ul style="list-style-type: none"> a) function silver service b) restaurant silver service c) buffet/carvery silver service • at least five from food items <ul style="list-style-type: none"> a) soups b) gravies/sauces c) bread rolls/potatoes/other solid items d) sliced meat/poultry e) rice/vegetables/other small chopped items f) pies/tarts/flans/gateaux g) puddings/spooned desserts h) cheese <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to clear finished courses
What you must DO for Outcome 3	The assessor <u>must</u> assess assessment criteria 6 - 8 by directly observing the candidate's work.
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least all from courses <ul style="list-style-type: none"> a) starter b) main course c) dessert • at least one from service operation <ul style="list-style-type: none"> a) function silver service b) restaurant silver service c) buffet/carvery silver service • at least two from table items <ul style="list-style-type: none"> a) glassware b) condiments and accompaniments c) table decorations <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 209

Provide a buffet and carvery service (2FS4)

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare and maintain a buffet and carvery display
2. Understand how to prepare and maintain a buffet and carvery display
3. Be able to serve and assist customers at the carvery and buffet
4. Understand how to serve and assist customers at the carvery and buffet

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 209 Provide a buffet and carvery service (2FS4)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and maintain a buffet and carvery display

The learner can:

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

What you must cover:

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

Outcome 2 Understand how to prepare and maintain a buffet and carvery display

The learner can:

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

Unit 209 Provide a buffet and carvery service (2FS4)

Learning outcomes and assessment criteria

Outcome 3 Be able to serve and assist customers at the carvery and buffet

The learner can:

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

What you must cover:

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

Outcome 4 Understand how to serve and assist customers at the carvery and buffet

The learner can:

- K8. Describe safe and hygienic working practices when serving customers at buffet or carvery
- K9. State why portions should be controlled when serving food to customers
- K10. State why information given to customers should be accurate
- K11. Explain why maintaining food at the correct temperature is important and how you can ensure this
- K12. State why and to whom all customer incidents should be reported
- K13. Describe safe and hygienic working practices when maintaining a customer dining area
- K14. State why waste must be handled and disposed of correctly
- K15. State why and to whom breakages should be reported
- K16. Outline the types of unexpected situations that may occur when serving customers from the carvery or buffet and how to deal with them

Unit 209 Provide a buffet and carvery service (2FS4)

Evidence requirements

Unit 2FS4	Provide a carvery/buffet service
Outcome 1	Be able to prepare and maintain a carvery/buffet display
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1- 6 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from service style <ul style="list-style-type: none"> a) served buffet/carvery b) self-serviced buffet/carvery • at least three from table items <ul style="list-style-type: none"> a) crockery b) cutlery/silverware c) glassware d) table coverings e) napkins f) decorative items g) flowers • at least two from service equipment <ul style="list-style-type: none"> a) dishes/flats/plates b) service cutlery/silverware c) service cloths/linen • at least two from food items <ul style="list-style-type: none"> a) hot food b) cold food c) accompaniments <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to serve and assist customers at the carvery/buffet
What you must DO for Outcome 3	The assessor <u>must</u> assess assessment criteria 7 - 13 by directly observing the candidate's work.
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from service style <ul style="list-style-type: none"> a) served buffet/carvery b) self-service buffet/carvery • at least two from service equipment <ul style="list-style-type: none"> a) dishes/flats/plates b) service cutlery/silverware c) service cloths/linen • at least two from food items <ul style="list-style-type: none"> a) hot food b) cold food c) accompaniments <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 210

Convert a room for dining (2FS5)

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to set up food dining areas
2. Know how to set up food dining areas
3. Be able to return food dining area to its original state
4. Understand how to return food dining area to its original state

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 210 Convert a room for dining (2FS5)

Learning outcomes and assessment criteria

Outcome 1 Be able to set up food dining areas

The learner can:

1. Ensure number of staff required are available to prepare food dining areas, and inform the proper person when more staff are required
2. Prioritise work and carry out in an efficient manner
3. Identify items requiring moving, the number of people needed to move each item and the amount of time required to do so
4. Move items not required in a safe way and pack away as required
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
6. Clean any unhygienic dining or service equipment or dining areas

What you must cover:

- | | |
|----------------------------|-----------------------------|
| 1. Dining equipment | 2. Service equipment |
| a) Tables | a) Customer cutlery |
| b) Chairs | b) Customer plates/bowls |
| c) Service surface | c) Service apparatus |
| | d) Condiments |

Outcome 2 Know how to set up food dining areas

The learner can:

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

Outcome 3 Be able to return food dining area to its original state

The learner can:

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

Unit 210 Convert a room for dining (2FS5)

Learning outcomes and assessment criteria

What you must cover:

- | | |
|---|---|
| 1. Dining equipment <ul style="list-style-type: none">a) Tablesb) Chairsc) Service surface | 2. Service equipment <ul style="list-style-type: none">a) Customer cutleryb) Customer plates/bowlsc) Service apparatusd) Condiments |
|---|---|

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

The learner can:

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

Unit 210 Convert a room for dining (2FS5)

Evidence requirements

Unit 2FS5	Convert a room for dining
Outcome 1	Be able to set up food dining areas
What you must DO for Outcome 1	<p>The assessor <u>must</u> assess assessment criteria 2, 3 and 5 by directly observing the candidate's work.</p> <p>For assessment criteria 1, 'ensure the required number of staff are available' must be observed however where there is no naturally occurring evidence for 'informing the right person when more staff is required', the assessor may assess the candidate through questioning or witness testimony for this aspect.</p> <p>The assessor may assess assessment criteria 4 and 6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from dining equipment <ol style="list-style-type: none"> a) tables b) chairs c) service surface • at least three from service equipment <ol style="list-style-type: none"> a) customer cutlery b) service apparatus c) customer plates/bowls d) condiments <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to return food dining area to its original state
What you must DO for Outcome 3	<p>The assessor <u>must</u> assess assessment criteria 8, 10, 11 and 12 by directly observing the candidate's work.</p> <p>For assessment criteria 7, 'ensure the required number of staff are available' must be observed however where there is no naturally occurring evidence for 'informing the right person when more staff is required', the assessor may assess the candidate through questioning or witness testimony for this aspect.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from dining equipment: <ol style="list-style-type: none"> a) tables, b) chairs c) service surface • at least three from service equipment: <ol style="list-style-type: none"> a) customer cutlery b) customer plates/bowls c) service apparatus d) condiments <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 211

Prepare and clear the bar area (2BS1)

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

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare customer and service area
2. Understand how to prepare customer and service area
3. Be able to clear customer and service area
4. Understand how to clear customer and service area
5. Be able to clean and store glassware
6. Understand how to clean and store glassware

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 211 Prepare and clear the bar area (2BS1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare customer and service area

The learner can:

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

What you must cover:

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

Outcome 2 Understand how to prepare customer and service area

The learner can:

- K1. Describe safe and hygienic practices when preparing customer and service areas
- K2. State why and to whom breakages should be reported
- K3. Explain why it is essential to check the expiry dates on stock items
- K4. State why refrigeration units should be maintained at the correct temperature
- K5. State why correct storage and rotation procedures should be followed
- K6. State why service areas must be secure from unauthorised access at all times
- K7. State why maintenance should not be attempted on electronic items
- K8. State why a constant stock of drinks and accompaniments must be maintained
- K9. State why stocks of drinks must be rotated
- K10. Outline the types of unexpected situations may occur when preparing the bar area and how to deal with these

Unit 211 Prepare and clear the bar area (2BS1)

Learning outcomes and assessment criteria

Outcome 3 Be able to clear customer and service area

The learner can:

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

What you must cover:

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

Outcome 4 Understand how to clear customer and service area

The learner can:

- K11. Describe safe and hygienic working practices when clearing customer and service areas
- K12. Explain why service areas should be left tidy and free from rubbish after service
- K13. State why waste must be handled and stored correctly
- K14. State why certain electrical equipment must be turned off after service
- K15. State why maintenance must not be attempted on electrical equipment
- K16. State why customer service areas must be secure from unauthorised access after service
- K17. State why spillages and breakages must be reported to the appropriate person
- K18. State why correct storage procedures must be followed for food and drink stocks
- K19. Outline the types of unexpected situations that may occur when clearing the bar area and how to deal with them

Unit 211 Prepare and clear the bar area (2BS1)

Learning outcomes and assessment criteria

Outcome 5 Be able to clean and store glassware

The learner can:

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

What you must cover:

1. **Glassware**
 - a) Glasses
 - b) Water jugs

Outcome 6 Understand how to clean and store glassware

The learner can:

- K20. Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials
- K21. Explain why glassware should be handled carefully
- K22. State why glassware should be cleaned at the correct temperature
- K23. Describe the proper procedure for disposing of broken glass
- K24. Describe how to maintain glass washing equipment
- K25. Outline the types of unexpected situations that may occur when handling and cleaning glassware and how to deal with them

Unit 211 Prepare and clear the bar area (2BS1)

Evidence requirements

Unit 2BS1	Prepare and clear the bar area
Outcome 1	Be able to prepare customer and service areas
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1, 2, 3 and 5 by directly observing the candidate's work. The assessor may assess assessment criteria 4 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least three from stocks for drinks service <ul style="list-style-type: none"> a) bottled soft/alcoholic drinks b) draught soft/alcoholic drinks c) soft/alcoholic drinks served by optics d) soft/alcoholic drinks free poured with measure and pourer e) hot drinks • at least two from drink accompaniments <ul style="list-style-type: none"> a) ice b) food garnishes for drinks c) accompaniments for hot drinks d) decorative items from drinks • at least four from service equipment <ul style="list-style-type: none"> a) bottle openers/cork screws b) optics, measurers/pourers c) glassware d) drip trays and drip mats e) ice buckets and tongs f) knives and chopping boards g) coasters and drink mats • at least one from electrical equipment <ul style="list-style-type: none"> a) refrigerated units b) ice machine • at least three from service areas <ul style="list-style-type: none"> a) counters and shelves b) waste bins/bottle containers c) floors d) tables and chairs <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to clear customer and service areas
What you must DO for Outcome 3	The assessor <u>must</u> assess assessment criteria 6 - 9 by directly observing the candidate's work.
What you must COVER for Outcome 3	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least three from drink stocks <ul style="list-style-type: none"> a) bottled soft/alcoholic drinks b) draught soft/alcoholic drinks c) soft/alcoholic drinks served by optics d) soft/alcoholic drinks free poured with measure and pourer

	<ul style="list-style-type: none"> e) hot drinks • at least two from drink accompaniments <ul style="list-style-type: none"> a) ice b) food garnishes for drinks c) accompaniments for hot drinks d) decorative items from drinks • at least four from service equipment <ul style="list-style-type: none"> a) bottle openers/cork screws b) optics, measurers/pourers c) glassware d) drip trays and drip mats e) ice buckets and tongs f) knives and chopping boards g) coasters and drink mats • at least one from electrical equipment <ul style="list-style-type: none"> a) refrigerated units b) ice machine • at least three from service areas <ul style="list-style-type: none"> a) counters and shelves b) waste bins/bottle containers c) floors d) tables and chairs <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 5	Be able to clean and store glassware
What you must DO for Outcome 5	<p>The assessor <u>must</u> assess assessment criteria 10 - 14, 16 and 17 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 15 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 5	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from glassware <ul style="list-style-type: none"> a) glasses b) water jugs <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 212

Serve alcoholic and soft drinks (2BS2)

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

Unit aim

This unit is about providing customers with a range of alcoholic and non-alcoholic drinks – bottled, draught, cans and cartons, and those served by free pouring or optics, for example spirits and liqueurs.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to take customers' orders
2. Understand how to take customers' orders
3. Be able to serve alcoholic and non-alcoholic drinks
4. Understand how to serve alcoholic and non-alcoholic drinks

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 212 **Serve alcoholic and soft drinks (2BS2)**

Learning outcomes and assessment criteria

Outcome 1 Be able to take customers' orders

The learner can:

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

What you must cover:

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

Outcome 2 Understand how to take customers' orders

The learner can:

- K1. State the Licensing Objectives relevant to the country working within
- K2. State current relevant legislation to licensing and weights and measures
- K3. State why it is important to check glassware for damage
- K4. Explain why drinks should be stored at the correct temperature
- K5. Describe how to deal with violent/disorderly customers
- K6. Explain why it is important to offer customers accurate information eg about strength of drinks and their basic characteristics
- K7. State why it is important to offer customer accurate information about special offers and promotions
- K8. State what legal measures must be used to serve alcohol and why they must be used
- K9. State what law is in relation to serving underage drinkers and how this affects the bar staff
- K10. State what law is in relation to the times of day/night that alcohol may be served
- K11. Describe symptoms that indicate when a customer has drunk excessive amounts and what the legal responsibilities are in relation to this

Unit 212 **Serve alcoholic and soft drinks (2BS2)**

Learning outcomes and assessment criteria

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

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

The learner can:

- 8. Select a glass in which to serve the **drinks** according to organisations' procedures and **customer** requirements
- 9. Check that the glass is clean and undamaged
- 10. Pour drink according to the product that is being served
- 11. Ensure that the drink is at the correct temperature before serving
- 12. Serve the drink to the customer in line with the **service style**
- 13. Promote additional products to the customer as appropriate

What you must cover:

- | | |
|------------------------|---------------------------|
| 1. Drinks | 2. Customer |
| a) Bottled | a) With routine needs |
| b) Draught | b) With non-routine needs |
| c) Drinks in cans | 3. Service style |
| d) Drinks in cartons | a) At the bar |
| e) Free pouring/optics | b) At the table |

Outcome 4 Understand how to serve alcoholic and non-alcoholic drinks

The learner can:

- K19. Describe the correct way to open capped, screw top and corked bottles and how to use the appropriate equipment
- K20. State why the bottle should be left facing the customer
- K21. Describe the correct way to pour and serve different draught drinks
- K22. Describe the correct way to pour and serve different drinks for free or optic pouring
- K23. Describe types of glasses available to serve drinks and which ones to use according to organisations procedures and customer requirements
- K24. State correct temperature for different types of drinks

Unit 212 Serve alcoholic and soft drinks (2BS2)

Evidence requirements

Unit 2BS2	Serve alcoholic and soft drinks
Outcome 1	Be able to take customer orders
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1 – 6 by directly observing the candidate's work. The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least two from information <ul style="list-style-type: none"> a) price b) alcoholic content c) name and type of drink d) style characteristics • at least two from drinks <ul style="list-style-type: none"> a) bottled drinks b) draught drinks c) drinks in cans or cartons d) drinks served by free pouring or optics • at least two from drink accompaniments <ul style="list-style-type: none"> a) ice/water b) food garnishes for drinks c) decorative items/stirrers <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to serve alcoholic and non-alcoholic drinks
What you must DO for Outcome 3	The assessor <u>must</u> assess assessment criteria 8 - 12 by directly observing the candidate's work. The assessor may assess assessment criteria 13 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 3	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least three from drinks <ul style="list-style-type: none"> a) bottled b) draught c) drinks in cans d) drinks in cartons e) free pouring/optics • at least one from customer <ul style="list-style-type: none"> a) with routine needs b) with non-routine needs • at least one from service style <ul style="list-style-type: none"> a) at the bar b) at the table <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 213

Prepare and serve cocktails (2BS3)

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

Unit aim

This unit is about preparing cocktail making equipment and cocktail ingredients. It also covers mixing and serving cocktails and giving customers accurate information about them.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare areas and equipment for serving cocktails
2. Know how to prepare areas and equipment for serving cocktails
3. Be able to serve cocktails
4. Understand how to serve cocktails

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 213 Prepare and serve cocktails (2BS3)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare areas and equipment for serving cocktails

The learner can:

1. Make sure that work areas are clean, tidy and ready to use
2. Make sure that cocktail-making equipment is clean and undamaged
3. Prepare and store cocktail ingredients ready to use
4. Store cocktail accompaniments ready to use

What you must cover:

- | | |
|------------------------------|-----------------------------|
| 1. Equipment | 2. Ingredients |
| a) Pourers | a) Fruit |
| b) Blenders | b) Fruit juices/soft drinks |
| c) Shakers/mixers | c) Cream/milk |
| d) Stirring equipment | d) Alcohol |
| e) Squeezers and strainers | 3. Accompaniments |
| f) Knives and chopping board | a) Ice |
| g) Glasses/jugs | b) Food garnish |
| h) Ice scoops | c) Decorative items |
| i) Cocktail list/menu | |

Outcome 2 Know how to prepare areas and equipment for serving cocktails

The learner can:

- K1. Describe safe and hygienic working practices when preparing areas and equipment for making cocktails
- K2. State why it is important to keep preparation areas and equipment hygienic when preparing cocktails
- K3. State what safe working practices should be followed when preparing cocktails
- K4. State why it is important to have all the ingredients ready before preparing cocktails
- K5. Outline the types of unexpected situations that may happen when preparing areas and equipment to make cocktails

Unit 213 Prepare and serve cocktails (2BS3)

Learning outcomes and assessment criteria

Outcome 3 Be able to serve cocktails

The learner can:

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

What you must cover:

1. **Information**
 - a) Price
 - b) Ingredients
 - c) Relative strength
 - d) Measures
2. **Type of cocktail**
 - a) Spirit based
 - b) Non-alcoholic
 - c) Cream-based cocktail
 - d) Champagne based cocktail
 - e) Gin/vodka-based cocktail
 - f) Tequila-based cocktail
 - g) Fruit juice-based cocktail
 - h) Sour cocktail
3. **Techniques**
 - a) Shaken
 - b) Mixed
 - c) Stirred
 - d) Blended
 - e) Built/poured
4. **Accompaniments**
 - a) Ice
 - b) Food garnishes
 - c) Salt/sugar
 - d) Decorative items
5. **Equipment**
 - a) Pourers
 - b) Blenders
 - c) Shakers/mixers
 - d) Stirring equipment
 - e) Squeezers and strainers
 - f) Knives and chopping boards
 - g) Glasses/jugs
 - h) Ice scoops

Unit 213 Prepare and serve cocktails (2BS3)

Learning outcomes and assessment criteria

Outcome 4 Understand how to serve cocktails

The learner can:

- K6. State current relevant legislation relating to licensing and weights and measures legislation
- K7. Describe safe and hygienic working practices when serving cocktails
- K8. State why and to whom any customer incidents should be reported
- K9. Describe how to respond to signs that someone might be under the influence of drugs or buying/selling drugs
- K10. Describe how to deal with violent/disorderly customers
- K11. State what procedures to follow in response to people smoking in a non smoking area
- K12. State where and from whom health a safety and food legislation can be obtained
- K13. State why it is important to offer customers accurate information eg about strength of drinks and their basic characteristics
- K14. State why it is important to offer customers accurate information about special offers and promotions
- K15. State why correct information must be provided to customers at all times
- K16. State why it is important to recognise the name of different cocktails
- K17. Describe the different techniques for mixing cocktails
- K18. State different measures for different types of cocktails
- K19. State why it is important to use the correct measures when preparing cocktails
- K20. State when it is permissible to free-pour when making cocktails
- K21. State what legal measures must be used to serve alcohol and why they must be used
- K22. State what the law is in relation to serving underage drinkers and how this affects the bar staff
- K21. State what legal measures must be used to serve alcohol and why they must be used
- K22. State what the law is in relation to serving underage drinkers and how this affects the bar staff
- K23. State what the law is in relation to the times of day/night that alcohol may be served
- K24. Describe what symptoms indicate that a customer has drunk excessive amounts and what the legal responsibilities are in relation to this
- K25. State under what circumstances customers must not be served with alcohol
- K26. Outline the types of unexpected situations that may happen when preparing and serving cocktails and how to deal with these

Unit 213 Prepare and serve cocktails (2BS3)

Evidence requirements

Unit 2BS3	Prepare and serve cocktails
Outcome 1	Prepare areas and equipment for serving cocktails
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1- 4 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least five from equipment <ul style="list-style-type: none"> a) pourers b) blenders c) shakers/mixers d) stirring equipment e) squeezers and strainers f) knives and chopping board g) glasses/jugs h) ice scoops i) cocktail list/menu • at least three from ingredients <ul style="list-style-type: none"> a) fruit b) fruit juices/soft drinks c) cream/milk d) alcohol • at least three from accompaniments <ul style="list-style-type: none"> a) ice b) food garnish c) salt/sugar d) decorative items <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Serve cocktails
What you must DO for Outcome 3	<p>The assessor <u>must</u> assess assessment criteria 5, 6, 8, 9 and 10 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from information <ul style="list-style-type: none"> a) price b) ingredients c) relative strength d) measures • at least three from techniques <ul style="list-style-type: none"> a) shaken b) mixed c) stirred d) blended e) built/poured

- at least **four** from **type of cocktails**
 - a) spirit based**
 - b) non-alcoholic**
 - c) cream-based cocktail**
 - d) champagne-based cocktail**
 - e) gin/vodka-based cocktail**
 - f) tequila-based cocktail**
 - g) fruit juice-based cocktail**
 - h) sour cocktail**
- at least **two** from **accompaniments**
 - a) ice**
 - b) food garnish**
 - c) salt/sugar**
 - d) decorative items**
- at least **five** from **equipment**
 - a) pourers**
 - b) blenders**
 - c) shakers/mixers**
 - d) stirring equipment**
 - e) squeezers and strainers**
 - f) knives and chopping board**
 - g) glasses/jugs**
 - h) ice scoops**

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

Unit 214

Prepare and serve wines (2BS4)

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

Unit aim

This unit is about preparing for wine service by checking equipment such as trays, corkscrews and ice buckets. It also covers the promotion of wines and taking orders. Finally it covers presenting wine to the customer and serving it at the correct temperature.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare service areas, equipment and stock for wine service
2. Understand how to prepare service areas, equipment and stock for wine service
3. Be able to determine customer requirements for wine
4. Understand how to determine customer requirements for wine
5. Be able to present and serve wine
6. Understand how to present and serve wine

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 214 Prepare and serve wines (2BS4)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare service areas, equipment and stock for wine service

The learner can:

1. Make sure there are sufficient stocks of service linen, table items, **service equipment** and **wine** list
2. Make sure service linen, table items, service equipment and wine lists are clean and ready for use
3. Make sure there is sufficient wine stock
4. Make sure the wine stock is free from damage, available for service and stored at the recommended serving temperature

What you must cover:

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

Outcome 2 Understand how to prepare service areas, equipment and stock for wine service

The learner can:

- K1. Describe safe and hygienic working practices when preparing service areas, equipment and stock for wine service
- K2. State what equipment is necessary for different types of wine
- K3. State what glassware is necessary for different types of wine
- K4. State what temperatures different types of wine should be stored and maintained at before service
- K5. State what organisational procedures relate to preparing service areas, equipment and stock
- K6. Outline the types of unexpected situations that may happen when preparing service areas and how to deal with them

Unit 214 Prepare and serve wines (2BS4)

Learning outcomes and assessment criteria

Outcome 3 Be able to determine customer requirements for wine

The learner can:

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

What you must cover:

- | | |
|--|---|
| <ol style="list-style-type: none">1. Wine list information<ol style="list-style-type: none">a) Name and type of wineb) Pricec) Style characteristicsd) Country of origin | <ol style="list-style-type: none">2. Customer needs<ol style="list-style-type: none">a) Customer taste and styleb) Pricec) Occasiond) Matching wine to menu items |
|--|---|

Outcome 4 Understand how to determine customer requirements for wine

The learner can:

- K7. State current relevant legislation relating to trades description and legislation when serving wine
- K8. Describe how to deal with and report customer incidents
- K9. State the importance of maximising sales through up-selling and to do this
- K10. Explain how to interpret the wine label information
- K11. Describe the basic characteristics of the wines available within the establishment
- K12. State how to describe wine characteristics to the customer
- K13. List what factors to consider when providing advice to customers on choice of wine
- K14. State what techniques to use to promote wines to customers
- K15. State what legal measures can be used to serve wine and which ones are most appropriate to serve wine and which ones are most appropriate to organisation
- K16. State under what circumstances customer must not be served with alcohol
- K17. Describe what symptoms indicate that a customer has drunk excessive amounts and what are the legal responsibilities in relation to this
- K18. Describe how to refuse to serve customers displaying inappropriate behaviour

Unit 214 Prepare and serve wines (2BS4)

Learning outcomes and assessment criteria

Outcome 5 Be able to present and serve wine

The learner can:

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

What you must cover:

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

Outcome 6 Understand how to present and serve wine

The learner can:

- K19. Describe safe and hygienic working practices, relevant licensing weights and trades description legislation
- K20. Describe the various safety procedures involved in opening a bottle of champagne or sparkling wine
- K21. Describe the correct procedures for handling glassware are and which glassware is appropriate for use in the service of different types of wine
- K22. State the recommended temperatures for maintaining different types of wine during service are
- K23. State what the correct method of service (etiquette) is for white wine, red wine and sparkling wine
- K24. State how many measures of wine are obtainable from standard bottles of wine
- K25. Describe the types of unexpected situations that may happen when serving wine and how to deal with them
- K26. State what the indicators are when wine is not suitable for drinking

Unit 214 Prepare and serve wines (2BS4)

Evidence requirements

Unit 2BS4	Prepare and serve wines
Outcome 1	Prepare service areas, equipment and stock for wine service
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1- 4 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from service equipment <ul style="list-style-type: none"> a) glassware b) trays c) service cloths/linen d) corkscrews/bottle opener d) ice buckets/stands f) chillers/coolers • at least two from wine <ul style="list-style-type: none"> a) red b) white/rosé c) sparkling/semi-sparkling d) dessert <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Determine customer requirements for wines
What you must DO for Outcome 3	<p>The assessor <u>must</u> assess assessment criteria 5, 6, 8 and 10 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 7 and 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from wine list information <ul style="list-style-type: none"> a) name and type of wine b) price c) style characteristics d) country of origin • at least one from customer needs <ul style="list-style-type: none"> a) customer taste and style b) price c) occasion d) matching wine to menu items <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 5	Present and serve wine
What you must DO for Outcome 5	<p>The assessor <u>must</u> assess assessment criteria 11, 12, 13 and 15 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 14 through questioning or witness testimony if no naturally occurring evidence is available.</p>

<p>What you must COVER for Outcome 5</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• at least four from service equipment<ul style="list-style-type: none">a) glasswareb) traysc) service cloths/linend) corkscrews/bottle openerse) ice buckets/standsf) chillers/coolers• at least two from wine<ul style="list-style-type: none">a) redb) white/roséc) sparkling/semi-sparklingd) dessert• at least two from style of service<ul style="list-style-type: none">a) by the glassb) by the bottlec) by the carafe/decanter <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
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Unit 215

Maintain cellars and kegs (2BS5)

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

Unit aim

This unit is about keeping cellars clean, ensuring that equipment such as refrigeration units is in working order, and that conditions are correct. The unit also covers connecting and disconnecting kegs and gas cylinders and checking to see that they are functioning properly.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to maintain cellars
2. Understand how to maintain cellars
3. Be able to prepare kegs and gas for use
4. Understand how to prepare kegs and gas for use

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 215 Maintain cellars and kegs (2BS5)

Learning outcomes and assessment criteria

Outcome 1 Be able to maintain cellars

The learner can:

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

What you must cover:

- | | |
|--------------------------------|------------------------------------|
| 1. Equipment | 2. Environmental conditions |
| a) Racks/shelves/cradles | a) Humidity |
| b) Refrigeration/cooling units | b) Ventilation |
| c) Environmental conditions | c) Lighting |
| d) Cleaning systems | d) Temperature |
| e) Equipment to control | |

Outcome 2 Understand how to maintain cellars

The learner can:

- K1. Describe safe and hygienic practices when maintaining cellars
- K2. Explain why there are specific security procedures for going in and out of the cellar
- K3. State why cellars should be secured against unauthorised access at all times
- K4. State why the cellar should be kept clean and tidy at all times
- K5. State why the cellar must be kept at a recommended temperature and what that temperature should be
- K6. Outline the types of unexpected situations that may happen when maintaining cellars and how to deal with them

Unit 215 Maintain cellars and kegs (2BS5)

Learning outcomes and assessment criteria

Outcome 3 Be able to prepare kegs and gas for use

The learner can:

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

What you must cover:

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

Outcome 4 Understand how to prepare kegs and gas for use

The learner can:

- K7. Describe safe and hygienic working practices when preparing kegs and gas cylinders for use
- K8. Describe the risks of mishandling kegs and gas cylinders
- K9. State why the correct and safe lifting techniques must be used
- K10. State why gas cylinders for use must be chained or strapped to the wall
- K11. State why and to whom any signs of damage to kegs/cylinders must be reported
- K12. State why it is essential to turn off the gas supply before disconnecting the keg
- K13. State what the safety considerations are in dealing with mixed gases
- K14. Describe procedures in an event of an emergency
- K15. Describe how to determine if kegs/cylinders are leaking
- K16. State why it is important to check date stamp on stock
- K17. Describe how to tell if stock is out of condition
- K18. Outline the types of situations that may happen when preparing kegs and gas cylinders and how to deal with them

Unit 215 Maintain cellars and kegs (2BS5)

Learning outcomes and assessment criteria

Unit 2BS5	Maintain cellars and kegs
Outcome 1	Be able to maintain cellars
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1- 6 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from equipment <ol style="list-style-type: none"> a) racks/shelves/cradles b) refrigeration/cooling units c) environmental conditions d) cleaning systems e) equipment to control • all from environmental conditions <ol style="list-style-type: none"> a) humidity b) ventilation c) lighting d) temperature <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to prepare kegs and gas for use
What you must DO for Outcome 3	<p>The assessor <u>must</u> assess assessment criteria 7 – 12 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 13 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from kegs or gas cylinders <ol style="list-style-type: none"> a) beer b) cider c) lager d) real ales e) carbon dioxide/mixed gas cylinders f) bulk gas <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 216

Clean drink dispense lines (2BS6)

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

Unit aim

This unit is about using cleaning agents that are correctly diluted to clean pipes and taps, and checking that drink dispense lines are free from damage and in working order.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to clean drink dispense lines
2. Understand how to clean drink dispense lines

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 216 Clean drink dispense lines (2BS6)

Learning outcomes and assessment criteria

Outcome 1 Be able to clean drink dispense lines

The learner can:

1. Prepare the drink dispense line system ready for cleaning
2. Clean drink dispense line using correctly diluted cleaning agents and recommended equipment
3. Make sure that cleaned pipes and taps are free from debris, cleaning agent, detergent and water
4. Make sure the cleaned drink dispense line system is free from damage and in good working order
5. Ensure that the drink is of the correct quality for service

What you must cover:

1. Drink dispense lines

Beer/stout/lager/cider dispense lines

Outcome 2 Understand how to clean drink dispense lines

The learner can:

- K1. State current legislation regarding safe and hygienic working practices when cleaning drink dispense lines
- K2. Explain why it is important to clean drink dispense lines
- K3. Describe the dangers of mishandling kegs and gas cylinders
- K4. State why it is important to make sure cleaning agents are correctly diluted
- K5. Describe what equipment is needed to clean drink dispense lines
- K6. State why on-line beverages should be tested after cleaning pipes and lines
- K7. State why lines should be thoroughly rinsed with clean water after cleaning and before use
- K8. Describe organisations' procedures for cleaning and maintaining post-mix dispense systems
- K9. Describe the types of unexpected situations that may happen when cleaning lines and how deal with them

Unit 216 Clean drink dispense lines (2BS6)

Evidence requirements

Unit 2BS6	Clean drink dispense lines
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1-5 by directly observing the candidate's work.
What you must COVER for outcome 1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none">• All from drinks dispense line a) beer/stout/lager/cider dispense lines Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

Unit 217

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

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare equipment and work area for service
2. Understand how to prepare equipment and work area for service
3. Be able to prepare and serve hot drinks
4. Understand how to prepare and serve hot drinks

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 217

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

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare equipment and work area for service

The learner can:

1. Prepare the preparation, service and other equipment ready for use
2. Clean the work areas, leaving them tidy and ready for use
3. Make sure that preparation, service and other equipment is clean and free from damage
4. Store sufficient drink ingredients and accompaniments ready for use

What you must cover:

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

Outcome 2 Understand how to prepare equipment and work area for service

The learner can:

- K1. Describe safe and hygienic working practices when preparing and serving hot drinks
- K2. State why drink ingredients and accompaniments must be available and ready for immediate use
- K3. State why it is important to check for damage in all work areas and service equipment before taking orders
- K4. Outline the types of unexpected situation that may occur when preparing areas and equipment for the preparation of hot drinks and how to deal with them

Unit 217

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

Learning outcomes and assessment criteria

Outcome 3 Be able to prepare and serve hot drinks

The learner can:

5. Identify customer requirements
6. Provide customers with accurate information on **drinks** as required
7. Promote company drinks to customers at all appropriate times
8. Make the drinks using the correct **equipment** and **ingredients**
9. Serve the drink in company style, offering the correct **accompaniments**
10. Clean **preparation and serving equipment** after use and tidy the preparation and serving area

What you must cover:

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

Outcome 4 Understand how to prepare and serve hot drinks

The learner can:

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

Unit 217

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

Evidence requirements

Unit 2DS7	Prepare and serve dispensed and instant hot drinks
Outcome 1	Be able to prepare work areas and equipment for service
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1- 4 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from preparation equipment <ul style="list-style-type: none"> a) small vending machines b) urns/kettles c) coffee pots d) tea pots • at least two from service equipment <ul style="list-style-type: none"> a) cutlery b) glassware c) crockery d) trays • at least one from other equipment <ul style="list-style-type: none"> a) dish washers b) fridges/freezers c) thermometers • at least three from drink ingredients <ul style="list-style-type: none"> a) coffee bags/pods/capsules b) pre-ground coffee beans c) instant coffee d) syrups e) chocolate powder f) loose tea g) tea bags h) fruit/herbal tea • at least two from drink accompaniments <ul style="list-style-type: none"> a) sugar b) milk c) dusting/topping powder d) cream <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to prepare and serve hot drinks
What you must DO for Outcome 3	<p>The assessor <u>must</u> assess assessment criteria 5, 6, 8, 9 and 10 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from drinks <ul style="list-style-type: none"> a) coffee b) hot chocolate

c) tea

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

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

Unit 218

Prepare and serve hot drinks using specialist equipment (2BS8)

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

Unit aim

This unit is about preparing specialist equipment such as espresso machines, bean grinders and cafetières. The unit also covers the preparation and service of hot drinks such as coffee, tea, and hot chocolate, and giving customers accurate information about them. Finally the unit covers the maintenance of drink-making equipment and checking the levels of stocks.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare work area and equipment for service
2. Know how to prepare work area and equipment for service
3. Be able to prepare and serve hot drinks
4. Know how to prepare and serve hot drinks

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 218

Prepare and serve hot drinks using specialist equipment (2BS8)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare work area and equipment for service

The learner can:

1. Make sure that preparation, service and other equipment is clean, free from damage and ready for service
2. Clean work areas, leaving them tidy and ready for use
3. Arrange promotional and display materials correctly
4. Store sufficient drink ingredients and accompaniments ready for use

What you must cover:

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

Outcome 2 Know how to prepare work area and equipment for service

The learner can:

- K1. Describe safe and hygienic working practices when preparing preparation and service areas
- K2. State why drink, ingredients and accompaniments must be available and ready for immediate use
- K3. State why it is important to check for damage in all work areas and service equipment before taking orders
- K4. Outline the types of unexpected situation that may occur when preparing preparation and service areas and how to deal with them

Unit 218 Prepare and serve hot drinks using specialist equipment (2BS8)

Learning outcomes and assessment criteria

Outcome 3 Be able to prepare and serve hot drinks

The learner can:

5. Identify customer requirements
6. Provide customers with accurate **information** on **drinks** as required
7. Maximise sales through up-selling
8. Make drinks using recommended **equipment** and ingredients
9. Serve the drink in company style, offering the correct accompaniments
10. Clean and maintain preparation and **service equipment**
11. Maintain stocks of **drink ingredients** and **accompaniments**

What you must cover:

1. **Information**
 - a) Price
 - b) Relative strength
 - c) Ingredients
 - d) Origin of drink
2. **Drinks**
 - a) Coffee
 - b) Hot chocolate
 - c) Tea
 - d) Steamed milk drinks
 - e) Iced drinks (ie frappé/iced tea)
3. **Preparation equipment**
 - a) Espresso machine
 - b) Cream whipper
 - c) Knock out box
 - d) Bean grinders
 - e) Filter system
 - f) Cafetière
 - g) Blender
 - h) Steamer
4. **Service equipment**
 - a) Cutlery
 - b) Glassware
 - c) Crockery
 - d) Trays
5. **Drink ingredients**
 - a) Freshly ground coffee beans
 - b) Pre-ground coffee beans
 - c) Syrups
 - d) Chocolate powder
 - e) Milk
 - f) Ice cream
 - g) Spray cream
 - h) Tea
 - i) Ice
6. **Drink accompaniments**
 - a) Sugar
 - b) Dusting/topping powder
 - c) Cream

Unit 218 Prepare and serve hot drinks using specialist equipment (2BS8)

Learning outcomes and assessment criteria

Outcome 4 Know how to prepare and serve hot drinks

The learner can:

- K5. Describe safe and hygienic working practices when preparing and serving hot drinks
- K6. State why information about products given to customers should be accurate
- K7. Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements are
- K8. State why and to whom all customer incidents should be reported
- K9. Describe how to deal safely with breakages and spillages
- K10. State why and to whom all breakages/spillages must be reported
- K11. Explain why customer and service areas should be kept clean, tidy and free from rubbish and used equipment
- K12. Outline the types of unexpected situation that may occur when preparing and serving hot drinks and how to deal with them
- K13. Describe safe and hygienic working practices when maintaining hot drink making equipment
- K14. State why a constant level of stock must be maintained
- K15. State to whom any stock deficiencies should be reported
- K16. Describe how to use cleaning materials correctly
- K17. State the dangers of misusing cleaning equipment
- K18. State what tests should be carried out after cleaning preparation equipment
- K19. Outline the types of unexpected situations that may occur when maintaining hot drinks equipment and how to deal with them

Unit 218 Prepare and serve hot drinks using specialist equipment (2BS8)

Evidence requirements

Unit 2BS8	Prepare and serve hot drinks using specialist equipment
Outcome 1	Be able to prepare work area and equipment for service
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1- 4 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from preparation equipment <ul style="list-style-type: none"> a) espresso machine b) cream whipper c) knock out box d) bean grinders e) filter system f) cafetière g) blender h) steamer i) urn • at least two from service equipment <ul style="list-style-type: none"> a) cutlery b) glassware c) crockery d) trays • at least two from other equipment <ul style="list-style-type: none"> a) dish washers b) fridges/freezers c) thermometers d) temperature records • at least one from promotional and display material <ul style="list-style-type: none"> a) menus b) leaflets c) posters • at least five from drink ingredients <ul style="list-style-type: none"> a) freshly ground coffee beans b) pre-ground coffee beans c) syrups d) chocolate powder e) milk f) ice cream g) spray cream h) tea i) ice • at least two from drink accompaniments <ul style="list-style-type: none"> a) sugar b) dusting/topping powder c) cream <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Outcome 3	Be able to prepare and serve hot drinks
What you must DO for Outcome 3	The assessor <u>must</u> assess assessment criteria 5, 6, 8, 9, 10 and 11 by directly observing the candidate's work. The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from information <ul style="list-style-type: none"> a) price b) relative strength c) ingredients d) origin of drink • at least three from drinks <ul style="list-style-type: none"> a) coffee b) hot chocolate c) tea d) steamed milk drinks e) iced drinks (ie frappe/iced tea) • at least three from preparation equipment <ul style="list-style-type: none"> a) espresso machine b) cream whipper c) knock out box d) bean grinders e) filter system f) cafetière g) blender h) steamer i) urn • at least two from service equipment <ul style="list-style-type: none"> a) cutlery b) glassware c) crockery d) trays • at least five from drink ingredients <ul style="list-style-type: none"> a) freshly ground coffee beans b) pre-ground coffee beans c) syrups d) chocolate powder e) milk f) ice cream g) spray cream h) tea i) ice • at least two from drink accompaniments <ul style="list-style-type: none"> a) sugar b) dusting/topping powder c) cream <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 219

Receive, store and issue drinks stock (2BS9)

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

Unit aim

This unit is about preparing for and checking drinks deliveries, filling in any necessary documents and safely transporting deliveries to storage areas. The unit also covers ongoing monitoring of the storage conditions and levels of stock.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to receive drink deliveries
2. Understand how to receive drink deliveries
3. Be able to store and issue drinks stock
4. Understand how to store and issue drinks stock

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 219 Receive, store and issue drinks stock (2BS9)

Learning outcomes and assessment criteria

Outcome 1 Be able to receive drink deliveries

The learner can:

1. Prepare receiving and storage areas for deliveries
2. Make sure that drink deliveries tally with documentation
3. Make sure that drink deliveries are undamaged, of good quality and do not exceed their expiry dates
4. Make sure that goods remain undamaged during transportation to the storage areas
5. Keep receiving areas clean, tidy, free from rubbish and secured against unauthorised access
6. Complete delivery documentation accurately and retain a copy for organisations' records

What you must cover:

1. **Deliveries**
 - a) Crated bottled drinks
 - b) Boxed bottled drinks
 - c) Beer kegs
 - d) Gas cylinders
 - e) Bar equipment
 - f) Glasses

Outcome 2 Understand how to receive drink deliveries

The learner can:

- K1. Describe safe and hygienic working practices when receiving drink deliveries
- K2. State why receiving areas should be secured from unauthorised access
- K3. Explain why and to whom breakages should be reported
- K4. State where and from whom health and safety information can be obtained
- K5. Explain why deliveries should tally with both order and delivery documentation
- K6. State what documentation must be retained for records
- K7. Outline the types of unexpected situations that may occur when receiving drinks stock and how to deal with them

Outcome 3 Be able to store and issue drinks stock

The learner can:

7. Maintain stock **storage conditions** and follow stock rotation procedures correctly
8. Maintain accurate records of **drink items** that have been received, stored and issued
9. Issue drinks items in line with operational requirements
10. Report low stock levels to proper person
11. Keep storage areas clean, tidy, free from rubbish and secured against unauthorised access

Unit 219 Receive, store and issue drinks stock (2BS9)

Learning outcomes and assessment criteria

What you must cover:

1. Storage conditions

- a) Lighting
- b) Ventilation
- c) Temperature
- d) Cleanliness

2. Drink items

- a) Crated bottled drinks
- b) Boxed bottled drinks
- c) Bottled wines
- d) Bottled spirits
- e) Keg beers
- f) Cask beers

Outcome 4 Understand how to store and issue drinks stock

The learner can:

- K8. Describe safe and hygienic working practices when storing and issuing drinks
- K9. State why storage areas should be secured from unauthorised access at all times
- K10. Explain why correct storage and rotation procedures should be followed
- K11. State why broken bottles should be retained
- K12. State why correct and safe lifting techniques must be used
- K13. State why stock should be stacked correctly
- K14. Explain why a minimum stock of drink items must be maintained
- K15. State to whom low level of stock should be reported and why
- K16. State why the correct documentation must be received before stock is issued
- K17. Outline the types of unexpected situations that may occur when storing drinks and how to deal with them

Unit 219 Receive, store and issue drinks stock (2BS9)

Evidence requirements

Unit 2BS9	Receive, store and issue drinks stock
Outcome 1	Be able to receive drinks deliveries
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1- 6 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from deliveries <ul style="list-style-type: none"> a) crated bottled drinks b) boxed bottled drinks c) beer kegs d) gas cylinders e) bar equipment f) glasses <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to store and issue drinks stock
What you must DO for Outcome 3	<p>The assessor <u>must</u> assess assessment criteria 7, 8 and 11 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 9 and 10 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from storage conditions <ul style="list-style-type: none"> a) lighting b) ventilation c) temperature d) cleanliness • at least three from drink items <ul style="list-style-type: none"> a) crated bottled drinks b) boxed bottled drinks c) bottled wines d) bottled spirits e) keg beers f) cask beers <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 220

Prepare fish for basic dishes (2FP1)

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare fish for basic dishes
2. Understand how to prepare fish for basic dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 220 Prepare fish for basic dishes (2FP1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare fish for basic dishes

The learner can:

1. Check fish meets dish requirements
2. Choose and use tools and equipment correctly
3. Prepare fish to meet dish requirements
4. Safely store any prepared fish not for immediate use

What you must cover:

- | | |
|-----------------------|---------------|
| 1. Fish | • darne |
| a) White fish - round | • goujon |
| b) White fish - flat | • suprême |
| c) Oily fish | • tronçon |
| 2. Prepare by | • délice |
| a) Filleting | • paupiette |
| • removing pin bone | c) Trimming |
| • removing rib bones | d) Skinning |
| • removing spine | e) Coating |
| b) Cutting | f) Marinating |

Outcome 2 Understand how to prepare fish for basic dishes

The learner can:

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

Unit 220 Prepare fish for basic dishes (2FP1)

Evidence requirements

Unit 2FP1	Prepare fish for basic dishes
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1- 4 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from fish <ul style="list-style-type: none"> a) white fish - round b) white fish - flat c) oily fish • at least four from prepare by, which must include a minimum of three from cutting <ul style="list-style-type: none"> a) filleting <ul style="list-style-type: none"> - removing pin bone - removing rib bones - removing spine b) cutting <ul style="list-style-type: none"> - darne - goujon - suprême - tronçon - délice - paupiette c) trimming d) skinning e) coating f) marinating <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 221

Prepare shellfish for basic dishes (2FP2)

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

Unit aim

This unit is about preparing shellfish for basic dishes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare shellfish for basic dishes
2. Understand how to prepare shellfish for basic dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 221 Prepare shellfish for basic dishes (2FP2)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare shellfish for basic dishes

The learner can:

1. Check the shellfish meets requirements
2. Choose and use the correct tools and equipment
3. Prepare the shellfish to meet dish requirements
4. Safely store any prepared shellfish not for immediate use

What you must cover:

- | | |
|-------------------------------|----------------------|
| 1. Shellfish | 2. Prepare by |
| a) Prawns | a) Trimming |
| b) Shrimps | b) Shelling |
| c) Mussels, cockles and clams | c) Washing |
| | d) Coating |
| | e) Cutting |

Outcome 2 Understand how to prepare shellfish for basic dishes

The learner can:

- K1. Describe how to check shellfish meets requirements
- K2. Describe what qualities to look for in fresh shellfish: prawns, shrimps, mussels, cockles and clams
- K3. Describe what to do if there are problems with the shellfish
- K4. State the correct tools and equipment required to carry out different preparation methods
- K5. Describe how to carry out different preparation methods correctly
- K6. State the importance of using the correct tools, equipment and techniques correctly
- K7. Describe what quality points to look for in prepared shellfish
- K8. State how to store prepared shellfish correctly
- K9. State healthy eating options when preparing shellfish

Unit 221 Prepare shellfish for basic dishes (2FP2)

Evidence requirements

Unit 2FP2	Prepare shellfish for basic dishes
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1 – 4 by directly observing the candidate's work.
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• at least two from shellfish<ul style="list-style-type: none">a) prawnsb) shrimpsc) mussels, cockles and clams• at least three from prepare by<ul style="list-style-type: none">a) trimmingb) shellingc) washingd) coatinge) cutting <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 222

Prepare meat for basic dishes (2FP3)

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare meat for basic dishes
2. Understand how to prepare meat for basic dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 222 Prepare meat for basic dishes (2FP3)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare meat for basic dishes

The learner can:

1. Check meat meets dish requirements
2. Choose and use tools and equipment correctly
3. Prepare meat to meet dish requirements
4. Safely store any prepared meat not for immediate use

What you must cover:

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

Outcome 2 Understand how to prepare meat for basic dishes

The learner can:

- K1. Describe how to check meat meets requirements
- K2. Describe what quality points to look for in fresh meat
- K3. Describe what to do if there are problems with the meat or other ingredients
- K4. State the correct tools, knives and equipment required to carry out different preparation methods
- K5. Describe how to carry out different preparation methods correctly
- K6. State the importance of using the correct tools, knives, equipment and techniques
- K7. Describe how to store prepared meat
- K8. State healthy eating options when preparing meat

Unit 222 Prepare meat for basic dishes (2FP3)

Evidence requirements

Unit 2FP3	Prepare meat for basic dishes
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1– 4 by directly observing the candidate’s work.
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate’s work for:</p> <ul style="list-style-type: none">• at least three from prepare by, which must include a minimum of two from cutting<ul style="list-style-type: none">a) cutting<ul style="list-style-type: none">○ dice○ slice○ portionb) basic boning of jointsc) seasoning/marinatingd) trimminge) tyingf) tenderising <p>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</p>

Unit 223

Prepare poultry for basic dishes (2FP4)

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

Unit aim

This unit is about preparing poultry for basic dishes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare poultry for basic dishes
2. Understand how to prepare poultry for basic dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 223 Prepare poultry for basic dishes (2FP4)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare poultry for basic dishes

The learner can:

1. Check poultry meets dish requirements
2. Choose and use the correct tools and equipment
3. Prepare poultry to meet dishes requirements
4. Safely store any prepared poultry not for immediate use

What you must cover:

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

Outcome 2 Understand how to prepare poultry for basic dishes

The learner can:

- K1. Describe how to check poultry meets requirements
- K2. Describe what quality points to look for in a range of fresh poultry
- K3. Describe what to do if there are problems with the poultry or other ingredients
- K4. State the correct tools and equipment required to carry out different preparation methods
- K5. Describe how to carry out relevant preparation methods correctly
- K6. State the importance of using the correct tools, knives, equipment and techniques
- K7. Describe how to store prepared poultry
- K8. State healthy eating options when preparing poultry

Unit 223 Prepare poultry for basic dishes (2FP4)

Evidence requirements

Unit 2FP4	Prepare poultry for basic dishes
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1- 4 by directly observing the candidate's work.
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • All from poultry <ul style="list-style-type: none"> a) whole birds b) portions of poultry meat • at least four from prepare by, which must include a minimum of two from cutting <ul style="list-style-type: none"> a) cleaning b) checking and preparing cavity c) seasoning/marinating d) trimming e) cutting (portion/dice/cut for sautéing) <ul style="list-style-type: none"> ○ portion ○ dice ○ cut for sautéing f) stuffing/filling g) coating h) tying and trussing i) batting out <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 224

Prepare game for basic dishes (2FP5)

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

Unit aim

This unit is about preparing game for basic dishes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare game for basic dishes
2. Understand how to prepare game for basic dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 224 Prepare game for basic dishes (2FP5)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare game for basic dishes

The learner can:

1. Check game meets dish requirements
2. Choose and use tools and equipment correctly
3. Prepare game to meet dish requirements
4. Safely store any prepared game not for immediate use

What you must cover:

- | | |
|--------------------------------------|---------------------|
| 1. Game | d) Trimming |
| a) Skinned | e) Cutting |
| b) Plucked | f) portioning |
| 2. Prepare | g) dicing |
| a) Checking and preparing the cavity | h) trimming |
| b) Checking for and removing shot | i) Stuffing/filling |
| c) Seasoning/marinating | j) Tying |

Outcome 2 Understand how to prepare game for basic dishes

The learner can:

- K1. Describe how to check game meets requirements
- K2. Describe what quality points to look for in fresh game: skinned and plucked
- K3. Describe what to do if there are problems with the game or other ingredients
- K4. State the correct tools and equipment required to carry out different preparation methods
- K5. Describe how to carry out relevant preparation methods correctly
- K6. State the importance of using the correct tools, equipment and techniques
- K7. Describe how to store prepared game
- K8. State healthy eating options when preparing game

Unit 224 Prepare game for basic dishes (2FP5)

Evidence requirements

Unit 2FP5	Prepare game for basic dishes
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1- 4 by directly observing the candidate's work.
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • both from game <ul style="list-style-type: none"> a) skinned b) plucked • at least three from prepare by, which must include one from cutting <ul style="list-style-type: none"> a) checking and preparing the cavity b) checking for and removing shot c) seasoning/marinating d) trimming e) cutting <ul style="list-style-type: none"> ○ portioning, ○ dicing, ○ trimming f) stuffing/filling g) tying <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 225

Prepare offal for basic dishes (2FP6)

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

Unit aim

This unit is about preparing offal for basic dishes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare offal for basic dishes
2. Understand how to prepare offal for basic dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 225 Prepare offal for basic dishes (2FP6)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare offal for basic dishes

The learner can:

1. Check offal meets requirements
2. Choose and use the correct tools and equipment
3. Prepare offal to meet requirements for the dish
4. Safely store any prepare offal not for immediate use

What you must cover:

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

Outcome 2 Understand how to prepare offal for basic dishes

The learner can:

- K1. Describe how to check offal meets requirements
- K2. Describe what quality points to look for in fresh offal: liver, kidney and sweetbread
- K3. Describe what to do if there are problems with offal or other ingredients
- K4. State the correct tools and equipment required to carry out the different preparation methods
- K5. Describe how to carry out different preparation methods correctly
- K6. State the importance of using the correct tools, equipment and techniques correctly
- K7. Describe how to store prepared offal
- K8. State healthy eating options when preparing offal

Unit 225 Prepare offal for basic dishes (2FP6)

Evidence requirements

Unit 2FP6	Prepare offal for basic dishes
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1- 4 by directly observing the candidate's work.
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• at least two from offal<ul style="list-style-type: none">a) liverb) kidneyc) sweetbread• at least four from prepare by<ul style="list-style-type: none">a) cutting and slicingb) marinating/seasoningc) coating with flourd) skinninge) trimming and de-veiningf) blending and mincing <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 226

Prepare vegetables for basic dishes (2FP7)

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

Unit aim

This unit is about preparing vegetables using basic preparation methods.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare vegetables for basic dishes
2. Understand how to prepare vegetables for basic dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 226 Prepare vegetables for basic dishes (2FP7)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare vegetables for basic dishes

The learner can:

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

What you must cover:

1. Vegetables

- a) Roots
- b) Bulbs
- c) Flower heads
- d) Fungi
- e) Seeds and pods
- f) Tubers
- g) Leaves
- h) Stems
- i) Vegetable fruits

2. Prepare by

- a) Washing
- b) Peeling
- c) Re-washing
- d) Chopping
- e) Traditional french cuts (Julienne, Brunoise, Macédoine, Jardinière and Paysanne)
- f) Slicing
- g) Trimming
- h) Grating

Outcome 2 Understand how to prepare vegetables for basic dishes

The learner can:

- K1. Describe how to check vegetables meet requirements
- K2. Describe what quality points to look for in fresh vegetables
- K3. List what different fresh vegetables are available depending on season
- K4. Describe what to do if there are problems with vegetables or other ingredients
- K5. State the correct tools and equipment required to carry out different preparation methods
- K6. Describe how to carry out relevant preparation methods correctly
- K7. State the importance of using the correct tools, equipment and techniques
- K8. Describe how to maintain the appearance and texture of vegetables during preparation
- K9. Describe how to store prepared vegetables
- K10. State healthy eating options when preparing vegetables

Unit 226

Prepare vegetables for basic dishes (2FP7)

Evidence requirements

Unit 2FP7	Prepare vegetables for basic dishes
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1- 4 by directly observing the candidate's work.
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least seven from vegetables <ul style="list-style-type: none"> a) roots b) bulbs c) flower heads d) fungi e) seeds and pods f) tubers g) leaves h) stems i) vegetable fruits • at least six from prepare by, which must include at least two traditional French cuts <ul style="list-style-type: none"> a) washing b) peeling c) re-washing d) chopping e) traditional French cuts (Julienne, Brunoise, Macédoine, Jardinière and Paysanne) f) slicing g) trimming h) grating <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 227

Cook and finish basic fish dishes (2FC1)

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

Unit aim

This unit is about cooking and finishing basic fish dishes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cook basic fish dishes
2. Understand how to cook basic fish dishes
3. Be able to finish basic fish dishes
4. Understand how to finish basic fish dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 227 Cook and finish basic fish dishes (2FC1)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook basic fish dishes

The learner can:

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

What you must cover:

- | | |
|--|--|
| <ol style="list-style-type: none">1. Fish<ol style="list-style-type: none">a) White fish – roundb) White fish – flatc) Oilyd) Pre-portioned fish | <ol style="list-style-type: none">2. Cooking by:<ol style="list-style-type: none">a) Frying<ul style="list-style-type: none">• deep• shallowb) Grillingc) Poachingd) Bakinge) Steaming |
|--|--|

Outcome 2 Understand how to cook basic fish dishes

The learner can:

- K1. Describe how to check fish meets dish requirements
- K2. Describe what quality points to look for in fish
- K3. Describe what to do if there are any problems with the fish or other ingredients
- K4. State the correct tools and equipment to carry out different cooking methods
- K5. State why it is important to use the correct tools and equipment
- K6. Describe how to carry out different cooking methods according to dish requirements
- K7. State why it is important to use the correct techniques for each type of fish
- K8. State the correct temperature for cooking fish and why these are important to cook fish
- K9. State healthy eating options when cooking fish

Outcome 3 Be able to finish basic fish dishes

The learner can:

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

Outcome 4 Understand how to finish basic fish dishes

The learner can:

- K10. Describe how to carry out different finishing methods
- K11. Describe how to correct a fish dish to make sure it has correct colour, consistency and flavour
- K12. State the correct temperatures for holding and serving fish dishes
- K13. State healthy eating options when finishing fish dishes

Unit 227 Cook and finish basic fish dishes (2FC1)

Learning outcomes and assessment criteria

Unit 2FC1	Cook and finish basic fish dishes
What you must DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1- 4 and 5, 6 by directly observing the candidate's work.</p> <p>For assessment criteria 7, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from fish <ul style="list-style-type: none"> a) white fish – round b) white fish – flat c) oily d) pre-portioned fish • at least three from cooking by <ul style="list-style-type: none"> a) frying <ul style="list-style-type: none"> ○ deep ○ shallow b) grilling c) poaching d) baking e) steaming <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 228

Cook and finish basic shellfish dishes (2FC2)

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

Unit aim

This unit is about cooking and finishing basic shellfish dishes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cook basic shellfish dishes
2. Understand how to cook basic shellfish dishes
3. Be able to finish basic shellfish dishes
4. Understand how to finish basic shellfish dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 228 Cook and finish basic shellfish dishes (2FC2)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook basic shellfish dishes

The learner can:

1. Check the shellfish meets dish requirements
2. Choose and use tools and equipment correctly
3. Combine shellfish with other ingredients
4. Cook shellfish to meet requirements of the dish

What you must cover:

1. **Shellfish**
 - a) Prawns
 - b) Shrimps
 - c) Mussels, cockles and clams
2. **Cooking by:**
 - a) Boiling
 - b) Frying
 - deep
 - shallow
 - c) Grilling

Outcome 2 Understand how to cook basic shellfish dishes

The learner can:

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

Outcome 3 Be able to finish basic shellfish dishes

The learner can:

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

Outcome 4 Understand how to finish basic shellfish dishes

The learner can:

- K10. Describe how to carry out different finishing methods
- K11. Describe how to ensure that a shellfish dish has the correct colour, consistency and flavour
- K12. State the correct temperatures for hold and serving shellfish dishes
- K13. State healthy eating options when finishing shellfish

Unit 228 Cook and finish basic shellfish dishes (2FC2)

Evidence requirements

Unit 2FC2	Cook and finish basic shellfish dishes
What you must DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1- 4, 5 and 7 by directly observing the candidate's work.</p> <p>For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from shellfish <ul style="list-style-type: none"> a) prawns b) shrimps c) mussels, cockles and clams • at least two from cooking by (candidates are only required to be observed on one from frying – either deep or shallow) <ul style="list-style-type: none"> a) boiling b) frying (deep/shallow) c) grilling <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 229

Cook and finish basic meat dishes (2FC3)

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

Unit aim

This unit is about cooking and finishing basic meat dishes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cook basic meat dishes
2. Understand how to cook basic meat dishes
3. Be able to finish basic meat dishes
4. Understand how to finish basic meat dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 229 Cook and finish basic meat dishes (2FC3)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook basic meat dishes

The learner can:

1. Check meat for type, cut, quantity and quality
2. Choose and use tools and equipment correctly
3. Combine meat with other ingredients
4. Cook meat to meet the requirements of the dish

What you must cover:

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

Outcome 2 Understand how to cook basic meat dishes

The learner can:

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

Outcome 3 Be able to finish basic meat dishes

The learner can:

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

Outcome 4 Understand how to finish basic meat dishes

The learner can:

- K11. Describe how to correct a meat dish to meet finishing requirements
- K12. Describe how to carry out different finishing methods
- K13. State the correct temperatures for holding and serving meat dishes
- K14. State healthy eating options when finishing meat

Unit 229 Cook and finish basic meat dishes (2FC3)

Evidence requirements

Unit 2FC3	Cook and finish basic meat dishes
<p>What you must DO for outcome 1</p>	<p>The assessor <u>must</u> assess assessment criteria 1- 4, 5 and 7 by directly observing the candidate's work.</p> <p>For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for outcome 1</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least five from cooking by <ul style="list-style-type: none"> a) grilling (over and under fire) b) griddling c) frying (shallow/stir) d) braising e) stewing f) roasting g) combining cooking methods <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 230

Cook and finish basic poultry dishes (2FC4)

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

Unit aim

This unit is about cooking and finishing basic poultry dishes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cook basic poultry dishes
2. Understand how to cook basic poultry dishes
3. Be able to finish basic poultry dishes
4. Understand how to finish basic poultry dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 230 Cook and finish basic poultry dishes (2FC4)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook basic poultry dishes

The learner can:

1. Check the poultry meets dish requirements
2. Choose and use tools and equipment correctly
3. Combine poultry with other ingredients
4. Cook poultry to meet the requirements of the dish

What you must cover:

1. **Poultry**
 - a) Whole birds
 - b) Poultry portions
2. **Cooking**
 - a) Grilling
 - b) Griddling
 - c) Roasting
 - d) Poaching
 - e) Frying
 - deep
 - shallow
 - sautéing
 - stir
 - f) Steaming
 - g) Braising
 - h) Combining cooking methods

Outcome 2 Understand how to cook basic poultry dishes

The learner can:

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

Outcome 3 Be able to finish basic poultry dishes

The learner can:

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

Outcome 4 Understand how to finish basic poultry dishes

The learner can:

- K10. Describe how to correct a poultry dish to meet finishing requirements
- K11. Describe how to carry out different finishing methods
- K12. State the correct temperatures for holding and serving poultry dishes
- K13. State the correct temperatures for storing poultry dishes not for immediate use
- K14. State healthy eating options when finishing poultry

Unit 230 Cook and finish basic poultry dishes (2FC4)

Evidence requirements

Unit 2FC4	Cook and finish basic poultry dishes
<p>What you must DO for outcome 1</p>	<p>The assessor <u>must</u> assess assessment criteria 1- 4, 5 and 7 by directly observing the candidate's work.</p> <p>For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for outcome 1</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • All from poultry <ul style="list-style-type: none"> a) whole birds b) poultry portions • at least three from cooking by (candidates are only required to be observed on one from frying – deep, shallow, sautéing or stir) <ul style="list-style-type: none"> a) grilling b) griddling c) roasting d) poaching e) frying (deep/shallow/sautéing/stir) f) steaming g) braising h) combining cooking methods <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony</p>

Unit 231

Cook and finish basic game dishes (2FC5)

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

Unit aim

This unit is about cooking and finishing basic game dishes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cook basic game dishes
2. Understand how to cook basic game dishes
3. Be able to finish basic game dishes
4. Understand how to finish basic game dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 231 Cook and finish basic game dishes (2FC5)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook basic game dishes

The learner can:

1. Check the game meets dish requirements
2. Choose and use tools and equipment correctly
3. Combine game with other ingredients
4. Cook game to meet the requirements of the dish

What you must cover:

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

Outcome 2 Understand how to cook basic game dishes

The learner can:

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

Outcome 3 Be able to finish basic game dishes

The learner can:

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

Unit 231 Cook and finish basic game dishes (2FC5)

Learning outcomes and assessment criteria

Outcome 4 Understand how to finish basic game dishes

The learner can:

- K12. Describe how to carry out different finishing methods
- K13. Describe how to correct a game dish to meet dish requirements
- K14. State the correct temperatures for holding and serving game dishes
- K15. State healthy eating options when finishing game dishes

Unit 231 Cook and finish basic game dishes (2FC5)

Evidence requirements

Unit 2FC5	Cook and finish basic game dishes
What you must DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1- 4, 5 and 7 by directly observing the candidate's work.</p> <p>For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • both from game <ul style="list-style-type: none"> a) furred b) feathered • at least four from cooking by <ul style="list-style-type: none"> a) grilling/griddling b) sautéing c) roasting d) combining cooking methods e) shallow frying <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 232

Cook and finish basic offal dishes (2FC6)

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

Unit aim

This unit is about cooking and finishing basic offal dishes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cook basic offal dishes
2. Understand how to cook basic offal dishes
3. Be able to finish basic offal dishes
4. Understand how to finish basic offal dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 232 Cook and finish basic offal dishes (2FC6)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook basic offal dishes

The learner can:

1. Check the offal for type, quantity and quality
2. Choose and use tools and equipment correctly
3. Combine offal with other ingredients

What you must cover:

- | | |
|-------------------|------------------------------|
| 1. Offal | d) Boiling |
| a) Liver | e) Braising |
| b) Kidney | f) Poaching |
| c) Sweetbread | g) Combining cooking methods |
| | h) Baking |
| 2. Cooking by | i) Steaming |
| a) Grilling | j) Bain marie |
| b) Griddling | k) Saut ing |
| c) Shallow frying | |

Outcome 2 Understand how to cook basic offal dishes

The learner can:

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

Outcome 3 Be able to finish basic offal dishes

The learner can:

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

Outcome 4 Understand how to finish basic offal dishes

The learner can:

- K10. Describe how to carry out different finishing methods
- K11. Describe how to correct an offal dishes to meet finishing requirements
- K12. State the correct temperatures for holding and serving offal dishes
- K13. State healthy eating options when finishing offal

Unit 232 Cook and finish basic offal dishes (2FC6)

Evidence requirements

Unit 2FC6	Cook and finish basic offal dishes
<p>What you must DO for outcome 1</p>	<p>The assessor <u>must</u> assess assessment criteria 1- 3, 4 and 6 by directly observing the candidate's work.</p> <p>For assessment criteria 5, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for outcome 1</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from offal <ul style="list-style-type: none"> a) liver b) kidney c) sweetbread • at least five from cooking by <ul style="list-style-type: none"> a) grilling b) griddling c) shallow frying d) boiling e) braising f) poaching g) combining cooking methods h) baking i) steaming j) bain marie k) sautéing <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 233

Cook and finish basic vegetable dishes (2FC7)

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

Unit aim

This unit is about cooking and finishing basic vegetable dishes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cook basic vegetable dishes
2. Understand how to cook basic vegetable dishes
3. Be able to finish basic vegetable dishes
4. Understand how to finish basic vegetable dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 233 Cook and finish basic vegetable dishes (2FC7)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook basic vegetable dishes

The learner can:

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

What you must cover:

1 Vegetables

- a) Roots
- b) Tubers
- c) Bulbs
- d) Flower heads
- e) Fungi
- f) Seeds and pods
- g) Leaves
- h) Stems
- i) Vegetable fruits

b) Boiling

c) Roasting

d) Baking

e) Grilling

f) Braising

g) Frying

- deep

- shallow

- stir

h) Steaming

i) Stewing

j) Combining cooking methods

2. Cooking by

- a) Blanching

Outcome 2 Understand how to cook basic vegetable dishes

The learner can:

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

Unit 233 Cook and finish basic vegetable dishes (2FC7)

Learning outcomes and assessment criteria

Outcome 3 Be able to finish basic vegetable dishes

The learner can:

4. Finish the dish to meet requirements
5. Make sure the dish is at the correct temperature for holding and serving
6. Make sure the dish has the correct colour, flavour, consistency and quantity
7. Safely store any cooked vegetables not for immediate use

Outcome 4 Understand how to finish basic vegetable dishes

The learner can:

- K12. Describe how to finish basic vegetables dishes
- K13. State the correct temperatures for holding and serving vegetable dishes
- K14. State healthy eating options when finishing vegetables dishes

Unit 233 Cook and finish basic vegetable dishes (2FC7)

Evidence requirements

Unit 2FC7	Cook and finish basic vegetables
<p>What you must DO for outcome 1</p>	<p>The assessor <u>must</u> assess assessment criteria 1- 4, 5 and 7 by directly observing the candidate's work.</p> <p>For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for outcome 1</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least eight from vegetables <ul style="list-style-type: none"> a) roots b) tubers c) bulbs d) flower heads e) fungi f) seeds and pods g) leaves h) stems i) vegetable fruits • at least six from cooking by (candidates are only required to be observed on one from frying – deep, shallow or stir) <ul style="list-style-type: none"> a) blanching b) boiling c) roasting d) baking e) grilling f) braising g) frying (deep/shallow/stir) h) steaming i) stewing j) combining cooking methods <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 234

Prepare and cook food to meet the requirements of allergy sufferers (2PR25)

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare and cook food to meet the requirements of allergy sufferers
2. Understand how to prepare and cook food to meet the requirements of allergy sufferers

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 234 Prepare and cook food to meet the requirements of allergy sufferers (2PR25)

Learning outcomes and assessment criteria

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

The learner can:

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

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

The learner can:

- K1. State the main food allergens and those that occur most commonly
- K2. State what food preparation and cooking methods can affect the allergenic content of foods
- K3. Describe the impact that anaphylaxis has upon the lifestyle of people
- K4. Describe the impact that eating particular food stuffs can have upon people who are allergic to them
- K5. Describe how the risk of allergic reaction can be minimised
- K6. State the methods used to prepare and cook food which prevents contamination
- K7. Describe how to effectively communicate information regarding allergens to colleagues

Unit 234

Prepare and cook food to meet the requirements of allergy sufferers (2PR25)

Evidence requirements

Unit 2PR25	Prepare and cook food to meet the requirements of allergy sufferers	
Learning outcomes	Example Assessment Methods	Examples of Evidence
Learning outcome 1 Be able to prepare and cook food to meet the requirements of allergy sufferers	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
Learning outcome 2 Understand how to prepare and cook food to meet the requirements of allergy sufferers	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross reference to Outcome 1

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

Contingencies Outcome 1	Alternative Assessment Methods	Examples of evidence
9. Report any problems or concerns to the appropriate person	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 235

Promote new menu items (2PR27)

Level: 2

UAN: R/601/4966

Credit value: 3

GLH: 24

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to promote new menu items
2. Understand how to promote new menu items

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 235 Promote new menu items (2PR27)

Learning outcomes and assessment criteria

Outcome 1 Be able to promote new menu items

The learner can:

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

Outcome 2 Understand how to promote new menu items

The learner can:

- K1. State why organisations use promotional activities
- K2. Describe the advantages and disadvantages of different types of promotional materials that can be used
- K3. State where promotional material can be obtained from and the organisational requirements for using it
- K4. State when promotional material might commonly be used
- K5. Describe how food items can be promoted by staff when communicating with customers
- K6. State the key features that can be highlighted when describing new/promoted menu items to customers
- K7. State why it is important to know the ingredients contained within new/promoted menu items
- K8. State which customer groups might not be attracted to new/promoted items and why

Unit 235 Promote new menu items (2PR27)

Evidence requirements

Unit 2PR27	Promote new menus items	
Learning outcomes	Example Assessment Methods	Examples of Evidence
Learning outcome 1 Be able to promote menu items	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
Learning Outcome 2 Understand how to promote menu items	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross reference to Outcome 1

Unit 236

Prepare, cook and finish basic hot sauces (2FPC1)

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

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare basic hot sauces
2. Understand how to prepare basic hot sauces
3. Be able to cook basic hot sauces
4. Understand how to cook basic hot sauces
5. Be able to finish basic hot sauces
6. Understand how to finish basic hot sauces

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 236 Prepare, cook and finish basic hot sauces (2FPC1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic hot sauces

The learner can:

1. Check ingredients to make sure that they meet dish requirements
2. Choose and use the correct tools and equipment
3. **Prepare** the **sauce** to meet requirements

Outcome 2 Understand how to prepare basic hot sauces

The learner can:

- K1. Describe the safe and correct use of alcohol in sauces and state why its used
- K2. Describe how to check ingredients meet dish requirements
- K3. State what quality points to look for in sauce ingredients
- K4. Describe what to do if there are problems with the ingredients
- K5. State the correct techniques, tools and equipment required to carry different preparation methods

Outcome 3 Be able to cook basic hot sauces

The learner can:

4. Make sure the sauce has the correct flavour, colour, texture, consistency and finish
5. **Cook** sauce to meet requirements

Outcome 4 Understand how to cook basic hot sauces

The learner can:

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

Outcome 5 Be able to finish basic hot sauces

The learner can:

6. **Finish** the sauce to meet requirements
7. Present the sauce to meet requirements
8. Make sure the sauce is at the correct temperature for holding and serving
9. Safely store any cooked sauce not for immediate use

Unit 236 Prepare, cook and finish basic hot sauces (2FPC1)

Learning outcomes and assessment criteria

Outcome 6 Understand how to finish basic hot sauces

The learner can:

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

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

1. Preparation, cooking and finishing methods:

- a) Weighing/measuring
- b) Chopping
- c) Simmering
- d) Boiling
- e) Make roux
- f) Passing/straining/blending
- g) Skimming
- h) Whisking
- i) Adding cream
- j) Adding thickening agents
- k) Purée
- l) Reducing

2. Sauces

- a) White sauce (béchamel)
- b) Brown sauce (espagnole)
- c) Velouté
- d) Gravy sauce (eg Jus lie, jus roti)
- e) Spiced based sauce (eg Curry gravy)
- f) Purée

Unit 236

Prepare, cook and finish basic hot sauces (2FPC1)

Evidence requirements

Unit 2FPC1	Prepare, cook and finish basic hot sauces
<p>What you must DO for outcome 1, 3, 5</p>	<p>The assessor <u>must</u> assess assessment criteria 1- 3, 4, 5, 6 and 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8 where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for outcome 1, 3, 5</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least six from preparation, cooking and finishing methods <ol style="list-style-type: none"> a) weighing/measuring b) chopping c) simmering d) boiling e) make roux f) passing/straining/blending g) skimming h) whisking i) adding cream j) adding thickening agents k) purée l) reducing <p>Candidates must demonstrate through performance that they can make three of the following sauces, the remaining may be assessed through questioning or witness testimony.</p> <ol style="list-style-type: none"> a) white sauce (béchamel) b) brown sauce (espagnole) c) velouté d) gravy sauce (eg jus lie, jus roti) e) spiced based sauce (eg curry gravy) f) purée <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 237

Prepare, cook and finish basic soups (2FPC2)

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

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare basic soups
2. Understand how to prepare basic soups
3. Be able to cook basic soups
4. Understand how to cook basic soups
5. Be able to finish basic soups
6. Understand how to finish basic soups

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 237 Prepare, cook and finish basic soups (2FPC2)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic soups

The learner can:

1. Check ingredients meet dish requirements
2. Choose and use the correct tools and equipment
3. **Prepare** the **soup** to meet requirements

Outcome 2 Understand how to prepare basic soups

The learner can:

- K1. Describe how to check that the ingredients meet dish requirements
- K2. State what quality points to look for in soup ingredients
- K3. Describe what to do if there are any problems with the ingredients
- K4. State the correct tools and equipment required to carry out different preparation methods
- K5. Describe how to carry out different preparation methods according to dish requirements

Outcome 3 Be able to cook basic soups

The learner can:

4. **Cook** the soup to meet requirements
5. Make sure the soup has the correct flavour, colour, consistency and quantity

Outcome 4 Understand how to cook basic soups

The learner can:

- K6. Describe how cooking methods should be followed to meet dish requirements
- K7. State the importance of using the correct tools, equipment and techniques
- K8. State the correct temperature for cooking soups
- K9. Describe how to identify when soups have the correct colour, flavour, consistency and quantity
- K10. State healthy eating options when making soups

Outcome 5 Be able to finish basic soups

The learner can:

6. **Finish** the soup to meet requirements
7. Present the soup to meet requirements
8. Make sure the dish is at the correct temperature for holding and serving
9. Safely store any cooked soup not for immediate use

Unit 237 Prepare, cook and finish basic soups (2FPC2)

Learning outcomes and assessment criteria

Outcome 6 Understand how to finish basic soups

The learner can:

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

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

1. Preparation, cooking and finishing methods

- a) Weighing/measuring
- b) Chopping
- c) Simmering
- d) Boiling
- e) Passing/straining
- f) Blending/liquidising
- g) Sweating vegetable ingredients

- h) Skimming
- i) Adding cream
- j) Garnishing

2. Soup

- a) Broth
- b) Cream
- c) Purée
- d) Clear

Unit 237 Prepare, cook and finish basic soups (2FPC2)

Evidence requirements

Unit 2FPC2	Prepare, cook and finish basic soups
What you must DO for outcome 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1- 3, 4, 5, 6 and 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least seven from preparation and cooking methods <ol style="list-style-type: none"> a) weighing/measuring b) chopping c) simmering d) boiling e) passing/straining f) blending/liquidising g) sweating vegetable ingredients h) skimming i) adding cream j) garnishing <p>Candidates must demonstrate through performance that they can make three of the following soups, the remaining may be assessed through questioning or witness testimony.</p> <ul style="list-style-type: none"> • broth • cream • purée • clear <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 238

Make basic stocks (2FPC3)

Level: 2
UAN: A/601/5674
Credit value: 3
GLH: 26

Unit aim

This unit is about preparing and cooking basic stocks.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to make basic stocks
2. Know how to make basic stocks

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 238 Make basic stocks (2FPC3)

Learning outcomes and assessment criteria

Outcome 1 Be able to make basic stocks

The learner can:

1. Check ingredients meet requirements
2. Choose and use the correct tools and equipment
3. Prepare and cook stock to meet requirements
4. Make sure stock has correct flavour, colour and quantity
5. Present stock to meet requirements
6. Make sure stock is at the correct temperature for holding
7. Safely store any cooked stock not for immediate use

What you must cover:

- | | |
|--|-----------------|
| 1. Preparation and cooking methods: | 2. Stock |
| a) Weighing and measuring | a) Vegetable |
| b) Browning/roasting | b) Chicken |
| c) Simmering | c) Fish |
| d) Boiling | d) Game |
| e) Skimming | e) Beef |
| f) Straining | |

Outcome 2 Know how to make basic stocks

The learner can:

- K1. Describe how to check the ingredients meet requirements
- K2. State what quality points to look for in stock ingredients
- K3. State what to do if there are any problems with the ingredients
- K4. State the correct techniques, tools and equipment to carry out different preparation methods
- K5. State the correct techniques, tools and equipment to carry out different cooking methods
- K6. Describe how to carry out different preparation methods
- K7. Describe how to carry out different cooking methods
- K8. State the importance of using the correct tools, equipment and techniques
- K9. State the correct temperature for cooking stocks
- K10. State how to identify when stocks have the correct colour, flavour and quantity
- K11. State the correct temperatures for holding and storing stocks
- K12. Describe healthy eating options when making stocks

Unit 238 Make basic stocks (2FPC3)

Evidence requirements

Unit 2FPC3	Make basic stock
What you must DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1- 6 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least five from preparation and cooking methods <ol style="list-style-type: none"> a) weighing and measuring b) browning/roasting c) simmering d) boiling e) skimming f) straining <p>Candidates must demonstrate through performance that they can make three of the following stocks, the remaining may be assessed through questioning or witness testimony.</p> <ul style="list-style-type: none"> • vegetable • chicken • fish • game • beef <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 239

Prepare, cook and finish basic rice dishes (2FPC4)

Level:	2
UAN:	L/601/5680
Credit value:	4
GLH:	33

Unit aim

This unit is about preparing, cooking and finishing basic rice dishes.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare basic rice dishes
2. Understand how to prepare basic rice dishes
3. Be able to cook basic rice dishes
4. Understand how to cook basic rice dishes
5. Be able to finish basic rice dishes
6. Understand how to finish basic rice dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 239 Prepare, cook and finish basic rice dishes (2FPC4)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic rice dishes

The learner can:

8. Check rice and other ingredients meet dish requirements
9. Choose and use the correct tools and equipment
10. Prepare the rice and other ingredients to meet dish requirements
11. Strain and mould the rice as required

Outcome 2 Understand how to prepare basic rice dishes

The learner can:

- K1. Describe how to make sure that the rice and other ingredients meet dish requirements
- K2. State what quality points to look for in different types of rice
- K3. Describe what to do if there are any problems with rice or other ingredients
- K4. State the correct tools and equipment required to carry out different preparation methods

Outcome 3 Be able to cook basic rice dishes

The learner can:

5. **Cook** rice and other ingredients to meet requirements
6. Make sure the rice dish has the correct flavour, colour, texture and quantity

Outcome 4 Understand how to cook basic rice dishes

The learner can:

- K5. State the correct tools and equipment required to carry out different cooking methods
- K6. Describe how to carry out different cooking methods
- K7. State the importance of using the correct tools, equipment and techniques
- K8. Describe how to identify when rice dishes have the correct colour, flavour, texture and quantity
- K9. State healthy eating options when making rice dishes

Unit 239 Prepare, cook and finish basic rice dishes (2FPC4)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish basic rice dishes

The learner can:

7. Present the rice dish to meet requirements
8. Make sure the rice dish is at the correct temperature for holding and serving
9. Safely store any cooked rice dishes not for immediate use

Outcome 6 Understand how to finish basic rice dishes

The learner can:

- K10. State the correct temperatures for holding and serving rice dishes
- K11. Describe how to store cooked rice dishes

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

1. **Rice**
 - a) Long
 - b) Short
 - c) Round
 - d) Brown
 - b) Boiling
 - c) Frying
 - d) Braising
 - e) Steaming
 - f) Stewing
2. **Preparation and cooking methods**
 - a) Soaking and washing
 - g) Baking
 - h) Microwaving

Unit 239 Prepare, cook and finish basic rice dishes (2FPC4)

Evidence requirements

Unit 2FPC4	Prepare, cook and finish basic rice dishes
What you must DO for outcome 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1- 4, 5, 6 and 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER outcome 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from rice <ol style="list-style-type: none"> a) long b) short c) round d) brown • at least five from preparation and cooking methods <ol style="list-style-type: none"> a) soaking and washing b) boiling c) frying d) braising e) steaming f) stewing g) baking h) microwaving <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 240

Prepare, cook and finish basic pasta dishes (2FPC5)

Level:	2
UAN:	A/601/5688
Credit value:	4
GLH:	33

Unit aim

This unit is about preparing, cooking and finishing basic pasta dishes.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare basic pasta dishes
2. Understand how to prepare basic pasta dishes
3. Be able to cook basic pasta dishes
4. Understand how to cook basic pasta dishes
5. Be able to finish basic pasta dishes
6. Understand how to finish basic pasta dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 240 Prepare, cook and finish basic pasta dishes (2FPC5)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic pasta dishes

The learner can:

1. Check the pasta and other ingredients meet dish requirements
2. Choose and use the correct tools and equipment
3. Prepare the pasta and other ingredients to meet dish requirements

Outcome 2 Understand how to prepare basic pasta dishes

The learner can:

- K1. State why it is important to know the ingredients in the pasta dish
- K2. Describe how to check the pasta and other ingredients meet dish requirements
- K3. State what quality points to look for in the dish
- K4. Describe what to do if there are any problems with the pasta or other ingredients
- K5. State the correct tools and equipment required to carry out different preparation methods
- K6. Describe how to carry out different preparation methods

Outcome 3 Be able to cook basic pasta dishes

The learner can:

4. **Cook** the pasta and other ingredients to meet dish requirements
5. Make sure the pasta dish has the correct flavour, colour, texture and quantity

Outcome 4 Understand how to cook basic pasta dishes

The learner can:

- K7. State the importance of using the correct tools, equipment and techniques
- K8. Describe how to carry out different cooking methods
- K9. Describe how to identify when pasta dishes have the correct colour, flavour, texture and quantity
- K10. State healthy eating options when making pasta dishes

Unit 240 Prepare, cook and finish basic pasta dishes (2FPC5)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish basic pasta dishes

The learner can:

6. Present and garnish the pasta dish to meet requirements
7. Make sure the pasta dish is at the correct temperature for holding and serving
8. Safely store any cooked pasta dishes not for immediate use

Outcome 6 Understand how to finish basic pasta dishes

The learner can:

- K11. State the correct temperatures for holding and serving pasta dishes
- K12. Describe how to store pasta dishes

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

1. **Pasta**
 - a) Stuffed pasta
 - b) Shaped pasta
 - c) Lasagne
 - d) Dried pasta
 - e) Fresh pasta
2. **Preparation and cooking methods**
 - a) Blanching
 - b) Straining
 - c) Mixing
 - d) Boiling
 - e) Baking
 - f) Combining cooking methods

Unit 240

Prepare, cook and finish basic pasta dishes (2FPC5)

Evidence requirements

Unit 2FPC5	Prepare, cook and finish basic pasta dishes
<p>What you must DO for outcome 1, 3, 5</p>	<p>The assessor <u>must</u> assess assessment criteria 1- 3, 4, 5 and 6 by directly observing the candidate's work.</p> <p>For assessment criteria 7, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for outcome 1, 3, 5</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from pasta <ul style="list-style-type: none"> a) stuffed pasta b) shaped pasta c) lasagne d) dried pasta e) fresh pasta • at least four from preparation and cooking methods <ul style="list-style-type: none"> a) blanching b) straining c) mixing d) boiling e) baking f) combining cooking methods <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 241

Prepare, cook and finish basic pulse dishes (2FPC6)

Level:	2
UAN:	M/601/5719
Credit value:	4
GLH:	33

Unit aim

This unit is about preparing, cooking and finishing basic pulse dishes.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare basic pulse dishes
2. Understand how to prepare basic pulse dishes
3. Be able to cook basic pulse dishes
4. Understand how to cook basic pulse dishes
5. Be able to finish basic pulse dishes
6. Understand how to finish basic pulse dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 241 Prepare, cook and finish basic pulse dishes (2FPC6)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic pulse dishes

The learner can:

1. Check the pulses and other ingredients meet dish requirements
2. Choose and use the correct tools and equipment
3. Prepare the pulse and other ingredients to meet dish requirements
4. Strain the pulses as required

Outcome 2 Understand how to prepare basic pulse dishes

The learner can:

- K1. Describe how to check the pulses and other ingredients meet dish requirements
- K2. State what quality points to look for in different pulses
- K3. Describe what to do if there are problems with pulses or other ingredients
- K4. State the correct tools and equipment required to carry out different preparation methods

Outcome 3 Be able to cook basic pulse dishes

The learner can:

5. Make sure the pulse dish has the correct flavour, colour, texture and quantity
6. Cook the pulses and other ingredients to meet dish requirements

Outcome 4 Understand how to cook basic pulse dishes

The learner can:

- K5. State the correct tools and equipment required to carry out different cooking methods
- K6. Describe how to carry out different cooking methods
- K7. State the importance of using the correct tools, equipment and techniques
- K8. Describe how to identify when pulse dishes have the correct colour, flavour, texture and quantity
- K9. State healthy options when making pulse dishes

Unit 241 Prepare, cook and finish basic pulse dishes (2FPC6)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish basic pulse dishes

The learner can:

7. Present the pulse dish to meet requirements
8. Make sure the pulse dish is at the correct temperature for holding and serving
9. Safely store any cooked pulse dishes not for immediate use

Outcome 6 Understand how to finish basic pulse dishes

The learner can:

- K10. State the correct temperatures for holding and serving pulse dishes
- K11. Describe how to store cooked pulse dishes

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

1. **Pulses**
 - a) Beans
 - b) Peas
 - c) Lentils
 - c) Braising
 - d) Steaming
 - e) Purée
 - f) Deep frying
2. **Preparation and cooking methods**
 - a) Soaking and washing
 - b) Boiling
 - g) Stewing
 - h) Baking
 - i) Combining with other ingredients

Unit 241 Prepare, cook and finish basic pulse dishes (2FPC6)

Evidence requirements

Unit 2FPC6	Prepare, cook and finish basic pulse dishes
What you must DO for outcome 1,3, 5	<p>The assessor <u>must</u> assess assessment criteria 1 - 4, 5, 6 and 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1,3, 5	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from pulses <ul style="list-style-type: none"> a) beans b) peas c) lentils • at least four from preparation and cooking methods <ul style="list-style-type: none"> a) soaking and washing b) boiling c) braising d) steaming e) purée f) deep frying g) stewing h) baking i) combining with other ingredients <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 242

Prepare, cook and finish basic vegetable protein dishes (2FPC7)

Level:	2
UAN:	M/601/5722
Credit value:	4
GLH:	33

Unit aim

This unit is about preparing, cooking and finishing basic vegetable protein dishes.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to prepare basic vegetable protein dishes
2. Understand how to prepare basic vegetable protein dishes
3. Be able to cook basic vegetable protein dishes
4. Understand how to cook basic vegetable protein dishes
5. Be able to finish basic vegetable protein dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 242

Prepare, cook and finish basic vegetable protein dishes (2FPC7)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic vegetable protein dishes

The learner can:

1. Check the vegetable protein and other ingredients meet dish requirements
2. Choose and use the correct techniques, tools and equipment
3. Prepare the vegetable protein and other ingredients to meet dish requirements

Outcome 2 Understand how to prepare basic vegetable protein dishes

The learner can:

- K1. State the advantages of using vegetable protein for some customers
- K2. Describe how to check the vegetable protein and other ingredients meet dish requirements
- K3. State what quality points to look for in different vegetable protein
- K4. Describe what to do if there are problems with vegetable protein or other ingredients
- K5. State the correct tools and equipment required to carry out different preparation methods

Outcome 3 Be able to cook basic vegetable protein dishes

The learner can:

4. Make sure the vegetable protein dish has the correct flavour, colour, texture and quantity
5. Cook the vegetable protein and other ingredients to meet dish requirements

Outcome 4 Understand how to cook basic vegetable protein dishes

The learner can:

- K6. State the correct tools and equipment required to carry out different cooking methods
- K7. State the importance of using the correct tools, equipment and techniques
- K8. Describe how to carry out different cooking methods according to dish requirements
- K9. Describe how to identify when vegetable protein dishes have the correct colour, flavour, texture and quantity
- K10. State healthy options when making vegetable protein dishes

Outcome 5 Be able to finish basic vegetable protein dishes

The learner can:

6. Present the vegetable protein dish to meet requirements
7. Make sure the vegetable protein dish is at the correct temperature for holding and serving
8. Safely store any cooked vegetable protein dishes not for immediate use

Unit 242

Prepare, cook and finish basic vegetable protein dishes (2FPC7)

Learning outcomes and assessment criteria

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

1. Vegetable protein

- a) Soya
- b) Quorn
- c) Seitan
- d) Tofu – firm
- e) Tofu - soft

- c) Boiling
- d) Braising
- e) Steaming
- f) Deep frying
- g) Stewing
- h) Straining
- i) Roasting
- j) Baking
- k) Frying
- l) Sautéing

2. Preparation and cooking methods

- a) Soaking
- b) Washing

Unit 242

Prepare, cook and finish basic vegetable protein dishes (2FPC7)

Evidence requirements

Unit 2FPC7	Prepare, cook and finish basic vegetable protein dishes
<p>What you must DO for outcome 1, 3, 5</p>	<p>The assessor <u>must</u> assess assessment criteria 1- 3, 4, 5 and 6, by directly observing the candidate's work.</p> <p>For assessment criteria 7, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for outcome 1, 3, 5</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from vegetable protein <ul style="list-style-type: none"> a) soya b) quorn c) seitan d) firm tofu e) soft tofu • at least six from preparation and cooking methods <ul style="list-style-type: none"> a) soaking b) washing c) boiling d) braising e) steaming f) deep frying g) stewing h) straining i) roasting j) baking k) frying l) sautéing <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 243

Prepare, cook and finish basic egg dishes (2FPC8)

Level: 2
UAN: A/601/5724
Credit value: 3
GLH: 27

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare basic egg dishes
2. Understand how to prepare basic egg dishes
3. Be able to cook basic egg dishes
4. Understand how to cook basic egg dishes
5. Be able to finish basic egg dishes
6. Understand how to finish basic egg dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 243 Prepare, cook and finish basic egg dishes (2FPC8)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic egg dishes

The learner can:

1. Check the eggs and other ingredients meet dish requirements
2. Choose and use the correct tools and equipment
3. Prepare the eggs and other ingredients to meet dish requirements

Outcome 2 Understand how to prepare basic egg dishes

The learner can:

- K1. Describe how to check the eggs and other ingredients meet dish requirements
- K2. Describe what to do if there are problems with eggs or other ingredients
- K3. State the correct tools and equipment required to carry out different preparation methods

Outcome 3 Be able to cook basic egg dishes

The learner can:

4. Make sure the egg dish has the correct flavour, colour, texture and quantity
5. Cook the eggs and other ingredients to meet dish requirements

Outcome 4 Understand how to cook basic egg dishes

The learner can:

- K4. State the correct tools and equipment required to carry out different cooking methods
- K5. State the importance of using the correct tools, equipment and techniques
- K6. Describe how to carry out different cooking methods according to dish requirements
- K7. Describe how to identify when egg dishes have the correct colour, flavour, texture and quantity
- K8. State healthy options when making egg dishes

Unit 243 Prepare, cook and finish basic egg dishes (2FPC8)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish basic egg dishes

The learner can:

6. Present the egg dish to meet requirements
7. Make sure the egg dish is at the correct temperature for holding and serving
8. Safely store any cooked egg dishes not for immediate use
9. Present the egg dish to meet requirements
10. Make sure the egg dish is at the correct temperature for holding and serving
11. Safely store any cooked egg dishes not for immediate use

Outcome 6 Understand how to finish basic egg dishes

The learner can:

- K9. State the correct temperatures for holding and serving egg dishes
- K10. Describe how to finish egg dishes
- K11. Describe how to store cooked egg dishes

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

1. Preparation and cooking methods

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

2. Dish

- a) Omelette
- b) Poached egg

Unit 243

Prepare, cook and finish basic egg dishes (2FPC8)

Evidence requirements

Unit 2FPC8	Prepare, cook and finish basic egg dishes
<p>What you must DO for outcome 1, 3, 5</p>	<p>The assessor <u>must</u> assess assessment criteria 1- 3, 4, 5 and 6 by directly observing the candidate's work.</p> <p>For assessment criteria 7, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for outcome 1, 3, 5</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least five from preparation and cooking methods <ol style="list-style-type: none"> a) boiling b) whisking c) frying d) griddling e) poaching f) baking g) scrambling h) bain marie <p>Candidates must demonstrate through performance that they can make:</p> <ul style="list-style-type: none"> • omelette • poached egg <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 244

Prepare, cook and finish basic bread and dough products (2FPC9)

Level:	2
UAN:	J/601/5774
Credit value:	5
GLH:	39

Unit aim

This unit is about preparing, cooking and finishing basic bread and dough products.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare basic bread and dough products
2. Understand how to prepare basic bread and dough products
3. Be able to cook basic bread and dough products
4. Understand how to cook basic bread and dough products
5. Be able to finish basic bread and dough products
6. Understand how to finish basic bread and dough products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 244 Prepare, cook and finish basic bread and dough products (2FPC9)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic bread and dough products

The learner can:

1. Check the ingredients meet dish requirements
2. Choose and use the correct tools and equipment
3. **Prepare** the ingredients to meet dish requirement

Outcome 2 Understand how to prepare basic bread and dough products

The learner can:

- K1. Describe how to check the ingredients meet dish requirements
- K2. State quality points of ingredients for bread and dough products
- K3. Describe what to do if there are problems with ingredients
- K4. State the correct tools and equipment required to carry out different preparation methods

Outcome 3 Be able to cook basic bread and dough products

The learner can:

4. Make sure the bread and dough product has the correct flavour, colour, texture and quantity
5. Cook the ingredients to meet dish requirements

Outcome 4 Understand how to cook basic bread and dough products

The learner can:

- K5. State the correct tools and equipment required to carry out different cooking methods
- K6. State the importance of using the correct tools, equipment and techniques
- K7. Describe how to carry out different cooking methods according to dish requirements
- K8. Describe how to identify when bread and dough products have the correct colour, flavour, texture and finish
- K9. State healthy options when making bread and dough products

Unit 244 Prepare, cook and finish basic bread and dough products (2FPC9)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish basic bread and dough products

The learner can:

6. Present the bread and dough product to meet requirements
7. Make sure the bread and dough product is at the correct temperature for holding and serving
8. Safely store any cooked bread and dough product not for immediate use

Outcome 6 Understand how to finish basic bread and dough products

The learner can:

- K10. Describe how to carry out different finishing methods
- K11. State the correct temperatures and conditions for holding and serving bread and dough products
- K12. Describe how to store bread and dough products

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

1. **Bread and dough products**
 - a) Enriched dough
 - b) Soda bread dough
 - c) Bread dough
 - d) Naan dough/pitta dough
 - e) Pizza dough
2. **Preparation and cooking methods**
 - a) Weighing/measuring
 - b) Sieving
 - c) Mixing/kneading
 - d) Proving
 - e) Knocking back
 - f) Shaping
 - g) Baking
 - h) Frying
3. **Finishing methods**
 - a) Glazing
 - b) Icing
 - c) Filling
 - d) Decorating

Unit 244

Prepare, cook and finish basic bread and dough products (2FPC9)

Evidence requirements

Unit 2FPC9	Prepare, cook and finish basic bread and dough products
<p>What you must DO for outcome 1, 3, 5</p>	<p>The assessor <u>must</u> assess assessment criteria 1 - 3, 4, 5 and 6 by directly observing the candidate's work.</p> <p>For assessment criteria 7 where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for outcome 1, 3, 5</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from bread and dough products <ol style="list-style-type: none"> a) enriched dough b) soda bread dough c) bread dough d) naan dough/pitta dough e) pizza dough • at least seven from preparation and cooking methods <ol style="list-style-type: none"> a) weighing/measuring b) sieving c) mixing/kneading d) proving e) knocking back f) shaping g) baking h) frying • at least one from finishing methods <ol style="list-style-type: none"> a) glazing b) icing c) filling d) decorating <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 245

Prepare, cook and finish basic pastry products (2FPC10)

Level:	2
UAN:	R/601/5325
Credit value:	5
GLH:	43

Unit aim

This unit is about preparing, cooking and finishing basic pastry products.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to prepare basic pastry products
2. Understand how to prepare basic pastry products
3. Be able to cook basic pastry products
4. Understand how to cook basic pastry products
5. Be able to finish basic pastry products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 245 Prepare, cook and finish basic pastry products (2FPC10)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic pastry products

The learner can:

1. Check the ingredients meet dish requirements
2. Check the ingredients meet quality standards
3. Choose and use the correct tools and equipment
4. Prepare the ingredients to meet dish requirements

Outcome 2 Understand how to prepare basic pastry products

The learner can:

- K1. Describe how to check the ingredients meet dish requirements
- K2. Describe what to do if there are problems with the ingredients
- K3. State why it is important to follow a recipe correctly when preparing pastry products
- K4. State the correct tools and equipment required to carry out different preparation methods
- K5. Describe how to store pastry products after preparation
- K6. Describe how to carry out different preparation methods according to product requirements

Outcome 3 Be able to cook basic pastry products

The learner can:

5. Make sure the pastry has the correct flavour, colour, texture and finish
6. Cook ingredients to meet dish requirements

Outcome 4 Understand how to cook basic pastry products

The learner can:

- K7. State the correct tools and equipment to carry out different cooking methods
- K8. State the importance of using the correct tools, equipment and techniques
- K9. Describe how to carry out different cooking methods according to product requirements
- K10. Describe how to identify when pastry products have the correct colour, flavour, texture and finish
- K11. State healthy options when making pastry products

Unit 245 Prepare, cook and finish basic pastry products (2FPC10)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish basic pastry products

The learner can:

7. Make sure the pastry is at the correct temperature for holding and serving
8. Safely store any cooked pastry not for immediate use
9. Describe how to store pastry products after cooking

What you must cover (Outcome 1/3/5):

- | | |
|-------------------------------|------------------------------|
| 1. Pastry | d) Creaming |
| a) Short | e) Resting |
| b) Sweet | f) Piping |
| c) Suet | g) Rolling |
| d) Choux | h) Laminating/folding |
| e) Puff | i) Cutting/shaping/trimming |
| f) Convenience | j) Lining |
| 2. Preparation methods | 3. Cooking methods |
| a) Weighing/measuring | a) Baking |
| b) Sifting | b) Steaming |
| c) Rubbing in | c) Combining cooking methods |

Unit 245

Prepare, cook and finish basic pastry products (2FPC10)

Evidence requirements

Unit 2FPC10	Prepare, cook and finish basic pastry products
<p>What you must DO for outcome 1, 3, 5</p>	<p>The assessor <u>must</u> assess assessment criteria 1 - 4, 5, 6 and 8 by directly observing the candidate's work.</p> <p>For assessment criteria 7, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for outcome 1, 3, 5</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from pastry <ul style="list-style-type: none"> a) short b) sweet c) suet d) choux e) puff f) convenience • at least six from preparation methods <ul style="list-style-type: none"> a) weighing/measuring b) sifting c) rubbing in d) creaming e) resting f) pipng g) rolling h) laminating/folding i) cutting/shaping/trimming j) lining • at least one from cooking methods <ul style="list-style-type: none"> a) baking b) steaming c) combining cooking methods <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 246

Prepare, cook and finish basic cakes, sponges, biscuits and scones (2FPC11)

Level:	2
UAN:	L/601/5355
Credit value:	5
GLH:	39

Unit aim

This unit is about preparing, cooking and finishing basic cakes, sponges, biscuits and scones.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare basic cakes, sponges, biscuits and scones
2. Understand how to prepare basic cakes, sponges, biscuits and scones
3. Be able to cook basic cakes, sponges, biscuits and scones
4. Understand how to cook basic cakes, sponges, biscuits and scones
5. Be able to finish basic cakes, sponges, biscuits and scones
6. Understand how to finish basic cakes, sponges, biscuits and scones

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 246 Prepare, cook and finish basic cakes, sponges, biscuits and scones (2FPC11)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic cakes, sponges, biscuits and scones

The learner can:

1. Check the ingredients meet dish requirements
2. Choose and use the correct tools and equipment
3. **Prepare** the ingredients to meet **dish** requirements

Outcome 2 Understand how to prepare basic cakes, sponges, biscuits and scones

The learner can:

- K1. Describe how to check the ingredients meet dish requirements
- K2. State what quality points to look for in the ingredients
- K3. Describe what to do if there are problems with the ingredients
- K4. State the correct tools and equipment required to carry out different preparation methods
- K5. Describe how to carry out the necessary preparation methods according to product requirements

Outcome 3 Be able to cook basic cakes, sponges, biscuits and scones

The learner can:

4. **Cook** the product to meet requirements
5. Make sure the product has the correct flavour, colour, texture and quantity

Outcome 4 Understand how to cook basic cakes, sponges, biscuits and scones

The learner can:

- K6. State the correct tools and equipment required to carry out different cooking methods
- K7. Describe how to carry out the necessary cooking methods according to product requirements
- K8. State the importance of using the correct tools, equipment and techniques
- K9. Describe how to identify when cake, sponges, biscuits and scones products have the correct colour, flavour, texture and quantity
- K10. Describe healthy eating options when making cake, sponges, biscuits and scones

Unit 246

Prepare, cook and finish basic cakes, sponges, biscuits and scones (2FPC11)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish basic cakes, sponges, biscuits and scones

The learner can:

6. **Finish** the product to meet requirements
7. Present the product to meet requirements
8. Make sure the product is at the correct temperature for holding and serving
9. Safely store any cooked products not for immediate use

Outcome 6 Understand how to finish basic cakes, sponges, biscuits and scones

The learner can:

- K11. Describe how to present basic cake, sponges, biscuits and scones
- K12. State how to store cake, sponges, biscuits and scones

What you must cover (Outcome 1/3/5):

1. Preparation, cooking and finishing methods

- a) Using ready mix
- b) Weighing/measuring
- c) Creaming/beating
- d) Whisking
- e) Folding
- f) Rubbing in
- g) Greasing
- h) Glazing
- i) Portioning
- j) Piping
- k) Shaping
- l) Baking
- m) Filling

- n) Rolling
- o) Lining
- p) Trimming/icing
- q) Spreading/smoothing
- r) Kneading
- s) Dusting/dredging/sprinkling
- t) Mixing

2. Dishes

- a) Cakes and sponges (eg fruit cake, rock cakes, Victoria sandwich, Swiss roll)
- b) Scones
- c) Biscuits eg shortbread and sponge biscuits

Unit 246 Prepare, cook and finish basic cakes, sponges, biscuits and scones (2FPC11)

Evidence requirements

Unit 2FPC11	Prepare, cook and finish basic cakes, sponges and scones
What you must DO for outcome 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1- 3, 4, 5, 6 and 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least twelve from preparation and cooking methods <ol style="list-style-type: none"> a) using ready mix b) weighing/measuring c) creaming/beating d) whisking e) folding f) rubbing in g) greasing h) glazing i) portioning j) piping k) shaping l) baking m) filling n) rolling o) lining p) trimming/icing q) spreading/smoothing r) kneading s) dusting/dredging/sprinkling t) mixing <p>Candidates must demonstrate through performance that they can make three of the following:</p> <ul style="list-style-type: none"> • cakes and sponges (eg fruit cake, rock cakes, Victoria sandwich, Swiss roll) • scones • biscuits eg shortbread and sponge biscuits <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 247

Prepare, cook and finish basic grain dishes (2FPC12)

Level:	2
UAN:	D/601/5358
Credit value:	4
GLH:	30

Unit aim

This unit is about preparing, cooking and finishing basic grain dishes.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare basic grain dishes
2. Understand how to prepare basic grain dishes
3. Be able to cook basic grain dishes
4. Understand how to cook basic grain dishes
5. Be able to finish basic grain dishes
6. Understand how to finish basic grain dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 247 Prepare, cook and finish basic grain dishes (2FPC12)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic grain dishes

The learner can:

1. Check the **grain** and other ingredients meet dish requirements
2. Choose and use the correct tools and equipment
3. **Prepare** the grain and other ingredients to meet dish requirements

Outcome 2 Understand how to prepare basic grain dishes

The learner can:

- K1. State other foods for which grains can be used as a substitute
- K2. Describe how to check that grain and other ingredients meet dish requirements
- K3. Describe what to do if there are problems with grain or other ingredients
- K4. State what quality points to look for in different types of grain
- K5. State the correct tools and equipment required to carry out different preparation methods

Outcome 3 Be able to cook basic grain dishes

The learner can:

4. Make sure the grain dish has the correct flavour, colour, texture and quantity
5. **Cook** the grain and other ingredients to meet dish requirements

Outcome 4 Understand how to cook basic grain dishes

The learner can:

- K6. State the correct tools and equipment required to carry out different cooking methods
- K7. Describe how to carry out different cooking methods according to dish requirements
- K8. State the importance of using the correct tools, equipment and techniques
- K9. Describe how to identify when grain dishes have the correct colour, flavour, texture and quantity
- K10. State healthy options when making grain dishes

Unit 247 Prepare, cook and finish basic grain dishes (2FPC12)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish basic grain dishes

The learner can:

6. Strain and mould the grain as required
7. Finish and present the grain dish to meet requirements
8. Make sure the grain is at the correct temperature for holding and serving
9. Safely store any cooked grain dishes not for immediate use

Outcome 6 Understand how to finish basic grain dishes

The learner can:

- K11. Describe how to finish grain dishes according to dish requirements
- K12. State the correct temperatures for holding and serving grain dishes
- K13. State how to store cooked grain dishes

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

1. **Grains**
 - a) Barley (pearl and pot)
 - b) Buckwheat
 - c) Corn/maize (polenta)
 - d) Oats
 - e) Millet
 - f) Wheat (bulgar, semolina, couscous)
 - g) Quinoa
2. **Preparation and cooking methods**
 - a) Soaking
 - b) Boiling
 - c) Leaving covered
 - d) Baking

Unit 247 Prepare, cook and finish basic grain dishes (2FPC12)

Evidence requirements

Unit 2FPC12	Prepare, cook and finish basic grain dishes
What you must DO for outcome 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1- 3, 4, 5, 6 and 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from grain <ul style="list-style-type: none"> a) barley (pearl and pot) b) buckwheat c) corn/maize (polenta) d) oats e) millet f) wheat (bulgar, semolina, couscous) g) quinoa • at least three from preparation and cooking methods <ul style="list-style-type: none"> a) soaking b) boiling c) leaving covered d) baking <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 248

Liaise with care team to ensure that an individual's nutritional needs are met (2PR22)

Level: 2
UAN: Y/601/4760
Credit value: 3
GLH: 26

Unit aim

This unit is about working with care team staff to ensure that clients in the care sector and patients in hospitals receive adequate nutrition and fluids through the provision of meals. The unit requires that the individual has a basic knowledge of the nutritional requirements of the general population and how food meets these.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to liaise with care team to ensure that an individual's nutritional needs are met
2. Understand how to liaise with care team to ensure that an individual's nutritional needs are met

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 248 Liaise with care team to ensure that an individual's nutritional needs are met (2PR22)

Learning outcomes and assessment criteria

Outcome 1 Be able to liaise with care team to ensure that an individual's nutritional needs are met

The learner can:

1. Develop relationships with carers that recognises their role and expertise
2. Identify with care team specific nutritional requirements of individuals and groups of customers
3. Ensure that any information gained can be used and explored with carers, gaining clarification on specific points
4. Work with appropriate people to gather information about resources, and options that are available to meet the identified nutritional needs
5. Identify with carers what additional support is needed to ensure nutritional and fluid requirements are met including the consistency, timing and service of food
6. Ensure that customer requirements are recorded and available to authorised people
7. Seek additional help where the needs are outside of scope of personal responsibility and expertise

Outcome 2 Understand how to liaise with care team to ensure that an individual's nutritional needs are met

The learner can:

- K1. Describe the key care roles that operate within the organisation and the need to liaise with them
- K2. State the nutritional requirements that customers may have
- K3. State the appropriate meal options available to support nutritional requirements
- K4. Describe the role of a 'care plan'
- K5. State the significance of meal times and rotated meal times
- K6. Describe how nutritional screening is implemented within the organisation
- K7. Describe what information can be interpreted and used following nutritional screening
- K8. State what quantity of nutrients are typically needed to maintain a good dietary balance

Unit 248

Liaise with care team to ensure that an individual's nutritional needs are met (2PR22)

Evidence requirements

Unit 2PR22	Liaise with care team to ensure that an individual's nutritional needs are met	
Learning outcomes	Example Assessment Methods	Examples of Evidence
1. Be able to liaise with care team to ensure that an individual's nutritional needs are met	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
2. Understand how to liaise with care team to ensure that an individual's nutritional needs are met	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross reference to Outcome 1

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

Contingencies Outcome 1	Alternative Assessment Methods	Examples of evidence
7. Seeking additional help where the needs are outside your scope of responsibility and expertise	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 249

Prepare, cook and finish basic cold and hot desserts (2FPC14)

Level:	2
UAN:	D/601/5361
Credit value:	4
GLH:	36

Unit aim

This unit is about preparing, cooking and finishing basic cold and hot desserts.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare basic cold and hot desserts
2. Understand how to prepare basic cold and hot desserts
3. Be able to cook basic cold and hot desserts
4. Understand how to cook basic cold and hot desserts
5. Be able to finish basic cold and hot desserts
6. Understand how to finish basic cold and hot desserts

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 249

Prepare, cook and finish basic cold and hot desserts (2FPC14)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare basic cold and hot desserts

The learner can:

1. Check the ingredients meet dish requirements
2. Check ingredients to make sure they meet quality requirements
2. Choose and use the correct techniques, tools and equipment
3. **Prepare** ingredients using the correct **preparation methods**

What you must cover:

1. Desserts

- a) Ice cream
- b) Mousse
- c) Egg based
- d) Batter based
- e) Sponge based
- f) Fruit based
- g) Pastry based

2. Preparation methods

- a) Slicing
- b) Creaming
- c) Folding
- d) Moulding
- e) Mixing
- f) Aeration
- g) Addition of flavours/colours
- h) Puréeing
- i) Combining
- j) Portioning
- k) Chilling

Outcome 2 Understand how to prepare basic cold and hot desserts

The learner can:

- K1. State how to store raw ingredients prior to preparation and cooking
- K2. Describe how to check ingredients meet requirements
- K3. Describe what to do if there any problems with the ingredients
- K4. State why time and temperature are important when preparing basic cold and hot desserts
- K5. State what quality points to look for in basic cold and hot desserts
- K6. State the correct tools required to carry out different preparation methods
- K7. Describe how to carry out different preparation methods for basic cold and hot desserts
- K8. State what types of problems can occur when preparing cold and hot desserts and how to correct them

Unit 249 Prepare, cook and finish basic cold and hot desserts (2FPC14)

Learning outcomes and assessment criteria

Outcome 3 Be able to cook basic cold and hot desserts

The learner can:

5. **Cook** ingredients using the correct cooking **methods**
6. Make sure the dessert has the correct colour, flavour, texture and finish

What you must cover

1. **Cooking methods**
 - a) Boiling/poaching
 - b) Stewing
 - c) Baking
 - d) Combination cooking
 - e) Steaming
 - f) Bain marie
 - g) Frying

Outcome 4 Understand how to cook basic cold and hot desserts

The learner can:

- K9. State why time and temperature are important when cooking basic cold and hot desserts
- K10. State the correct tools and equipment required to carry out different cooking methods
- K11. Describe how to carry out different cooking methods for basic cold and hot desserts
- K12. State the importance of using the correct tools, equipment and techniques
- K13. State what types of problems can occur when cooking cold and hot desserts and how to correct them
- K14. Describe how to identify when cold and hot desserts have the correct colour, texture, finish and quantity
- K15. State healthy eating option when making cold and hot desserts

Unit 249

Prepare, cook and finish basic cold and hot desserts (2FPC14)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish basic cold and hot desserts

The learner can:

7. Finish the dessert to meet requirements
4. Make sure the dessert is at the correct temperature for holding and serving
5. Safely store any prepared desserts not for immediate use

What you must cover:

1. Finishing methods

- a) Filling
- b) Glazing
- c) Piping
- d) Garnishing

Outcome 6 Understand how to finish basic cold and hot desserts

The learner can:

- K16. Describe how to carry out different finishing methods
- K17. State the importance of storing hot and cold desserts at the correct temperature
- K18. State how to store prepared cold and hot desserts

Unit 249

Prepare, cook and finish basic cold and hot desserts (2FPC14)

Evidence requirements

Unit 2FPC14	Prepare cook and finish basic cold and hot desserts
<p>What you must DO for outcome 1, 3, 5</p>	<p>The assessor <u>must</u> assess assessment criteria 1- 4, 5, 6 and 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for outcome 1, 3, 5</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from dessert <ul style="list-style-type: none"> a) ice cream b) mousse c) egg-based d) batter-based e) sponge-based f) fruit-based g) pastry-based • at least five from preparation methods <ul style="list-style-type: none"> a) slicing b) creaming c) folding d) moulding e) mixing f) aeration g) addition of flavours/colours h) puréeing i) combining j) portioning k) chilling • at least two from cooking methods <ul style="list-style-type: none"> a) boiling/poaching b) stewing c) baking d) combination cooking e) steaming f) bain marie g) frying • at least one from finishing methods <ul style="list-style-type: none"> a) filling b) glazing c) piping d) garnishing <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 250

Prepare and present food for cold presentation (2FPC15)

Level: 2
UAN: M/601/5364
Credit value: 4
GLH: 35

Unit aim

This unit is about preparing and presenting cold products such as salads, bread products, pies, patés and cure meats. It also covers the holding of such foods to maintain effective food safety.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare and present food for cold presentation
2. Understand how to prepare and present food for cold presentation

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 250

Prepare and present food for cold presentation (2FPC15)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and present food for cold presentation

The learner can:

1. Check the food and **garnish ingredients** meet requirements
2. Choose and use tools and equipment correctly
3. Prepare **food products** using the correct **preparation methods**
4. Make sure the food products have the correct flavour, colour, texture and quantity
5. Garnish and present the food products to meet requirements
6. Safely store any prepared food products not for immediate consumption

What you must cover:

1. **Food products**
 - a) Bread products
 - b) Salads
 - c) Pre-prepared pies
 - d) Cooked red/white meat
 - e) Fish
 - f) Pre-prepared terrines
 - g) Pre-prepared patés
 - h) Cured meats
 - i) Shellfish
 - j) Vinaigrette
 - k) Cold sauces
2. **Garnish ingredients**
 - a) Fruit
 - b) Vegetables
 - c) Herbs
3. **Preparation methods**
 - a) Slicing
 - b) Dressing
 - c) Garnishing
 - d) Portioning
 - e) Whisking
 - f) Combining ingredients

Outcome 2 Understand how to prepare and present food for cold presentation

The learner can:

- K1. Describe how to check that the food products and garnish ingredients meet requirements
- K2. State what quality points to look for in presentation of cooked, cured and prepared foods
- K3. Describe what to do if there are any problems with the food products or garnish ingredients
- K4. State the correct tools and equipment required to carry out different preparation methods
- K5. State the importance of using the correct tools, equipment and techniques
- K6. Describe how to prepare the food products and garnish ingredients for cold presentation
- K7. Describe how to produce basic vinaigrette and cold sauces
- K8. Describe how to identify when food products have the correct colour, flavour, texture and quantity
- K9. State why time and temperature are important when preparing cooked, cured and prepared food for presentation
- K10. State why cooked, cured and prepared foods should be stored at the required temperature before presentation
- K11. State healthy eating options when preparing and presenting food for cold presentation

Unit 250

Prepare and present food for cold presentation (2FPC15)

Evidence requirements

Unit 2FPC15	Prepare and present food for cold presentation
What you must DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1- 5 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least six from food products <ul style="list-style-type: none"> a) bread products b) salads c) pre-prepared pies d) cooked red/white meat e) fish f) pre-prepared terrines g) pre-prepared patés h) cured meats i) shellfish j) vinaigrette k) cold sauces • at least two from garnish ingredients <ul style="list-style-type: none"> a) fruit b) vegetables c) herbs • at least four from preparation methods <ul style="list-style-type: none"> a) slicing b) dressing c) garnishing d) portioning e) whisking f) combining ingredients <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 251

Deal with communications as part of the reception function (2FOH1)

Level:	2
UAN:	F/601/5109
Credit value:	3
GLH:	21

Unit aim

This unit is about dealing with incoming communications – for example taking telephone calls and emails, and taking accurate messages and passing them on. It also covers dealing with outgoing communications – for example making telephone calls and leaving messages where appropriate.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to deal with incoming communications
2. Know how to deal with incoming communications
3. Be able to deal with outgoing communications
4. Know how to deal with outgoing communications

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 251 Deal with communications as part of the reception function (2FOH1)

Learning outcomes and assessment criteria

Outcome 1 Be able to deal with incoming communications

The learner can:

1. Deal with **communications** promptly, politely and in line with organisational style
6. Identify the person, find out what their needs are and deal with these correctly
7. Answer **enquiries** accurately without giving any confidential information
8. Record clear and accurate messages and pass them on as requested
9. Deal correctly with any problems

What you must cover:

1. **Communications**
 - a) By telephone
 - b) By letter or fax
 - c) By email
2. **Enquiries**
 - a) Those you can deal with by yourself
 - b) Those that need to be passed/transferred to another person/department

Outcome 2 Know how to deal with incoming communications

The learner can:

- K1. State the range of methods of communication that can be used to communicate with other organisations and people
- K2. Describe how to use the communication equipment in organisation
- K3. State organisational style when communicating with other organisations and people
- K4. State why it is important to deal with everyone politely and helpfully
- K5. Outline the types of unexpected situations and problems that may occur when communicating with others, and how to deal with these
- K6. State why it is important to give only accurate and non-confidential information
- K7. State organisational standards for answering telephone calls, and why these are important
- K8. State why it is important to identify people who make enquiries and establish their needs
- K9. State why it is important to relay messages promptly to those concerned, and the procedures that should be followed

Unit 251 Deal with communications as part of the reception function (2FOH1)

Learning outcomes and assessment criteria

Outcome 3 Be able to deal with outgoing communications

The learner can:

10. Choose the best **method of communication** with the person concerned
11. Use organisations agreed style
12. Communicate in a way that gives a positive impression of self and the organisation
13. State personal identity and explain the reason why contact is being made
14. Give only non-confidential and relevant information to the person that has been contacted
15. Leave clear and accurate messages where needed
16. Deal with any problems correctly

What you must cover:

1. **Methods of communication**
 - a) By telephone
 - b) By letter or fax
 - c) By email

Outcome 4 Know how to deal with outgoing communications

The learner can:

- K10. State the importance of stating personal identity and explaining the purpose of making contact
- K11. State why it is important to give only accurate and non-confidential information
- K12. State why it is important to communicate clearly, using a tone and pace that can be easily understood
- K13. Describe how to communicate both orally and in writing, in a way that gives a positive impression of self and the organisation

Unit 251 Deal with communications as part of the reception function (2FOH1)

Evidence requirements

Unit 2FOH1	Deal with communications as part of the reception function
Outcome 1	Be able to deal with incoming communications
What you must DO for Outcome 1	The assessor must assess assessment criteria 1 - 4 by directly observing the candidate's work. The assessor may assess assessment criteria 5 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • all from communications <ul style="list-style-type: none"> a) by telephone b) by letter or fax c) using email • both from enquiries <ul style="list-style-type: none"> a) those you can deal with self b) those that need to be passed/transferred to another person/department <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to deal with outgoing communications
What you must DO for Outcome 3	The assessor must assess assessment criteria 6 -11 by directly observing the candidate's work. The assessor may assess assessment criteria 12 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 3	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • all from methods of communication <ul style="list-style-type: none"> a) by telephone b) by letter or fax c) using email <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 252

Deal with the arrival of customers (2FOH2)

Level:	2
UAN:	D/601/5120
Credit value:	4
GLH:	32

Unit aim

This unit is about dealing with the arrival of customers, processing their registration documents and promoting the products and services of the organisation. Dealing with the arrival of customers is a vital part of the Front of House role. You are likely to be one of the first people the customer will meet, and you need to portray a professional, efficient and helpful image from the start.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to deal with the arrival of customers
2. Know how to deal with the arrival of customers

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 252 Deal with the arrival of customers (2FOH2)

Learning outcomes and assessment criteria

Outcome 1 Be able to deal with the arrival of customers

The learner can:

1. Correctly identify **customer** requirements
2. Retrieve any customer booking details from the **booking system** and check them with the customer
3. Offer alternatives for any services that are not available as requested
4. Complete the registration document correctly
5. Give accurate **information** which meets customer needs
6. Promote the **services and facilities** of organisation when appropriate
7. Pass on customer details to the relevant departments in line with organisation's procedures

What you must cover:

1. **Customers**
 - a) Customers with routine requirements
 - b) Customers with special requirements
 - c) Customers without advanced bookings
2. **Booking systems**
 - a) Computerised system
 - b) Manual system
3. **Information to customers**
 - a) Location of room
4. **Services and facilities**
 - a) Key security and safety procedures
 - b) Services and facilities available
 - c) Prices
 - d) Special offers and promotions available
 - e) Business facilities
 - f) Leisure facilities
 - g) Food and beverage facilities

Outcome 2 Know how to deal with the arrival of customers

The learner can:

- K1. State organisation's standards for customer care and why these are important
- K2. State organisation's booking procedures, and why it is important to follow these correctly
- K3. State organisation's checking in procedures, and why it is important to follow these
- K4. State basic legal requirements relating to accommodation, goods and services for sale
- K5. Outline the types of unexpected situations and problems that may occur when customers arrive, and how to deal with these
- K6. State why registration documentation must be correctly completed by the customer
- K7. State the specific requirements for registering overseas visitors
- K8. State the organisation's procedure for allocation of rooms
- K9. State why it is important to give accurate information to customers
- K10. State why it is important to correctly identify customers' requirements
- K11. State what registration information must be obtained in order to comply with legislation
- K12. State why all correspondence relating to the booking should be available

Unit 252 Deal with the arrival of customers (2FOH2)

Evidence requirements

Unit 2FOH2	Deal with the arrival of customers
Outcome 1	Be able to deal with the arrival of customers
What you must DO for Outcome 1	<p>The assessor must assess assessment criteria 1, 2, 4, 5 and 6 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 3 and 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from customers <ol style="list-style-type: none"> a) customers with routine requirements b) customers with special requirements c) customers without advanced bookings • at least one from booking systems <ol style="list-style-type: none"> a) computerised system b) manual system • at least four from information to customers <ol style="list-style-type: none"> a) location of room b) key security and safety procedures c) services and facilities available d) prices e) special offers and promotions available • at least one from services and facilities <ol style="list-style-type: none"> a) business facilities b) leisure facilities c) food and beverage facilities <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 253

Deal with bookings (2FOH3)

Level:	2
UAN:	L/601/5100
Credit value:	4
GLH:	30

Unit aim

This unit is about handling booking enquiries and taking bookings from customers. It also covers making amendments (for example, of date and time) to bookings, and keeping records up to date.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to deal with booking enquires
2. Know how to deal with booking enquiries
3. Be able to confirm, cancel and amend bookings
4. Know how to confirm, cancel and amend bookings

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 253 Deal with bookings (2FOH3)

Learning outcomes and assessment criteria

Outcome 1 Be able to deal with booking enquires

The learner can:

1. Be polite and helpful when dealing with **enquiries**
2. Find out what the **customer** needs and give them accurate **information**
3. Take the opportunity to sell other products and services to the customer
4. Invite the customer to make a booking, and take and record their details correctly

What you must cover:

1. **Customers**
 - a) With routine requests
 - b) With special needs
2. **Enquiries**
 - a) Face to face
 - b) Telephone
 - c) Letter or fax
 - d) Email
3. **Information**
 - a) Services and facilities available
 - b) Features and benefits of services and facilities
 - c) Prices
 - d) Special offers and promotions available
- e) On-line booking systems

Outcome 2 Know how to deal with booking enquiries

The learner can:

- K1. State the importance of dealing with customers politely and helpfully at all times
- K2. State why it is important to give accurate spoken and written information to customers
- K3. Outline the types of unexpected situations and problems that may occur with bookings, and how to deal with these
- K4. State basic legal requirements relating to goods and services for sale when receiving, confirming, amending and cancelling booking enquiries
- K5. Describe organisation's booking procedures and systems
- K6. State the importance of up-selling, room/product rates and yield management and how these apply to own work role
- K7. State why it is important to get and record booking details accurately
- K8. State why it is important to take the opportunity to sell products and services

Unit 253 Deal with bookings (2FOH3)

Learning outcomes and assessment criteria

Outcome 3 Be able to confirm, cancel and amend bookings

The learner can:

5. Deal with confirmations in the **booking systems**
6. Identify, check and follow up unconfirmed bookings in the booking system
7. Deal with **booking amendments and cancellations** and maintain records of bookings in line with organisation's procedures

What you must cover:

1. **Customers**
 - a) With routine requests
 - b) With special needs
 - c) On-line systems
2. **Booking systems**
 - a) Computerised systems
 - b) Manual systems
3. **Booking amendments and cancellations**
 - a) Change bookings
 - b) Cancel bookings

Outcome 4 Know how to confirm, cancel and amend bookings

The learner can:

- K9. State organisation's cancellation policies and procedures
- K10. State why confirmations and deposits are required from customers
- K11. State why it is essential to follow up unconfirmed bookings

Unit 253 Deal with bookings (2FOH3)

Evidence requirements

Unit 2FOH3	Deal with bookings
Outcome 1	Be able to deal with booking enquiries
What you must DO for Outcome 1	The assessor must assess assessment criteria 1 - 4 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from customers <ul style="list-style-type: none"> a) with routine requests b) with special needs • at least three from enquiries <ul style="list-style-type: none"> a) face to face b) telephone c) letter or fax d) email e) on-line booking systems • at least two from information <ul style="list-style-type: none"> a) services and facilities available b) features and benefits or services and facilities c) prices d) special offers and promotions available <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to confirm, cancel and amend booking
What you must DO for Outcome 3	The assessor must assess assessment criteria 5 - 7 by directly observing the candidate's work.
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from customer <ul style="list-style-type: none"> a) with routine requests b) with special needs • at least one from booking systems <ul style="list-style-type: none"> a) computerised systems b) manual systems c) on-line systems • one for booking amendments and cancellations <ul style="list-style-type: none"> a) change bookings b) cancel bookings <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 254

Prepare customer accounts and deal with departures (2FOH4)

Level:	2
UAN:	A/601/5125
Credit value:	4
GLH:	30

Unit aim

This unit is about maintaining customer accounts by entering charges and adjustments onto the account. It also covers dealing with departing customers by completing the relevant documentation and procedures, and recording customer comments.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare and maintain customer accounts
2. Understand how to prepare and maintain customer accounts
3. Be able to deal with the departure of customers
4. Understand how to deal with the departure of customers

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 254 Prepare customer accounts and deal with departures (2FOH4)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and maintain customer accounts

The learner can:

1. Enter charges regularly and accurately against customer accounts in the **accounts system**
2. Record any **account adjustments** accurately against customer accounts
3. File and store account documents correctly at all times
4. Present accounts to customer
5. Make sure customer accounts cannot be accessed by unauthorised people

What you must cover:

- | | |
|---------------------------|-------------------------------|
| 1. Account systems | 2. Account adjustments |
| a) Computerised systems | a) Charges |
| b) Manual systems | b) Allowances/discounts |
| c) On-line systems | c) Refunds |
| | d) Deposits/pre-payments |
| | e) Transfers |

Outcome 2 Understand how to prepare and maintain customer accounts

The learner can:

- K1. Describe organisational standards for customer care, and why it is important to follow these
- K2. State the basic legal requirements relating to preparing and maintaining customer accounts
- K3. Describe organisational procedures for customer accounts, and why it is important to follow these
- K4. Explain why customer accounts must be updated regularly with charges and adjustments
- K5. State why it is important to give accurate verbal and written information to customers
- K6. State why customer accounts must be secure from unauthorised access
- K7. Outline the types of unexpected situations and problems that may occur with customer accounts, and how to deal with these correctly

Unit 254 Prepare customer accounts and deal with departures (2FOH4)

Learning outcomes and assessment criteria

Outcome 3 Be able to deal with the departure of customers

The learner can:

6. Prepare documents and other necessary items before the customer departs
7. Present the account to the customer for confirmation
8. Check **customer account** details and request payment as required
9. Complete documentation and deal with it using the correct **account or booking system**
10. Complete all other procedures for customer departures
11. Record customer comments, complaints and suggestions and feed them back to appropriate person or department
12. Promote establishment services and facilities as appropriate

What you must cover:

1. **Customer accounts**
 - a) Those where part payment is required
 - b) Those where full payment is required
 - c) Those where the account does not require immediate settlement
2. **Account or booking system**
 - a) Computerised
 - b) Manual
 - c) On-line systems

Outcome 4 Understand how to deal with the departure of customers

The learner can:

- K8. State the basic legal requirements relating to accommodation, goods and services for sale
- K9. Describe safe and hygienic working practices when dealing with the departure of customers
- K10. State organisational procedures for customer departures
- K11. State why complaints, comments and suggestions should be recorded and fed back to the appropriate person
- K12. State why details of any extra charges should be available to the customer
- K13. Outline the types of unexpected situations and problems that may occur with customer departures and how to deal with these correctly
- K14. Describe opportunities to promote the organisation when the customer is leaving

Unit 254 Prepare customer accounts and deal with departures (2FOH4)

Evidence requirements

Unit 2FOH4	Prepare customer accounts and deal with departures
Outcome 1	Be able to prepare and maintain customer accounts
What you must DO for Outcome 1	The assessor must assess assessment criteria 1 - 5 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from account systems <ul style="list-style-type: none"> a) computerised systems b) manual systems c) on-line systems • at least two from account adjustments <ul style="list-style-type: none"> a) charges b) allowances/discounts c) refunds d) deposits/pre-payments e) transfers <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to deal with the departures of customers
What you must DO for Outcome 3	<p>The assessor must assess assessment criteria 6 - 11 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 12 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from customer account <ul style="list-style-type: none"> a) those where part payment is required b) those where full payment is required c) those where the account does not require immediate settlement • at least one from account or booking system <ul style="list-style-type: none"> a) computerised b) manual c) on-line systems <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 255

Produce documents in a business environment (2FOH5)

Level: 2
UAN: T/601/2482
Credit value: 4
GLH: 15

Unit aim

This unit is about preparing high-quality and attractive documents to agreed layouts, formats, styles to meet agreed deadlines.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the purpose of producing high-quality and attractive documents in a business environment
2. Know the resources and technology available and how to use them when producing documents in a business environment
3. Understand the purpose of following procedures when producing documents in a business environment
4. Be able to prepare for tasks
5. Be able to produce documents to agreed specifications

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from CfA.

Unit 255 Produce documents in a business environment (2FOH5)

Learning outcomes and assessment criteria

Outcome 1 Understand the purpose of producing high-quality and attractive documents in a business environment

The learner can:

- K1 Outline different types of documents that may be produced and the different styles that could be used
- K2 Describe different formats in which text may be presented
- K3 Explain the purpose and benefits of producing high-quality and attractive documents

Outcome 2 Know the resources and technology available and how to use them when producing documents in a business environment

The learner can:

- K4 Describe the types of resources available for producing high-quality and attractive documents
- K5 Outline ways of using different resources to produce documents
- K6 Describe different types of technology available for inputting, formatting and editing text, and their main features

Outcome 3 Understand the purpose of following procedures when producing documents in a business environment

The learner can:

- K7 Explain the benefits of agreeing the purpose, content, style and deadlines for producing documents
- K8 Outline different ways of organising content needed for documents
- K9 Outline ways of integrating and laying out text and non-text
- K10 Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so
- K11 Explain the purpose of storing documents safely and securely, and ways of doing so
- K12 Explain the purpose of confidentiality and data protection when preparing documents
- K13 Explain the purpose and benefits of meeting deadlines

Unit 255 Produce documents in a business environment (2FOH5)

Learning outcomes and assessment criteria

Outcome 4 Be able to prepare for tasks

The learner can:

1. Confirm the purpose, content, style and deadlines for documents

Outcome 5 Be able to produce documents to agreed specifications

The learner can:

2. Prepare resources needed to produce documents
3. Organise the content required to produce documents
4. Make use of technology, as required
5. Format and produce documents to an agreed style
6. Integrate non-text objects into an agreed layout, if required
7. Check texts for accuracy
8. Edit and correct texts, as required
9. Clarify document requirements, when necessary
10. Store documents safely and securely following organisational procedures
11. Present documents to the required format and within the agreed deadlines

Unit 255 Produce documents in a business environment (2FOH5)

Evidence requirements

Learning outcomes	Assessment criteria	Assessment guidance
4.	1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos
5.	2 - 4 9	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	5 - 8 10 , 11	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • documents produced

Unit 256

Use office equipment (2FOH6)

Level: 2
UAN: H/601/2493
Credit value: 4
GLH: 18

Unit aim

This unit is about using a variety of different office equipment following manufacturers' and organisational guidelines

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Know about different types of office equipment and its uses
2. Understand the purpose of following instructions and health and safety procedures
3. Understand how to use equipment in a way that minimises waste
4. Know about the different types of problems that may occur and how to deal with them
5. Understand the purpose of meeting work standards and deadlines
6. Understand the purpose of leaving equipment and the work area ready for the next user
7. Be able to use office equipment

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from CfA.

Unit 256 Use office equipment (2FOH6)

Learning outcomes and assessment criteria

Outcome 1 Know about different types of office equipment and its uses

The learner can:

- K1. Identify different types of equipment and their uses
- K2. Describe the different features of different types of office equipment
- K3. Explain why different types of equipment are chosen for tasks
- K4. Explain the purpose of following manufacturer's instructions when using equipment

Outcome 2 Understand the purpose of following instructions and health and safety procedures

The learner can:

- K5. Explain the purpose of following organisational instructions when using equipment
- K6. Identify health and safety procedures for using different types of equipment
- K7. Explain the purpose of following health and safety procedures when using equipment
- K8. Explain the purpose of keeping equipment clean and hygienic

Outcome 3 Understand how to use equipment in a way that minimises waste

The learner can:

- K9. Give examples of waste when using equipment
- K10. Give examples of ways to reduce waste
- K11. Explain the purpose of minimising waste

Outcome 4 Know about the different types of problems that may occur and how to deal with them

The learner can:

- K12. Give examples of equipment problems
- K13. Explain the purpose of following manufacturer's instructions and organisational procedures when dealing with problems
- K14. Give examples of how to deal with problems

Outcome 5 Understand the purpose of meeting work standards and deadlines

The learner can:

- K15. Explain the purpose of meeting work standards and deadlines when using equipment

Unit 256 Use office equipment (2FOH6)

Learning outcomes and assessment criteria

Outcome 6 Understand the purpose of leaving equipment and the work area ready for the next user

The learner can:

K16. Explain the purpose of leaving equipment and the work area ready for the next user

Outcome 7 Be able to use office equipment

The learner can:

1. Locate and select equipment needed for a task
2. Use equipment following manufacturer's and organisational guidelines
3. Use equipment minimising waste
4. Keep equipment clean and hygienic
5. Deal with equipment problems following manufacturer's and organisational procedures
6. Refer problems, if required
7. Make sure final work product meets agreed requirements
8. Make sure that product is delivered to agreed timescale
9. Make sure equipment, resources and work area are ready for the next user

Unit 256 Use office equipment (2FOH6)

Evidence requirements

Learning outcomes	Assessment criteria	Assessment guidance
7.	1 - 9	<p>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none">• letters• emails• memos

Unit 257

Communicate in a business environment (2FOH7)

Level:	2
UAN:	D/601/2475
Credit value:	3
GLH:	18

Unit aim

This unit is about being able to communicate clearly and accurately, in writing and verbally, with other people in a business environment.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Understand the purpose of planning communication
2. Understand how to communicate in writing
3. Understand how to communicate verbally
4. Understand the purpose of feedback in developing communication skills
5. Be able to plan communication
6. Be able to communicate in writing
7. Be able to communicate verbally
8. Be able to identify and agree ways of developing communication skills

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from CfA.

Unit 257 Communicate in a business environment (2FOH7)

Learning outcomes and assessment criteria

Outcome 1 Understand the purpose of planning communication

The learner can:

- K1. Explain reasons for knowing the purpose of communication
- K2. Explain reasons for knowing the audience to whom the communication is being presented
- K3. Describe different methods of communication
- K4. Describe when to use different methods of communication

Outcome 2 Understand how to communicate in writing

The learner can:

- K5. Identify different sources of information that may be used when preparing written communication
- K6. Describe the communication principles for using electronic forms of written communication in a business environment
- K7. Describe the reasons for using language that suits the purpose of written communication
- K8. Describe ways of organising, structuring and presenting written information so it meets the needs of an audience
- K9. Describe ways of checking for the accuracy of written information
- K10. Explain the purpose of accurate use of grammar, punctuation and spelling
- K11. Explain what is meant by plain English, and why it is used
- K12. Explain the need to proof read and check written work
- K13. Explain how to identify work that is important and work that is urgent
- K14. Describe organisational procedures for saving and filing written communications

Outcome 3 Understand how to communicate verbally

The learner can:

- K15. Describe ways of verbally presenting information and ideas clearly
- K16. Explain ways of making contributions to discussions that help to move them forward
- K17. Describe methods of active listening
- K18. Explain the purpose of summarising verbal communications

Outcome 4 Understand the purpose of feedback in developing communication skills

The learner can:

- K19. Describe ways of getting feedback on communications
- K20. Explain the purpose of using feedback to develop communication skills

Unit 257 Communicate in a business environment (2FOH7)

Learning outcomes and assessment criteria

Outcome 5 Be able to plan communication

The learner can:

1. Identify the purpose of communications and the audience(s)
2. Select methods of communication to be used
3. Confirm methods of communication, as required

Outcome 6 Be able to communicate in writing

The learner can:

4. Find and select information needed for written communications
5. Organise, structure and present information so that it is clear, accurate and meets the needs of the audience
6. Use language that suits the purpose of written communication and the audience
7. Use accurate grammar, spelling and punctuation, and plain English to make sure that meaning is clear
8. Proof read and check written communications and make amendments, as required
9. Confirm what is important and what is urgent
10. Produce written communications to meet agreed deadlines
11. Keep a file copy of written communications sent

Outcome 7 Be able to communicate verbally

The learner can:

12. Verbally present information and ideas to others clearly and accurately
13. Make contributions to discussion(s) that move the discussion forward
14. Actively listen to information given by other people, and make relevant responses
15. Ask relevant questions to clarify own understanding, as required
16. Summarise verbal communication(s) and agree that the correct meaning has been understood

Outcome 8 Be able to identify and agree ways of developing communication skills

The learner can:

17. Get feedback to confirm whether the communication has achieved its purpose
18. Use feedback to identify and agree ways of improving own communication skills

Unit 257 Communicate in a business environment (2FOH7)

Evidence requirements

Learning outcomes	Assessment criteria	Assessment guidance
5.	5.1 - 5.3	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
6.	6.1	Evidence may be supplied via witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • information selected
	6.2 - 6.5 6.7 - 6.8	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • information formatted
	6.6	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
7.	7.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • presentation
	7.2 7.4 - 7.5	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • minutes of meetings
	7.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role

Unit 258

Provide reception services (2FOH9)

Level: 2

UAN: K/601/2480

Credit value: 3

GLH: 15

Unit aim

This unit is about providing a reception service in a business environment, acting as the first point of contact between a business, its clients and the public.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the purpose of reception services in a business environment
2. Understand the procedures to be followed when providing reception services
3. Understand ways of improving reception services and developing own role
4. Provide a reception service

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from CfA.

Unit 258 Provide reception services (2FOH9)

Learning outcomes and assessment criteria

Outcome 1 Understand the purpose of reception services in a business environment

The learner can:

- K1. Explain the purpose of the receptionist role as the first point of contact between the public/client and an organisation
- K2. Explain the purpose of presenting a positive image of self and the organisation
- K3. Explain how to present a positive image of self and the organisation

Outcome 2 Understand the procedures to be followed when providing reception services

The learner can:

- K4. Describe the structure and lines of communication in an organisation
- K5. Explain how the structure in an organisation affects lines of communication
- K6. Explain the purpose of entry, departure, security and confidentiality procedures including own responsibilities
- K7. Explain how to carry out entry, departure, security and confidentiality procedures in a reception area
- K8. Explain the purpose of health and safety procedures when providing a reception service including own responsibilities
- K9. Explain how to carry out health and safety procedures in a reception area
- K10. Describe the emergency procedures and your role within them
- K11. Describe the types of problems that may occur with visitors including conflict and aggression
- K12. Explain ways of dealing with problems and when to refer them to an appropriate colleague

Outcome 3 Understand ways of improving reception services and developing own role

The learner can:

- K13. Explain the purpose of suggesting ideas for improving a reception area
- K14. Explain the purpose of carrying out additional duties if applicable and give examples

Outcome 4 Provide a reception service

The learner can:

- 1. Present a positive image of self and the organisation
- 2. Provide individuals with requested information and other useful information within guidelines on confidentiality
- 3. Follow entry and exit security procedures, if required
- 4. Follow relevant health and safety procedures
- 5. Deal with problems that may occur, if necessary
- 6. Refer problems, as required
- 7. Make sure a reception area gives a positive image of the organisation
- 8. Make suggestions for improving a reception area, as required
- 9. Follow organisational procedures in the event of an accident or emergency as required
- 10. Look for and complete additional task(s) during quiet periods, as required

Unit 258 Provide reception services (2FOH9)

Evidence requirements

Learning outcomes	Assessment criteria	Assessment guidance
4.	1 - 5 7 9 - 10	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	6 8	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos

Unit 259

Store and retrieve information (2FOH10)

Level: 2
UAN: R/601/2490
Credit value: 3
GLH: 17

Unit aim

This unit is about storing and retrieving information securely and within the confidentiality requirements of the organisation.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand processes and procedures for storing and retrieving information
2. Be able to store information
3. Be able to retrieve information

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from CfA.

Unit 259 Store and retrieve information (2FOH10)

Learning outcomes and assessment criteria

Outcome 1 Understand processes and procedures for storing and retrieving information

The learner can:

- K1. Explain the purpose of storing and retrieving required information
- K2. Describe different information systems and their main features
- K3. Explain the purpose of legal and organisational requirements for the security and confidentiality of information
- K4. Explain the purpose of confirming information to be stored and retrieved
- K5. Describe ways of checking information for accuracy
- K6. Explain the purpose of checking information for accuracy
- K7. Explain the purpose of providing information to agreed format and timescales
- K8. Describe the types of information that may be deleted
- K9. Describe problems that may occur with information systems and how to deal with them, when necessary

Outcome 2 Be able to store information

The learner can:

- 1. Identify, confirm and collect information to be stored
- 2. Follow legal and organisational procedures for security and confidentiality of information to be stored
- 3. Store information in approved locations
- 4. Check and update stored information, if required
- 5. Delete stored information, if required
- 6. Deal with, or refer problems, if required

Outcome 3 Be able to retrieve information

The learner can:

- 7. Confirm and identify information to be retrieved
- 8. Follow legal and organisational procedures for security and confidentiality of information
- 9. Locate and retrieve the required information
- 10. Check and update information, if required
- 11. Provide information in the agreed format and timescale
- 12. Deal with or refer to problems if required

Unit 259 Store and retrieve information (2FOH10)

Evidence requirements

Learning outcomes	Assessment criteria	Assessment guidance
2.	1 - 6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • information
	2 - 5	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
3.	7 9 - 12	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • information
	8	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role

Unit 260

Handle mail and book external services (2FOH8)

Level: 2
UAN: M/601/5123
Credit value: 3
GLH: 28

Unit aim

This unit is about collecting, sorting and distributing mail and booking external services such as transport.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to handle mail and messages
2. Know how to handle mail and messages
3. Be able to book external services
4. Know how to book external services

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 260 Handle mail and book external services (2FOH8)

Learning outcomes and assessment criteria

Outcome 1 Be able to handle mail and messages

The learner can:

1. Collect **mail** and **messages**
17. Sort and distribute mail and messages to the correct person or place
18. Deal with mail and messages which have not been collected and distributed in line with workplace procedures
19. Make sure that mail and messages are kept secure

What you must cover:

- | | |
|---|----------------------------|
| 1. Mail | 2. Messages |
| a) letters | a) faxes |
| b) parcels | b) emails |
| c) registered or courier-delivered post | c) typed/handwritten memos |
| d) electronic | |

Outcome 2 Know how to handle mail and messages

The learner can:

- K1. State why it is important to communicate politely and helpfully
- K2. State the legal requirements for handling mail and messages
- K3. Describe safe and hygienic working practices when handling mail, messages and written communications
- K4. Describe organisation's procedures for handling and distributing mail and why these are important
- K5. State why suspicious items should be reported immediately
- K6. Explain why written communications should be secured against unauthorised access
- K7. State what the procedures are for recoding delivery and registered mail
- K8. Outline the types of unexpected situations and problems that may occur and how to deal with these

Unit 260 Handle mail and book external services (2FOH8)

Learning outcomes and assessment criteria

Outcome 3 Be able to book external services

The learner can:

5. Identify customer needs and requirements
6. Identify organisations correctly and contact them as requested
7. Book **services** which meet customer needs
8. Provide customers with accurate details of the booking and of any alternatives
9. Follow organisation's procedures for booking services

What you must cover:

1. **Services**
 - a) Transport
 - b) Deliveries
 - c) Entertainment

Outcome 4 Know how to book external services

The learner can:

- K9. State the types of services that might be asked to be booked and the procedures that should be followed
- K10. State why it is important to give accurate verbal and written information to customers
- K11. State why confirmation and deposits are required from customers
- K12. Outline the types of unexpected situations and problems that may occur and how to deal with these

Unit 260 Handle mail and book external services (2FOH8)

Evidence requirements

Unit 2FOH8	Handle mail and book external services
Outcome 1	Be able to handle mail and messages
What you must DO for Outcome 1	The assessor must assess assessment criteria 1- 4 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from mail <ul style="list-style-type: none"> a) letters b) parcels c) registered or courier delivered post d) electronic • at least two from messages <ul style="list-style-type: none"> a) faxes b) emails c) typed/handwritten memos <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to book external services
What you must DO for Outcome 3	The assessor must assess assessment criteria 5 - 9 by directly observing the candidate's work.
What you must COVER for Outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from services <ul style="list-style-type: none"> a) transport b) deliveries c) entertainment <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Level:	2
UAN:	M/601/1511
Credit value:	6
GLH:	40

Unit aim

This unit is about what to do when it is difficult to meet customer expectations. Even if the service the learner gives is excellent, some customers experience problems. Part of the learner's job is to help to resolve those problems. There is likely to be a problem if customer expectations are not met. This may be because the customer's expectations involve more than the learner can offer or because service procedures have not been followed. Some problems are reported by customers and sometimes the learner will spot the problem first and resolve it before their customer has even noticed. As soon as the learner is aware of a problem, they need to consider the options and then choose a way to put it right. This unit is particularly important in customer service because many customers judge how good the customer service of the organisation is by the way problems are handled.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Spot customer service problems
2. Pick the best solution to resolve customer service problems
3. Take action to resolve customer service problems
4. Know how to resolve customer service problems

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from ICS.

Unit 261 Resolve customer service problems (2GEN5)

Learning outcomes and assessment criteria

Outcome 1 Spot customer service problems

The learner can:

1. Listen carefully to customers about any problem they have raised
2. Ask customers about the problem to check their understanding
3. Recognise repeated problems and alert the appropriate authority
4. Share customer feedback with others to identify potential problems before they happen
5. Identify problems with systems and procedures before they begin to affect customers

Outcome 2 Pick the best solution to resolve customer service problems

The learner can:

6. Identify the options for resolving a customer service problem
7. Work with others to identify and confirm the options to resolve a customer service problem
8. Work out the advantages and disadvantages of each option for their customer and the organisation
9. Pick the best option for their customer and the organisation
10. Identify for their customer other ways that problems may be resolved if they are unable to help

Outcome 3 Take action to resolve customer service problems

The learner can:

11. Discuss and agree the options for solving the problem with their customer
12. Take action to implement the option agreed with their customer
13. Work with others and their customer to make sure that any promises related to solving the problem are kept
14. Keep their customer fully informed about what is happening to resolve the problem
15. Check with their customer to make sure the problem has been resolved to the customer's satisfaction
16. Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction

Outcome 4 Know how to resolve customer service problems

The learner can:

- K1. Describe organisational procedures and systems for dealing with customer service problems
- K2. Explain how to defuse potentially stressful situations
- K3. Describe how to negotiate
- K4. Identify the limitations of what they can offer their customer
- K5. Describe types of action that may make a customer problem worse and should be avoided

Unit 261 Resolve customer service problems (2GEN5)

Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit. (*Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 – February 2010*)
2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. Your evidence must include examples of resolving problems involving each of the following:
 - a. a problem first identified by customers
 - b. a problem identified within the organisation before it has affected your customer
 - c. a problem caused by differences between your customer's expectations and what your organisation can offer
 - d. a problem caused by a system or procedure failure
 - e. a problem caused by a lack of resources or human error.
5. You must provide evidence that you:
 - a. supplied relevant information when customers have requested it
 - b. supplied relevant information when customers have not requested it
 - c. have used agreed organisational procedures when solving problems
 - d. have made exceptions to usual practice with the agreement of others.

Unit 262

Modify the content of dishes (2PR24)

Level: 2
UAN: F/601/4770
Credit value: 4
GLH: 40

Unit aim

This unit is about modifying food and drink to ensure that it enables consumers to gain the maximum nutritional value from it. Modification may include the consistency, the fat and calorific content.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to modify the content of dishes
2. Understand how to modify the content of dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 262 **Modify the content of dishes (2PR24)**

Learning outcomes and assessment criteria

Outcome 1 Be able to modify the content of dishes

The learner can:

1. Ensure that the preparation and cooking areas and equipment are safe, hygienic and ready for use
2. Prioritise and carry out work in an efficient manner
3. Obtain, and follow, clear and accurate information relating to **dietary requirements**
4. Ensure that the meal has been correctly prepared and cooked to the required stage, and that ingredients are of the type required
5. Incorporate substances to **fortify** the meal at the correct time to meet dish quality requirements
6. Ensure that finish and presentation of **food or drink** meets organisational standards and dietary requirements
7. Ensure food or drink is maintained at the correct temperature until ready for service
8. Store and clearly and accurately label dishes not for immediate use in line with legal requirements relating to temperature control
9. Clean preparation and cooking areas and equipment to organisational and legal standards after use
10. Report any problems to the proper person
11. **Modify** the consistency of food and drink in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices

What you must cover:

1. **Food and drink products**
 - a) Cereals/pulses
 - b) Fruit
 - c) Egg
 - d) Meat
 - e) Soups/stocks/sauces
 - f) Cheese
 - g) Pasta
 - h) Fish
 - i) Vegetables
 - j) Liquids
2. **Dietary requirements**
 - a) Volume
 - b) Consistency
 - c) Aroma
 - d) Appearance
 - e) Nutrient levels
 - f) Texture
 - g) Nutritional balance
 - h) Taste
3. **Modify/fortify**
 - a) Purée
 - b) Mash to a soft form
 - c) Liquidise
 - d) Mince to a soft form
 - e) Smooth
 - f) Add calorific value
 - g) Use thickening agent/texture modification
 - h) Modify the protein
 - i) Modify the fat content
 - j) Modify the sugar/carbohydrate level

Unit 262 **Modify the content of dishes (2PR24)**

Learning outcomes and assessment criteria

Outcome 2 Understand how to modify the content of dishes

The learner can:

- K1. State the main nutrient groups
- K2. State the quantity of nutrients typically needed to maintain a good dietary balance
- K3. Describe what food preparation and cooking methods can affect the dietary content of foods
- K4. Describe how modifying and fortifying food can add or remove vital nutrients
- K5. Describe the importance of maintaining adequate nutritional levels
- K6. State why it is important to follow exact specifications required for consumer given that individual needs may differ
- K7. Describe why different types of consistency of food and drink are necessary for different types of consumer
- K8. State why different consumers may require modified or fortified food and drink
- K9. State what safe working practices should be followed when preparing food for special diets
- K10. Describe why it is important to keep areas and equipment hygienic when modifying and fortify food
- K11. State the main contamination threats when modifying food
- K12. State why time and temperature are important when modifying food
- K13. State why dishes should be stored at required safe temperature before cooking
- K14. State why dishes not for immediate consumption should be cooled rapidly or maintained at a safe temperature after cooking
- K15. State what foods can commonly present problems to those who suffer from severe allergenic reactions
- K16. Describe what actions should be taken when producing food to prevent allergic reactions amongst consumers
- K17. State where to obtain information about allergies
- K18. State what foods or products can be used to modify or fortify dishes
- K19. State whether the dish ingredients contain genetically modified organisms (GMOs) and what the organisational policy is on using GMOs
- K20. Describe what the quality of the food products should be in terms of aroma, texture, taste, and appearance on completion
- K21. Describe the level of consistency commonly required for different modification methods
- K22. State what food types contain high levels of fat, and how to reduce those levels or find alternatives
- K23. State the quantity of fat which should be within the diet
- K24. Describe what the components of glutens are
- K25. State why certain consumers require gluten free diets
- K26. Describe what action to take if dish ingredients are not available

Unit 262 Modify the content of dishes (2PR24)

Evidence requirements

Unit 2PR24	Modify the content of dishes
What you have to DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1, 4, 5, 6, 7 and 9 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 2, 3, 8, 10 and 11 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least five from food and drink products <ol style="list-style-type: none"> a) cereals/pulses b) fruit c) egg d) meat e) soups/stocks/sauces f) cheese g) pasta h) fish i) vegetables j) liquids • at least four from dietary requirements <ol style="list-style-type: none"> a) volume b) consistency c) aroma d) appearance e) nutrient levels f) texture g) nutritional balance h) taste • at least five from modify/fortify: <ol style="list-style-type: none"> a) purée b) mash to a soft form c) liquidise d) mince to a soft form e) smooth f) add calorific value g) use thickening agent/texture modification h) modify the protein i) modify the fat content j) modify the sugar/carbohydrate level <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 263

Provide tourism information services to customers (2FOH11)

Level:	2
UAN:	R/601/5129
Credit value:	5
GLH:	50

Unit aim

Customers visiting your premises will often have a range of enquiries regarding what is available to see and do while they are there. This unit is about providing tourism information to your guests. To do this you must be able to identify what it is your customers want and to source and provide that information.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to work with customers on their tourism information needs
2. Understand how to work with customers on their tourism information needs
3. Be able to seek tourism information and offer advice to customers
4. Understand how to seek tourism information and offer advice to customers

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 263

Provide tourism information services to customers (2FOH11)

Learning outcomes and assessment criteria

Outcome 1 Be able to work with customers on their tourism information needs

The learner can:

1. Politely welcome customers
20. Use open questioning techniques to identify the customer needs
21. Use active listening skills when identify the customer needs
22. Make clear any areas of uncertainty with the customer if appropriate
23. Confirm customer requirements
24. Ensure that the customer is willing to pay for any external tourism information services, if appropriate
25. Focus on the customers needs while recognising other customers that may be waiting

Outcome 2 Understand how to work with customers on their tourism information needs

The learner can:

- K1. State why it is important to be helpful and polite
- K2. Explain when and how to use open question techniques effectively
- K3. State why using active listening skills is helpful to the customer
- K4. State why it is essential to confirm the customer needs
- K5. State why it is important to check the customer is happy with the service and how to deal with any dissatisfaction
- K6. State how to access information and sources
- K7. Describe what tourism information the organisation possesses and where this is stored
- K8. Describe arrangements organisations can negotiate with tourism organisations
- K9. State what information is available without charge and what information is available with a charge
- K10. Describe how to organise the customers in manner that ensures all customers will be dealt with effectively

Outcome 3 Be able to seek tourism information and offer advice to customers

The learner can:

8. Identify **sources** that provide the information required by the customer
9. Ensure that the information identified is accurate, current and relates to the customer
10. Provide relevant information and advice to the customer based on their needs
11. Clearly explain any restrictions with information and or products and services when appropriate
12. Offer information and advice that best fits the customer needs if several options are available
13. Confirm politely with the customer that they have understood the information and advice that has been provided
14. Give customers written and/or printed confirmation of the information they have sought, where appropriate
15. Ensure that the customer is happy with the service provided and politely conclude the customer enquiry

Unit 263

Provide tourism information services to customers (2FOH11)

Learning outcomes and assessment criteria

What you must cover:

1. **Information sources**
 - a) Electronic sources
 - b) Brochures
 - c) Directories
 - d) Timetables
 - e) Maps
 - f) Guidebooks
 - g) External organisations
 - h) Leaflets

Outcome 4 Understand how to seek tourism information and offer advice to customers

The learner can:

- K11. Describe how to access and use a range of different information sources
- K12. List a range of other external organisations that provide tourism information and how to contact them
- K13. Describe company's procedures with regards to booking fees, liabilities and billing customers
- K14. Describe how to effectively structure advice and what limitations there are to the advice provided
- K15. State the relevant parts of the disability discrimination legislation and its implications when giving advice and information to customers
- K16. State the methods available for providing written or printed information to customers
- K17. Describe methods for politely concluding customer interactions

Unit 263

Provide tourism information services to customers (2FOH11)

Evidence requirements

Unit 2FOH11/10	Provide tourism information services to customers
Outcome 1	Work with customers on their tourism information needs
What you must DO for outcome 1	<p>The assessor <u>must</u> assess statements 1, 2, 3 and 5 by directly observing the candidate's work.</p> <p>The assessor may assess statements 4, 6 and 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
Outcome 3	Seek tourism information and offer advice to customers
What you must DO for outcome 3	<p>The assessor <u>must</u> assess statements 8, 9, 10, 13 and 15 by directly observing the candidate's work.</p> <p>The assessor may assess statements 11, 12 and 14 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from information sources <ol style="list-style-type: none"> a) electronic sources b) brochures c) directories d) timetables e) maps f) guidebooks g) external organisations h) leaflets <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 264

Cleaning and servicing a range of housekeeping areas (2HK1)

Level:	2
UAN:	J/601/5015
Credit value:	3
GLH:	28

Unit aim

This unit is about daily cleaning routines. It covers cleaning toilet and bathroom areas, floors, walls and mirrors. It also covers cleaning furnished areas and disposing of both hazardous and non-hazardous waste.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to clean and service toilet and bathroom areas
2. Understand how to clean and service toilet and bathroom areas
3. Be able to clean and service furnished areas
4. Understand how to clean and service furnished areas
5. Be able to dispose of waste
6. Know how to dispose of waste

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 264 Cleaning and servicing a range of housekeeping areas (2HK1)

Learning outcomes and assessment criteria

Outcome 1 Be able to clean and service toilet and bathroom areas

The learner can:

1. **Prepare** bathroom and toilet areas for cleaning
26. Choose the correct cleaning equipment and materials for toilet and bathroom areas
27. Clean toilets and surrounding areas correctly
28. Clean bathroom appliances and surrounding areas correctly
29. Clean floors, walls, mirrors and other areas following correct procedures
30. Identify and report anything that needs maintenance or repair
31. Complete and pass on any records of work, when required
32. Carry out a final check of the area to ensure customer satisfaction

What you must cover

1. **Preparations**
 - a) Use of protective clothing
 - b) Put up hazard signs
 - c) Protect vulnerable surrounding areas

Outcome 2 Understand how to clean and service toilet and bathroom areas

The learner can:

- K1. Describe what to do if customers are present when cleaning rooms
- K2. Explain why it is important to prepare the area and self before cleaning and disposing of waste
- K3. Give examples of the types of items in bathrooms and bedrooms that may need maintenance and repair
- K4. Explain why it is important to report items needing repair and who to report them to
- K5. Identify the types of records that should be kept in relation to cleaning
- K6. Identify why work areas need to be inspected on completion
- K7. State organisational standards for cleaning toilets and bathrooms areas
- K8. State when hazard signs are sometimes needed in preparing the work areas
- K9. State what materials and equipment are used for cleaning different areas of the bathroom and how to choose the correct one
- K10. Describe the types of unexpected situations that may happen when cleaning bathrooms and toilets and how to deal with them

Unit 264 Cleaning and servicing a range of housekeeping areas (2HK1)

Learning outcomes and assessment criteria

Outcome 3 Be able to clean and service furnished areas

The learner can:

33. **Prepare** furnished areas for cleaning
34. Choose the correct cleaning equipment and materials for each part of the area
35. Clean the floor covering according to workplace procedures
36. Clean the furniture according to workplace procedures
37. Clean mirrors, wall covering and any other surfaces and leave the whole area tidy
38. Identify and report anything that needs maintenance or repair
39. Complete and pass on any records of work correctly
40. Carry out a final check of the area to make sure it will satisfy the customer

What you must cover

1. **Preparations**
 - a) Use of protective clothing
 - b) Put up hazard signs
 - c) Protect surrounding areas

Outcome 4 Understand how to clean and service furnished areas

The learner can:

- K11. State organisational standards for cleaning in furnished areas
- K12. Describe safe lifting and carrying techniques and why these should always be used
- K13. State what materials and equipment are used for cleaning different furnished areas and how to choose the correct one
- K14. Explain why certain areas need to be kept secure from unauthorised access
- K15. Describe the types of unexpected situations that may happen when cleaning furnished areas and how to deal with these

Unit 264 **Cleaning and servicing a range of housekeeping areas (2HK1)**

Learning outcomes and assessment criteria

Outcome 5 Be able to dispose of waste

The learner can:

41. Wear appropriate personal protective clothing
42. Prepare the **waste** for despatch making sure it is handled carefully
43. Sanitise waste containers following workplace procedures

What you must cover:

1. **Waste**
 - a) Hazardous waste
 - b) Non-hazardous waste
2. **Collection methods**
 - a) External collection
 - b) Incineration/compression
 - c) Recycling

Outcome 6 Know how to dispose of waste

The learner can:

- K16. Describe how to identify different sorts of waste and how different sorts of waste should be disposed of
- K17. State what materials and equipment are used for waste disposal
- K18. Describe the types of problems and unexpected situations that may happen when disposing of waste and how to deal with these

Unit 264

Cleaning and servicing a range of housekeeping areas (2HK1)

Evidence requirements

Unit 2HK1	Cleaning and servicing a range of housekeeping areas
Outcome 1	Be able to clean and service toilet and bathroom areas
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1- 5 and 8 by directly observing the candidate's work. The assessor may assess assessment criteria 6 and 7 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least one from preparations <ol style="list-style-type: none"> a) use of protective clothing b) put up hazard warning signs c) protect surrounding areas Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.
Outcome 3	Be able to clean and service furnished areas
What you must DO for Outcome 3	The assessor <u>must</u> assess assessment criteria 9 -13 and 16 by directly observing the candidate's work. The assessor may assess assessment criteria 14 and 15 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 3	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least one from preparations <ol style="list-style-type: none"> a) use of protective clothing b) put up hazard warning signs c) protect vulnerable surrounding areas Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.
Outcome 5	Be able to dispose of waste
What you must DO for Outcome 5	The assessor <u>must</u> assess assessment criteria 17 - 19 by directly observing the candidate's work.
What you must COVER for Outcome 5	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least one from waste <ol style="list-style-type: none"> a) hazardous waste b) non-hazardous waste • at least two from collection methods <ol style="list-style-type: none"> a) external collection b) incineration/compression c) recycling Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

Unit 265

Use of different chemicals and equipment in housekeeping (2HK2)

Level:	2
UAN:	D/601/5005
Credit value:	4
GLH:	33

Unit aim

This unit is about choosing the right cleaning chemicals, using the chemicals correctly and disposing of them safely. This unit also covers using manual equipment (such as wet mops, dry mops, dusters and buckets) and electrical equipment (such as suction cleaners and spray extractors).

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to work using different chemicals
2. Understand how to work using different chemicals
3. Be able to work using manual equipment
4. Understand how to work using manual equipment
5. Be able to work using electrical equipment
6. Know how to work using electrical equipment

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 265 Use of different chemicals and equipment in housekeeping (2HK2)

Learning outcomes and assessment criteria

Outcome 1 Be able to work using different chemicals

The learner can:

1. Choose correct **chemicals** for areas going to be cleaned
2. Wear appropriate protective clothing
3. Prepare and use chemicals in line with the manufacturers' instructions, using the correct equipment
4. Store chemicals securely
5. Complete relevant documentation in line with organisational procedures

What you must cover

1. Chemicals

- a) Multi-surface cleaner
- b) Toilet cleaner
- c) Glass cleaner
- d) Air freshener
- e) Polish
- f) Sanitizer
- g) Other

Outcome 2 Understand how to work using different chemicals

The learner can:

- K1. State the basic legal requirements relating to safe working practices when using cleaning chemicals
- K2. Describe the warning signs used on cleaning chemicals containers and what they mean
- K3. State how to select appropriate chemicals for a full range of cleaning jobs
- K4. Explain why it is important to wear protective clothing when using chemicals
- K5. Explain why it is important to follow manufacturers' instructions for cleaning chemicals
- K6. Explain why it is dangerous to mix certain types of chemicals together
- K7. State what might happen if relevant legal requirements for this sort of work are not followed
- K8. Explain why work routines and sequences need to be followed
- K9. Described what precautions should be made to the work area before using chemicals
- K10. State documents that should be completed when using chemicals
- K11. Outline the types of problems and unexpected situations that may happen when preparing and using chemicals and how to deal with these

Unit 265 Use of different chemicals and equipment in housekeeping (2HK2)

Learning outcomes and assessment criteria

Outcome 3 Be able to work using manual equipment

The learner can:

44. Choose correct **equipment** for areas going to be cleaned
45. Prepare areas for cleaning
46. Use equipment safely, correctly and where appropriate using correct chemicals
47. Leave areas clean and tidy and free from debris
48. Store equipment in line with organisational procedures

What you must cover

1. Equipment

- a) Mop systems for wet use
- b) Mop systems for dry use
- c) Colour-coded cloths
- d) Duster
- e) Bucket
- f) Sponge/non-abrasive pad
- g) Brushes
- h) Dustpan
- i) Abrasive pad

Outcome 4 Understand how to work using manual equipment

The learner can:

- K12. State the basic legal requirements relating to safe working practices when using manual cleaning equipment
- K13. Explain how to choose manual cleaning equipment for the types of cleaning to be carried out
- K14. State why it is important to follow manufacturers' instructions for manual equipment
- K15. State why the equipment should be cleaned and stored correctly after use
- K16. Outline the types of problems and unexpected situations that may happen when preparing and using manual cleaning equipment and how to deal with these

Outcome 5 Be able to work using electrical equipment

The learner can:

49. Choose the correct **equipment** and chemicals for the area to be cleaned
50. Check that equipment is safe to use
51. Select and use correct **attachments** for equipment
52. Use equipment, attachments and **chemicals** in line with manufacturers' instructions
53. Store equipment and attachments correctly in line with the manufacturers' instructions

Unit 265 Use of different chemicals and equipment in housekeeping (2HK2)

Learning outcomes and assessment criteria

What you must cover:

1. Equipment

- a) Vacuum cleaners
- b) Suction dryers
- c) Polishers/burnishers
- d) Scrubbers
- e) Spray extractors

2. Attachments

- a) Hard/soft floor attachments
- b) Upholstery attachments
- c) Brushes/pads
- d) Crevice tools

- e) Spray extractors/nozzles

- f) Hoses

3. Chemicals

- a) Carpet shampoo
- b) Foam inhibitor
- c) Spray polish
- d) Floor maintainer
- e) Floor stripper
- f) Degreasers
- g) Greasy stain removers
- h) Non-greasy stain removers
- i) Cleaning granules

Outcome 6 Know how to work using electrical equipment

The learner can:

- K17. State current relevant legislation relating to safe working practices when using cleaning chemicals and electrical equipment
- K18. State the main dangers when using electrical equipment and how to avoid these
- K19. Describe safe handling and lifting techniques
- K20. Explain why safe carrying and lifting techniques should be used
- K21. State what factors need to be taken into account when using electrical equipment
- K22. Describe the types of problems and unexpected situations that may happen when preparing and using electrical cleaning equipment and how to deal with these

Unit 265 Use of different chemicals and equipment in housekeeping (2HK2)

Evidence requirements

Unit 2HK2	Use of different chemicals and equipment
Outcome 1	Be able to work using different chemicals
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1- 5 by directly observing the candidate's work.
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from chemicals <ol style="list-style-type: none"> a) multi-surface cleaner b) toilet cleaner c) glass cleaner d) air freshener e) polish f) sanitizer g) other <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to work using manual equipment
What you must DO for outcome 3	The assessor <u>must</u> assess assessment criteria 6 - 10 by directly observing the candidate's work.
What you must COVER for outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least five from equipment <ol style="list-style-type: none"> a) mop systems for wet use b) mop systems for dry use c) colour-coded cloths d) duster e) bucket f) sponge/non-abrasive pad g) brushes h) dustpan i) abrasive pad <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 5	Work using electrical equipment
What you must DO for outcome 5	The assessor <u>must</u> assess assessment criteria 11- 15 by directly observing the candidate's work.
What you must COVER for outcome 5	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from equipment <ol style="list-style-type: none"> a) vacuum cleaners b) suction dryers c) polishers/burnishers d) scrubbers e) spray extractors

- at least **two** from **attachments**
 - a) hard/soft floor attachments**
 - b) upholstery attachments**
 - c) brushes/pads**
 - d) crevice tools**
 - e) spray extractors/nozzles**
 - f) hoses**
- at least **two** from **chemicals**
 - a) carpet shampoo**
 - b) foam inhibitor**
 - c) spray polish**
 - d) floor maintainer**
 - e) floor stripper**
 - f) degreasers**
 - g) greasy stain removers**
 - h) non-greasy stain removers**
 - i) cleaning granules**

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony. For this unit, the assessor is only required to collect supplementary evidence for:

- two from equipment
- three from attachments
- three from chemicals

Unit 266

Maintain housekeeping supplies (2HK3)

Level: 2
UAN: D/601/5036
Credit value: 3
GLH: 24

Unit aim

This unit is about receiving housekeeping supplies and checking for any discrepancies in deliveries. It also covers storing housekeeping supplies correctly, and issuing the right supplies to other staff.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to receive and check housekeeping supplies
2. Understand how to receive and check housekeeping supplies
3. Be able to store and issue housekeeping supplies
4. Understand how to store and issue housekeeping supplies

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 266 **Maintain housekeeping supplies (2HK3)**

Learning outcomes and assessment criteria

Outcome 1 Be able to receive and check housekeeping supplies

The learner can:

1. Receive deliveries of housekeeping supplies and check that they are not damaged and are within their use-by-date
54. Make sure that deliveries match orders and delivery notes
55. Complete delivery documents accurately
56. Handle and move housekeeping supplies to storage areas safely and without damaging or losing any supplies
57. Keep receiving areas clean, tidy, hygienic and secure

What you must cover:

- | | |
|--|--|
| <ol style="list-style-type: none">1. Deliveriesa) External suppliersb) Internal suppliers | <ol style="list-style-type: none">2. Housekeeping suppliesa) Equipmentb) Materialsc) Customer supplies |
|--|--|

Outcome 2 Understand how to receive and check housekeeping supplies

The learner can:

- K1. State the basic legal requirements relating to safe working practices when handling housekeeping supplies
- K2. State why damaged goods should not be accepted and what to do if they are delivered
- K3. Describe safe lifting and handling techniques and why they are important
- K4. State why it is important to keep receiving areas clean and tidy
- K5. State why receiving areas need to be secure from unauthorised access
- K6. State what procedures to follow when discrepancies in deliveries/delivery documentations have been identified
- K7. State what procedures to follow to handle and transport goods safely to storage areas

Unit 266 **Maintain housekeeping supplies (2HK3)**

Learning outcomes and assessment criteria

Outcome 3 Be able to store and issue housekeeping supplies

The learner can:

6. Store **housekeeping supplies** under the correct **storage conditions**
7. Issue housekeeping supplies ensuring that they are handled in line with manufacturers' instructions
8. Follow stock rotation and issuing procedures
9. Report low levels of housekeeping supplies to the appropriate members of staff
10. Keep storage areas clean, tidy and hygienic, reporting signs of pest infestations immediately
11. Secure storage areas against unauthorised access
12. Refer all tasks outside own area of responsibility to the appropriate member of staff

What you must cover:

- | | |
|---|--|
| <ol style="list-style-type: none">1. Housekeeping supplies<ol style="list-style-type: none">a) Equipmentb) Materialsc) Customer supplies | <ol style="list-style-type: none">2. Storage conditions<ol style="list-style-type: none">a) Lightingb) Ventilationc) Temperatured) Cleanliness |
|---|--|

Outcome 4 Understand how to store and issue housekeeping supplies

The learner can:

- K8. State why storage conditions are important and what effect they have on housekeeping supplies
- K9. State what procedures to follow to correctly and safely store goods
- K10. State why it is important to store housekeeping supplies under the correct conditions
- K11. State why storage areas need to be secure from unauthorised access
- K12. Describe what procedures to follow to proof storage areas from pest infestation
- K13. State why a constant stock of housekeeping supplies should be maintained
- K14. State what the minimum and maximum stock levels are
- K15. State why it is important to maintain accurate and complete records of items received, stored and issued
- K16. State why it is important to separate different kinds of stock, for example food and chemicals
- K17. Outline the types of problems and unexpected situations that may happen when storing goods and how to deal with these

Unit 266 Maintain housekeeping supplies (2HK3)

Evidence requirements

Unit 2HK3	Maintain housekeeping supplies
Outcome 1	Be able to receive and check housekeeping supplies
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1- 5 by directly observing the candidate's work.
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from deliveries <ol style="list-style-type: none"> a) external suppliers b) internal suppliers • at least two from housekeeping supplies <ol style="list-style-type: none"> a) equipment b) materials c) customer supplies <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to store and issue housekeeping supplies
What you must DO for outcome 3	<p>The assessor <u>must</u> assess assessment criteria 6 - 11 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 12 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from housekeeping supplies <ol style="list-style-type: none"> a) equipment b) materials c) customer supplies • at least three from storage conditions <ol style="list-style-type: none"> a) lighting b) ventilation c) temperature d) cleanliness <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 267

Clean, maintain and protect semi-hard and hard floors (2HK4)

Level:	2
UAN:	D/600/6336
Credit value:	4
GLH:	23

Unit aim

This unit is about cleaning semi-hard and hard floors using manual equipment. It covers assessing the amount of cleaning that is required and the selection of appropriate equipment and cleaning agents.

It is also about employing the correct process when cleaning by removing ground-in dirt before applying the appropriate treatment and ensuring, when your work is complete, that the area is left dry.

It also covers the application of protective coatings, burnishing the floor using appropriate electrical equipment and then reinstating the work area when completed.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand how to prepare to clean semi-hard and hard floors
2. Understand how to clean semi-hard and hard floors
3. Understand how to treat semi-hard and hard floors
4. Understand how to protect hard floors
5. Be able to prepare to clean semi-hard and hard floors
6. Be able to clean semi-hard and hard floors
7. Be able to protect hard floors

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from Asset Skills.

Unit 267

Clean, maintain and protect semi-hard and hard floors (2HK4)

Learning outcomes and assessment criteria

Outcome 1 Understand how to prepare to clean semi-hard and hard floors

The learner can:

- K1 State types of semi-hard and hard floors
- K2 Explain the process for preparing to clean hard floors
- K3 State the importance of maintaining personal hygiene when cleaning
- K4 State the importance of removing personal items and where these should be stored
- K5 State the importance of wearing appropriate personal protective equipment and for others to see it being worn
- K6 State the importance of checking health and safety instructions against organisational requirements
- K7 Explain why it is important to follow the checks and restrictions for use of deep cleaning equipment
- K8 State what could happen if the right safety measures are not taken
- K9 State the importance of colour coding
- K10 State factors which would affect how to clean a semi-hard or hard floor

Outcome 2 Understand how to clean semi-hard and hard floors

The learner can:

- K11 State the importance of removing large items of debris by hand before beginning cleaning
- K12 Describe the safe handling techniques which should be used for removing large items of debris
- K13 State methods for removing loose dust and debris
- K14 Explain how to select a method for removing loose dust and debris
- K15 State which containers to put dust and debris into
- K16 Describe how different types of spillages can be identified
- K17 Describe the importance of reporting body fluids and spillages that you cannot identify
- K18 Give reasons why body fluids or spillages that are unidentified should not be cleaned until instructions to do so have been issued
- K19 State methods that could be used to remove spillages
- K20 Explain how to select a method to clean up spillages
- K21 State the importance of disposing of unused cleaning solutions correctly

Outcome 3 Understand how to treat semi-hard and hard floors

The learner can:

- K22 State methods of treatment for semi-hard and hard floors and the most effective and economical to use for the task
- K23 Explain how to select the most appropriate place to carry out test cleans
- K24 Explain why test cleans should be carried out before applying treatments
- K25 Describe the circumstances under which equipment and surfaces should be pre-treated
- K26 Explain why treatments should be applied evenly

Unit 267 Clean, maintain and protect semi-hard and hard floors (2HK4)

Learning outcomes and assessment criteria

K27 State the importance of reporting any stains that cannot be removed

K28 State the importance of leaving the floor:

- neutralised
- free of ground in soil
- free of protective coatings

Outcome 4 Understand how to protect hard floors

The learner can:

K29 State the range of protective coatings available

K30 Describe how to select an appropriate protective coating

K31 Explain how to decide on the number of protective coatings which should be applied

K32 State the importance of applying the coating and burnishing evenly

K33 Describe the correct method of disposing of unused protective coatings

K34 State the importance of putting things back as you found them when cleaning is complete

Outcome 5 Be able to prepare to clean semi-hard and hard floors

The learner can:

1. Prepare the work area and equipment so that the task can be completed efficiently, correctly
2. Select the appropriate personal protective equipment for use when cleaning floors
3. Select the correct equipment for the work area and the most effective treatment to use
4. Report damaged and deteriorated floor surfaces that may require restoration
5. Identify and note any factors that may affect how the floor is cleaned
6. Identify any additional requirements that need to be applied other than supervisors instructions
7. Ventilate the area during cleaning

Outcome 6 Be able to clean semi-hard and hard floors

The learner can:

8. Remove large items of debris and loose dust carefully and safely without causing it to spread
9. Report any bodily fluid or spillages that cannot be identified according to organisational requirements
10. Select a method for clearing up spillages that is correct for:
 - the floor
 - the size of spillage
 - the type of spillage

Unit 267 Clean, maintain and protect semi-hard and hard floors (2HK4)

Learning outcomes and assessment criteria

11. Select equipment and cleaning agents that are right for the floor taking into account the amount of ground-in-soil
12. Soften ground in soil and stains before attempting to remove them
13. Conduct a test clean in an area where marks are least likely to be noticed
14. Apply the treatment safely according to manufacturer's instructions without over wetting or damaging the surface
15. Report stains that cannot be removed
16. Dispose of unused cleaning treatments and waste products in line with organisational requirements

Outcome 7 Be able to protect hard floors

The learner can:

17. Select an appropriate protective coating and equipment for the floor surface
18. Apply the correct number of protective coatings evenly and systematically to the floor, following manufacturer's instructions
19. Leave the floor dry and free of dust
20. Dispose of unused materials correctly and return items to the correct place
21. Dispose of waste correctly
22. Reinstate the work area

Unit 267 Clean, maintain and protect semi-hard and hard floors (2HK4)

Evidence requirements

Cleaning Assessment Guidance Level 2

The primary source of evidence must be by observation in the workplace by an assessor. It is recommended that assessment is holistic where possible. This is referencing the evidence across all the units which it fits. However, other forms of evidence may be used in exceptional instances and these are set out in the principles of assessment and are as follows:

- health and safety considerations
- activities that would cause serious inconvenience or loss to an employer if there was an undue delay in their being carried out
- infrequently occurring activities
- equality of access

In order to provide consistency across awarding organisations and centres the following guidance has been developed. The tables give guidance on the acceptable types of evidence for each unit. **It does not mean that evidence must be provided for each type allowed.**

Suggested evidence types for the headings are as follows:

Observation: direct observation or witness testimony where direct observation is not possible (see Assessment Principles)

Question and Answer: candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning

Simulation/Realistic working environment: should be used as a last resort where allowed. A definition of a realistic working environment is given in the Assessment Principles document.

Unit 267

Clean, maintain and protect semi-hard and hard floors (2HK4)

Evidence requirements

Outcome 1			
AC ref.	O	Q	S
K1.		✓	
K2.		✓	
K3.		✓	
K4.		✓	
K5.		✓	
K6.		✓	
K7.		✓	
K8.		✓	
K9.		✓	
K10.		✓	

Outcome 2			
AC ref.	O	Q	S
K11.		✓	
K12.		✓	
K13.		✓	
K14.		✓	
K15.		✓	
K16.		✓	
K17.		✓	
K18.		✓	
K19.		✓	
K20.		✓	
K21.		✓	

Outcome 3			
AC ref.	O	Q	S
K22.		✓	
K23.		✓	
K24.		✓	
K25.		✓	
K26.		✓	
K27.		✓	
K28.		✓	

Outcome 4			
AC ref.	O	Q	S
K29.		✓	
K30.		✓	
K31.		✓	
K32.		✓	
K33.		✓	
K34.		✓	

Outcome 5			
AC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	
6.	✓	✓	
7.	✓		

Outcome 6			
AC ref.	O	Q	S
8.	✓		
9.	✓	✓	
10.	✓		
11.	✓		
12.	✓	✓	
13.	✓		
14.	✓		
15.	✓	✓	
16.	✓	✓	

Outcome 7			
AC ref.	O	Q	S
17.	✓		
18.	✓		
19.	✓		
20.	✓	✓	
21.	✓	✓	
22.	✓		

O = Observation
 Q = Question & answer
 S = Simulation/RWE

Unit 268

Clean and maintain soft floors and furnishings (2HK5)

Level:	2
UAN:	H/600/6337
Credit value:	4
GLH:	21

Unit aim

This unit is about cleaning soft floors and furnishings, including the removal of stains and applying treatments. The unit will cover a range of specialist methods including: dry suction, pile agitation, bonnet mopping absorption, dry powder extraction, water extraction, dry solvent application, shampooing, pile realignment

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to prepare to clean soft floors and furnishings
2. Understand how to maintain soft floors and furnishings
3. Be able to prepare to maintain soft floors and furnishings
4. Be able to maintain soft floors and furnishings

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from Asset Skills.

Unit 268

Clean and maintain soft floors and furnishings (2HK5)

Learning outcomes and assessment criteria

Outcome 1 Understand how to prepare to clean soft floors and furnishings

The learner can:

- K1 Describe the importance of having an up-to-date cleaning specification and from where it can be obtained
- K2 State the importance of maintaining personal hygiene when cleaning
- K3 State the importance of removing personal items and where these should be stored
- K4 State the importance of wearing the appropriate personal protective equipment and for others to see it being worn
- K5 State the importance of checking health and safety instructions against organisational requirements
- K6 Explain why it is important to follow the checks and restrictions for use of deep cleaning equipment
- K7 Describe how to assess that the material is suitable for the planned treatment

Outcome 2 Understand how to maintain soft floors and furnishings

The learner can:

- K8 State the importance of removing superficial dust and debris before commencing the cleaning process and how this is done
- K9 Describe the best methods and materials for carrying out deep cleaning identifying possible alternatives
- K10 Describe methods of softening ground-in soiling and stains and how to identify when the material is soft enough
- K11 Explain how to select the most appropriate place to carry out test cleans
- K12 Explain why test cleans should be carried out before applying treatments
- K13 Describe the circumstances in which equipment and surfaces should be pre-treated
- K14 Explain why treatments should be applied evenly
- K15 Describe how to clean methodically to reduce dust spreading
- K16 State ways to avoid damaging surfaces and the possible results of any damage
- K17 State the importance of taking precautions in cleaning unsecured items such as rugs
- K18 State the possible dangers of working at heights and how to do so safely
- K19 Describe the importance of removing any excess moisture from the area which has been cleaned

Unit 268 Clean and maintain soft floors and furnishings (2HK5)

Learning outcomes and assessment criteria

Outcome 3 Be able to prepare to maintain soft floors and furnishings

The learner can:

1. Prepare the work area and equipment so that the task can be completed efficiently and safely
2. Examine the material to make sure it is suitable for the planned treatment given the:
 - type of soiling
 - position
 - amount of soiling
3. Identify whether the material is colourfast and shrink resistant
4. Identify and report damaged and deteriorated surfaces that may require restoration
5. Identify and note any factors that may affect how the material is cleaned
6. Identify any additional requirements that need to be applied other than supervisors instructions
7. Identify and move any portable objects that may hinder working
8. Ventilate the area during deep cleaning

Outcome 4 Be able to maintain soft floors and furnishings

The learner can:

9. Remove loose dust and debris before applying the cleaning agent or treatment
10. Soften ground-in-soil and stains before attempting to remove them
11. Conduct a test clean in an area where marks are least likely to be noticed
12. Apply the treatment safely according to manufacturer's instructions without over wetting or damaging the material
13. Assess the treated area and apply more treatment to remove stains safely where necessary
14. Leave surfaces with an even appearance when work is completed
15. Leave the material free of excess moisture and ground in soil when work is completed
16. Dispose of waste correctly
17. Reinststate the work area
18. Report stains that cannot be removed

Unit 268 Clean and maintain soft floors and furnishings (2HK5)

Evidence requirements

Cleaning Assessment Guidance Level 2

The primary source of evidence must be by observation in the workplace by an assessor. It is recommended that assessment is holistic where possible. This is referencing the evidence across all the units which it fits. However, other forms of evidence may be used in exceptional instances and these are set out in the principles of assessment and are as follows:

- health and safety considerations
- activities that would cause serious inconvenience or loss to an employer if there was an undue delay in their being carried out
- infrequently occurring activities
- equality of access

In order to provide consistency across awarding organisations and centres the following guidance has been developed. The tables give guidance on the acceptable types of evidence for each unit. **It does not mean that evidence must be provided for each type allowed.**

Suggested evidence types for the headings are as follows:

Observation: direct observation or witness testimony where direct observation is not possible (see Assessment Principles)

Question and Answer: candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning

Simulation / Realistic working environment: should be used as a last resort where allowed. A definition of a realistic working environment is given in the Assessment Principles document.

Unit 268

Clean and maintain soft floors and furnishings (2HK5)

Evidence requirements

Outcome 1			
AC ref.	O	Q	S
K1.		✓	
K2.		✓	
K3.		✓	
K4.		✓	
K5.		✓	
K6.		✓	
K7.		✓	

Outcome 4			
PA ref.	O	Q	S
9.	✓		
10.	✓	✓	
11.	✓		
12.	✓		
13.	✓	✓	
14.	✓		
15.	✓		
16.	✓		
17.	✓		
18.	✓	✓	

Outcome 2			
AC ref.	O	Q	S
K8.		✓	
K9.		✓	
K10.		✓	
K11.		✓	
K12.		✓	
K13.		✓	
K14.		✓	
K15.		✓	
K16.		✓	
K17.		✓	
K18.		✓	
K19.		✓	

O = Observation
Q = Question & answer
S = Simulation/RWE

Outcome 3			
AC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	
6.	✓	✓	
7.	✓	✓	
8.	✓		

Unit 269

Providing a linen service (2HK6)

Level:	2
UAN:	H/601/5037
Credit value:	3
GLH:	25

Unit aim

This unit is about taking delivery of linen supplies, checking deliveries and completing any relevant forms. The unit also covers storing linen under the correct conditions and using stock rotation procedures.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to receive and check linen
2. Understand how to receive and check linen
3. Be able to store and issue clean linen
4. Understand how to store and issue clean linen

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 269 Providing a linen service (2HK6)

Learning outcomes and assessment criteria

Outcome 1 Be able to receive and check linen

The learner can:

1. Match deliveries of linen supplies orders and delivery notes
58. Complete delivery documentation accurately
59. Report discrepancies with deliveries to the appropriate person
60. Move clean linen safely to the storage area
61. Check linen meets presentation requirements and report any discrepancies to the appropriate person
62. Keep receiving areas clean, tidy, hygienic and secure

What you must cover:

- | | |
|---|--|
| <ol style="list-style-type: none">1. Deliveries<ol style="list-style-type: none">a) Internal linen supplyb) External linen supply | <ol style="list-style-type: none">2. Presentation requirements<ol style="list-style-type: none">a) Cleanb) Free from stainsc) Free from fabric damaged) Folded correctly |
|---|--|

Outcome 2 Understand how to receive and check linen

The learner can:

- K1. State current legislation relating to safe working practices when handling and storing linen
- K2. State why damaged goods should not be accepted
- K3. State what procedures to follow if the amount delivered does not match orders and delivery notes
- K4. Describe what procedures to follow if the linen delivered does not meet the required standards of presentation
- K5. Describe what to do if bed bugs or other infestations are spotted in clean linen
- K6. State why receiving areas should be kept clean, tidy and free from rubbish
- K7. State why linen received should be checked if it is correctly folded

Outcome 3 Be able to store and issue clean linen

The learner can:

7. Store linen supplies under the correct **conditions**
8. Follow stock rotation procedures
9. Issue correct type and quantity of linen to staff
10. Keep accurate and complete records of items received, stored and issued
11. Report signs of missing stock immediately
12. Keep storage areas clean, dry and secure
13. Report any signs of pest infestation immediately

Unit 269 Providing a linen service (2HK6)

Learning outcomes and assessment criteria

What you must cover:

1. Conditions

- a) Lighting
- b) Ventilation
- c) Temperature
- d) Cleanliness

Outcome 4 Understand how to store and issue clean linen

The learner can:

- K8. Explain why storage conditions are important and what effects they have on linen items in storage
- K9. Describe what procedures should be followed to store linen
- K10. Explain why stock rotation procedures are important
- K11. State what procedures should be followed to issue linen items to staff
- K12. Describe why accurate records of clean linen items received, stored and issued should be maintained
- K13. State why it is important to secure linen stores against unauthorised access
- K14. State what procedures should be followed to make sure pest infestation does not occur
- K15. Describe what to do if pest infestation is identified
- K16. Describe the types of problems that may happen when storing linen and how to deal with these

Unit 269 Providing a linen service (2HK6)

Evidence requirements

Unit 2HK6	Providing a linen service
Outcome 1	Receive and check clean linen
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1, 2, 4, 5 and 6 by directly observing the candidate's work. The assessor may assess assessment criteria 3 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least one from deliveries <ul style="list-style-type: none"> a) internal linen supply b) external linen supply • at least three from presentation requirements <ul style="list-style-type: none"> a) clean b) free from stains c) free from fabric damage d) folded correctly <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Store and issue clean linen
What you must DO for Outcome 3	The assessor <u>must</u> assess assessment criteria 7, 8, 9, 10, 12 and 13 by directly observing the candidate's work. The assessor may assess assessment criteria 11 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 3	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least three from conditions <ul style="list-style-type: none"> a) lighting b) ventilation c) temperature d) cleanliness <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 270

Carry out periodic room servicing and deep cleaning (2HK7)

Level:	2
UAN:	K/601/5010
Credit value:	3
GLH:	25

Unit aim

This unit is about carrying out periodic deep cleaning of hotel rooms. It covers activities such as turning mattresses, changing curtains, high dusting, cleaning carpet edges, skirting boards and paintwork.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to carry out periodic room servicing
2. Understand how to carry out periodic room servicing
3. Be able to carry out periodic deep cleaning
4. Understand how to carry out periodic deep cleaning

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 270

Carry out periodic room servicing and deep cleaning (2HK7)

Learning outcomes and assessment criteria

Outcome 1 Be able to carry out periodic room servicing

The learner can:

1. Make sure necessary information about the schedule and requirements for **periodic room servicing** is available
63. Obtain the necessary stock to replace items in the room
64. Carry out the required periodic room servicing
65. Leave the room in the required condition
66. Follow the correct procedures for items that have been replaced
67. Identify and report anything that needs specialist maintenance

What you must cover:

1. **Periodic room servicing**
 - a) Turning mattresses
 - b) Changing curtains and drapes
 - c) Changing other soft furnishings as required

Outcome 2 Understand how to carry out periodic room servicing

The learner can:

- K1. Outline the schedule for periodic room servicing and deep clean in organisation
- K2. State why it is important to follow this schedule
- K3. State why the work area needs to be inspected on completion
- K4. State organisation's quality standards for the appearance and cleanliness of rooms
- K5. State areas and items that may need specialist maintenance and how to report these
- K6. State how to identify items that need replacing and obtain the correct items
- K7. State the correct procedures for dealing with items that have been replaced

Outcome 3 Be able to carry out periodic deep cleaning

The learner can:

68. Make sure necessary information about the schedule and requirements for periodic deep cleaning are available
69. **Prepare** areas for **periodic deep cleaning**
70. Choose the correct cleaning equipment and materials for each part of the area
71. Carry out periodic deep cleaning as required
72. Leave the room in the required condition
73. Identify and report any items that need specialist maintenance

Unit 270 Carry out periodic room servicing and deep cleaning (2HK7)

Learning outcomes and assessment criteria

What you must cover:

1. Preparation

- a) Use of appropriate protective clothing
- b) Move furniture to clean underneath
- c) Protect vulnerable surrounding areas

2. Periodic deep cleaning

- a) High dusting
- b) Vacuuming under furniture and carpet edges
- c) Cleaning shower rails, plug traps, drains, gulleys and behind pedestals
- d) Cleaning pull cords, plugs and switches
- e) Cleaning skirting boards and other paintwork
- f) Cleaning air vents and extractors

Outcome 4 Understand how to carry out periodic deep cleaning

The learner can:

- K8. Outline the preparations needed to carry out periodic deep cleaning and why these are important
- K9. State the equipment and materials needed for periodic deep cleaning and how to obtain them
- K10. Describe how to use the equipment and materials efficiently and safely
- K11. State health and safety requirements for high dusting

Unit 270

Carry out periodic room servicing and deep cleaning (2HK7)

Evidence requirements

Unit 2HK7	Carry out periodic room servicing and deep cleaning
Outcome 1	Be able to carry out periodic room servicing
What you must DO for Outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1- 5 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least one from periodic room servicing <ol style="list-style-type: none"> a) turning mattresses b) changing curtains and drapes c) changing other soft furnishings as required <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to carry out periodic deep cleaning
What you must DO for outcome 3	<p>The assessor <u>must</u> assess assessment criteria 7 - 11 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 12 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from preparations <ol style="list-style-type: none"> a) use of appropriate protective clothing b) move furniture to clean underneath c) protect vulnerable surrounding areas • at least five from periodic deep cleaning <ol style="list-style-type: none"> a) high dusting b) vacuum under furniture and carpet edges c) clean shower rails, plugs traps, drains, gulleys and behind pedestals d) clean pull cords, plugs and switches e) clean skirting boards and other paintwork f) clean air vents and extractors <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Level: 2
UAN: L/601/5372
Credit value: 3
GLH: 25

Unit aim

This unit is about completing documentation commonly used in kitchen environments: for example, temperature charts, time sheets, accident report forms, food safety information and equipment fault reports.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to complete kitchen documentation
2. Understand how to complete kitchen documentation

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 271 Complete kitchen documentation (2P&C1)

Learning outcomes and assessment criteria

Outcome 1 Be able to complete kitchen documentation

The learner can:

1. Ensure sufficient **relevant documents** are available and when necessary, obtain extra copies
2. Complete relevant documents accurately and legibly to meet organisational requirements
3. Ensure relevant documents arrive with proper person within time required
4. Copy and file relevant documents in line with organisational requirements
5. Respond to queries about completion of relevant documents, within the boundaries of authority

What you must cover:

1. **Relevant documents:**
 - a) Temperature charts
 - b) Food safety information
 - c) Accident report forms
 - d) Equipment fault reports
 - e) Stock usage reports

Outcome 2 Understand how to complete kitchen documentation

The learner can:

- K1. State organisational documents that need to be completed
- K2. State why it is important to complete documentation
- K3. Describe how to complete particular documents
- K4. State where to obtain appropriate documents from
- K5. State when and where documentation is copied and kept
- K6. State who should be contacted when problems occur and explain why
- K7. Describe why kitchen documentation needs to remain confidential
- K8. Describe what information required by law within the kitchen is required to be noted and kept
- K9. State why it is important that information is accurate
- K10. State why it is important that documents are not fraudulently completed

Unit 271 Complete kitchen documentation (2P&C1)

Evidence requirements

Unit 2P&C1	Complete kitchen documentation
What you have to DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1 & 2 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 3, 4 and 5 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• at least two from relevant documents:<ul style="list-style-type: none">a) temperature chartsb) food safety informationc) accident report formsd) equipment fault reportse) stock usage report <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 272

Set up and close kitchen (2P&C2)

Level: 2
UAN: L/601/4996
Credit value: 4
GLH: 37

Unit aim

This unit is about ensuring that all equipment is ready for kitchen operations. It also covers ensuring that common ingredients are ready for the cooking process. Finally it details the skills required to shut down the kitchen at the end of the shift.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare kitchen for food operations
2. Understand how to prepare kitchen for food operations
3. Be able to prepare food items for operation and service
4. Understand how to prepare food items for operation and service
5. Be able to close kitchen after operations
6. Understand how to close kitchen after operations

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 272 Set up and close kitchen (2P&C2)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare kitchen for food operations

The learner can:

1. Prioritise work and carry it out in an efficient manner
2. Check that food preparation and cooking **tools** and **kitchen equipment** are clean, and of the right type and in working order
3. Turn on appropriate kitchen equipment at the correct time and to correct setting
4. Report any unhygienic or defective tools or kitchen equipment, or other problems, to the proper person
5. Conduct work in line with legal requirements, work place procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for food operation

What you must cover:

1. **Tools**
 - a) Knives
 - b) Utensils
 - c) Hob
 - d) Fryer
 - e) Microwave
2. **Kitchen equipment**
 - a) Oven/combination oven
 - b) Grill
 - f) Steamer
 - g) Fridge/freezer

Outcome 2 Understand how to prepare kitchen for food operations

The learner can:

- K1. State why knives/utensils should be handled correctly
- K2. State why and to whom all incidents should be reported
- K3. Describe how to safely turn on different types of equipment
- K4. State why faulty equipment and maintenance requirements should be reported to the proper person
- K5. State why it is important to ensure all appropriate equipment is safely turned off

Outcome 3 Be able to prepare food items for operation and service

The learner can:

6. Prepare work and carry it out in an efficient manner
7. Ensure that there are sufficient ingredients in stock in line with **establishment requirements**
8. **Prepare ingredients** to the organisational needs and quality requirements
9. Report any ingredients that are not prepared to the correct quantity or quality to proper person
10. Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing food items ready for operations

Unit 272 Set up and close kitchen (2P&C2)

Learning outcomes and assessment criteria

What you must cover:

1. Establishment requirements

- a) Number of customers
- b) Menu requirements

2 Ingredients

- a) Vegetables
- b) Garnishes
- c) Frozen products

- d) Fresh high risk products

3. Prepare

- a) Washing
- b) Cutting
- c) Defrosting
- d) Weighing

Outcome 4 Understand how to prepare food items for operation and service

The learner can:

- K6. State why machinery should be cleared between tasks
- K7. State why it is important to monitor the temperature of kitchen storage equipment and areas
- K8. Describe the organisational menu requirements in terms of the type, quality and number of ingredients

Outcome 5 Be able to close kitchen after operations

The learner can:

- 11. Prioritise work and carry it out in an efficient manner
- 12. Check that **tools** are cleaned and stored to organisational and legal requirements
- 13. Check **food storage equipment** meets organisational and legal requirements for kitchen closure
- 14. Check that **cooking equipment** is turned off, unplugged and cleaned following manufactures' and organisation's instructions
- 15. Report any un-cleaned tools, food storage or cooking equipment or problems to the appropriate person
- 16. Conduct work in line with legal requirements, work place procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations

Unit 272 Set up and close kitchen (2P&C2)

Learning outcomes and assessment criteria

What you must cover:

1. Tools

- a) Knives
- b) Utensils

2. Food storage equipment

- a) Fridge
- b) Freezer
- c) Dry store/larder

3. Cooking equipment

- a) Oven/combination oven
- b) Grill
- c) Hob
- d) Fryer
- e) Microwave
- f) Steamer

Outcome 6 Understand how to close kitchen after operations

The learner can:

- K9. State why tools and equipment should be cleaned and stored following use
- K10. Describe organisational and legal requirements for food storage equipment when kitchen is closed
- K11. State organisational and legal requirements for turning off, unplugging and cleaning cooking equipment following use
- K12. State who problems should be reported to

Unit 272 Set up and close kitchen (2P&C2)

Evidence requirements

Unit 2P&C2	Set up and close kitchen
Outcome 1	Be able to prepare kitchen for food operations
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1, 2, 3 and 5 by directly observing the candidate's work. The assessor may assess assessment criteria 4 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for outcome 1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least two from tools <ul style="list-style-type: none"> a) knives b) utensils • at least five from kitchen equipment: <ul style="list-style-type: none"> a) oven/combination oven b) grill c) hob d) fryer e) microwave f) steamer g) fridge/freezer <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to prepare food items ready for operations
What you must DO for outcome 3	The assessor <u>must</u> assess assessment criteria 6, 7, 8 and 10 by directly observing the candidate's work. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for outcome 3	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least one from establishment requirements <ul style="list-style-type: none"> a) number of customers b) menu requirements • at least two from ingredients: <ul style="list-style-type: none"> a) vegetables b) garnishes c) frozen products d) fresh high risk products • at least two from prepare: <ul style="list-style-type: none"> a) washing b) cutting c) defrosting d) weighing <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Outcome 5	Be able to close kitchen after operations
What you must DO for Outcome 5	The assessor <u>must</u> assess assessment criteria 11, 12, 13, 14 and 16 by directly observing the candidate's work. The assessor may assess assessment criteria 15 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 5	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least two from tools <ul style="list-style-type: none"> a) knives b) utensils • at least two from food storage equipment <ul style="list-style-type: none"> a) fridge b) freezer c) dry store/larder • at least four from cooking equipment <ul style="list-style-type: none"> a) oven/combination oven b) grill c) hob d) fryer e) microwave f) steamer <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 273

Promote additional services or products to customers (2GEN6)

Level:	2
UAN:	D/601/0936
Credit value:	6
GLH:	40

Unit aim

Services or products are continually changing in organisations to keep up with customers' expectations. By offering new or improved services or products the organisation can increase customer satisfaction. Many organisations must promote these to be able to survive in a competitive world. However, it is equally important for organisations that are not in competition with others to encourage their customers to try new services or products. This unit is about the learners' need to keep pace with new developments and to encourage customers to take an interest in them. Customers expect more and more services or products to be offered to meet their own growing expectations. They need to be made aware of what is available from the organisation. Because of this everybody offering services or products needs to play a part in making customers aware of what is available. Learners should not choose this unit if their organisation does not want them to suggest additional services or products to customers.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Identify additional services or products that are available
2. Inform customers about additional services or products
3. Gain customer commitment to using additional services or products
4. Understand how to promote additional services or products to customers

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from ICS.

Unit 273 Promote additional services or products to customers (2GEN6)

Learning outcomes and assessment criteria

Outcome 1 Identify additional services or products that are available

The learner can:

1. Update and develop their knowledge of their organisation's services or products
2. Check with others when they are unsure about new service or product details
3. Identify appropriate services or products that may interest their customer
4. Spot opportunities for offering their customer additional services or products that will improve the customer experience

Outcome 2 Inform customers about additional services or products

The learner can:

5. Choose the best time to inform their customer about additional services or products
6. Choose the best method of communication to introduce their customer to additional services or products
7. Give their customer accurate and sufficient information to enable them to make a decision about the additional services or products
8. Give their customer time to ask questions about the additional services or products

Outcome 3 Gain customer commitment to using additional services or products

The learner can:

9. Close the conversation if the customer shows no interest
10. Give information to move the situation forward when their customer shows interest
11. Secure customer agreement and check customer understanding of the delivery of the service or product
12. Take action to ensure prompt delivery of the additional services or products to their customer
13. Refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility

Outcome 4 Understand how to promote additional services or products to customers

The learner can:

- K1 Describe the organisation's procedures and systems for encouraging the use of additional services or products
- K2 Explain how additional services or products will benefit their customers
- K3 Explain how their customer's use of additional services or products will benefit their organisation
- K4 Identify the main factors that influence customers to use their services or products
- K5 Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products
- K6 State how to give appropriate, balanced information to customers about services or products

Unit 273 Promote additional services or products to customers (2GEN6)

Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit. (*Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 – February 2010*)
2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. Your communication with customers may be face to face, in writing, by telephone, text message, email, internet (including social networking), intranet or by any other method you would be expected to use within your job role.
5. You must provide evidence that the additional services or products offered include:
 - a. use of services or products that are new to your customer
 - b. additional use of services or products that your customer has used before.
6. Your evidence must show that you:
 - a. identify what your customer wants by seeking information directly
 - b. identify what your customer wants from spontaneous customer comments.

Unit 274

Deal with customers across a language divide (2GEN7)

Level: 2
UAN: A/601/1219
Credit value: 8
GLH: 53

Unit aim

Customer service is frequently delivered across a language divide. Customer service centres may be located in one country but deal mainly with another. In a multi-cultural society many customers may have a different first language from those delivering customer service. This language divide can present a real challenge to those who deliver customer service. This unit is about preparing to deliver customer service across a language divide and seeing through that delivery. The unit covers the steps that are needed to deal with customers with different language preferences without having full access to the learner's customer's first language. The learner should choose this unit if they frequently deal across a language divide. The learner should not choose this unit if they come across customers who do not share their first language only occasionally.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Prepare to deal with customers with a different first language
2. Deal with customers with a different first language to their own
3. Know how to deal with customers across a language divide

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from ICS.

Unit 274 Deal with customers across a language divide (2GEN7)

Learning outcomes and assessment criteria

Outcome 1 Prepare to deal with customers with a different first language

The learner can:

1. Identify the language or languages other than their own that they are most likely to come across when dealing with customers
2. Learn a greeting, an expression of thanks and a farewell phrase in the language they expect to encounter
3. Identify a source of assistance with a language they expect to encounter when delivering customer service
4. Agree with colleagues informal signing options that may be used for key aspects of their services or products when dealing with somebody with a different first language
5. Log useful words and phrases to support their dealings with a customer with a different first language
6. Learn an appropriate phrase to explain to a customer in their first language that they do not speak that language fluently

Outcome 2 Deal with customers with a different first language to their own

The learner can:

7. Identify their customer's first language and indicate to the customer that they are aware of this
8. Establish the expectations of the customer regarding whether they expect to deal in the learner's first language or theirs
9. Speak clearly and slowly if using a language which is not the first language for either them or their customer
10. Maintain a consistent tone and volume when dealing with somebody across a language divide
11. Listen closely to their customer to identify any words they may be using in a way that differs from the way the learner would generally use the same words
12. Check their understanding of specific words with their customer using questions for clarification
13. Seek appropriate assistance from colleagues if they are unable to complete a customer transaction because of language barriers
14. Reword a question or explanation if their customer clearly does not understand their original wording
15. Use a few words of their customer's first language to create a rapport

Unit 274 Deal with customers across a language divide (2GEN7)

Learning outcomes and assessment criteria

Outcome 3 Know how to deal with customers across a language divide

The learner can:

- K1. List the languages that they are most likely to encounter among groups of their customers
- K2. State how to greet, thank and say farewell to customers in their first languages
- K3. Explain the importance of dealing with customers in their first language if possible
- K4. Describe how to explain to a customer that they cannot hold an extended conversation in their first language
- K5. Explain the importance of tone, pace and volume when dealing with customers across a language divide
- K6. Identify possible sources of assistance to use when a language barrier demands additional language skills

Unit 274 Deal with customers across a language divide (2GEN7)

Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit. *(Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1, 2, 3 and 4 – February 2010)*
2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. You must provide evidence of dealing with customers across a language divide:
 - a. during routine delivery of customer service
 - b. during a busy time in your job
 - c. during a quiet time in your job.

Unit 275

Maintain customer service through effective handover (2GEN8)

Level: 2
UAN: Y/601/1227
Credit value: 4
GLH: 27

Unit aim

Customer service delivery in a team involves many situations when the learner is unable to see actions through and they pass on responsibility to a colleague. This sharing of responsibility should be organised and follow a recognised pattern. Most of all the learner needs to be sure that, when responsibility is passed on, the actions are seen through. This involves routinely checking with their colleagues that customer service actions have been completed. This unit is for a learner whose job involves service delivery as part of a team and who regularly passes on responsibility for completion of a customer service action to a colleague.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Agree joint responsibilities in a customer service team
2. Check that customer service actions are seen through by working together with colleagues
3. Understand how to maintain customer service through effective handover

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from ICS.

Unit 275 Maintain customer service through effective handover (2GEN8)

Learning outcomes and assessment criteria

Outcome 1 Agree joint responsibilities in a customer service team

The learner can:

1. Identify services or products they are involved in delivering that rely on effective teamwork
2. Identify steps in the customer service delivery process that rely on exchange of information between them and their colleagues
3. Agree with colleagues when it is right to pass responsibility for completing a customer service action to another
4. Agree with colleagues on how information should be exchanged between them to enable another to complete a customer service action
5. Identify ways of reminding themselves when they have passed responsibility to a colleague for completing a customer service action

Outcome 2 Check that customer service actions are seen through by working together with colleagues

The learner can:

6. Access reminders to identify when to check that a customer service action has been completed
7. Ensure that they are aware of all details of customer service actions their colleague was due to complete
8. Ask their colleague about the outcome of them completing the customer service action as agreed
9. Identify the next customer service actions if their colleagues have been unable to complete the actions they had previously agreed
10. Work with colleagues to review the way in which customer service actions are shared

Outcome 3 Understand how to maintain customer service through effective handover

The learner can:

- K1 Explain their organisation's customer service procedures for the services or products they are involved in delivering
- K2 Identify the appropriate colleagues to pass responsibility to for completing particular customer service actions
- K3 Describe ways of ensuring that information is passed between them and their colleagues effectively
- K4 Identify ways to remind themselves of actions that need to be checked when they have passed on responsibility to a colleague
- K5 Explain the importance of checking tactfully with a colleague whether they have completed the customer service actions they were expecting
- K6 Identify opportunities for contributing to review the way customer service actions are shared in customer service processes

Unit 275 **Maintain customer service through effective handover (2GEN8)**

Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit. (*Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1, 2, 3 and 4 – February 2010*)
2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. You must provide evidence of maintaining customer service through effective hand over:
 - a. during routine delivery of customer service
 - b. during a busy time in your job
 - c. during a quiet time in your job
 - d. when people, systems or resources have let you down.
5. You do not need to be more senior than your colleague or be their supervisor to pass on responsibility to them for customer service actions or check completion.

Unit 276

Process dried ingredients prior to cooking (2FP8)

Level: 2
UAN: H/601/6494
Credit value: 2
GLH: 15

Unit aim

This unit is about processing and cooking dishes that incorporate dried ingredients.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to process dried ingredients prior to cooking
2. Understand how to process dried ingredients prior to cooking

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 276 Process dried ingredients prior to cooking (2FP8)

Learning outcomes and assessment criteria

Outcome 1 Be able to process dried ingredients prior to cooking

The learner can:

1. Check the **dried foods** meet dish requirements
2. Select the appropriate tools and equipment and use correctly
3. Re-hydrate dried foods in the correct manner to meet dish requirements
4. Make sure the re-hydrated food has the correct flavour, colour, texture and quantity
5. Remove non-edible parts of the re-hydrated food
6. Make sure the re-hydrated food is held ready for combining with other ingredients in a way which preserves its colour, consistency and flavour
7. Safely store any re-hydrated food not for immediate use

What you must cover:

- | | |
|----------------------------------|-------------------------------|
| 1. Dried foods | 2. Preparation methods |
| a) Dried meat | a) Cleaning |
| b) Dried fish and shellfish | b) Soaking |
| c) Dried vegetables and mushroom | c) Washing |
| | d) Straining |
| | e) Storage |

Outcome 2 Understand how to process dried ingredients prior to cooking

The learner can:

- K1. State how to select the correct type, quality and quantity of dried ingredients to meet dish requirements
- K2. Describe what quality points to look for in dried ingredients
- K3. Describe what to do if there are problems with the dried ingredients
- K4. Describe how to carry out different preparation methods according to dish requirements
- K5. Describe how to minimise and correct common faults when using dried ingredients
- K6. State the correct temperatures for holding and storing dried ingredients
- K7. State how to process un-cooked, re-hydrated ingredients

Unit 276 Process dried ingredients prior to cooking (2FP8)

Evidence requirements

Unit 2FP8	Process dried ingredients prior to cooking
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1 - 7 by directly observing the candidate's work.
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• at least two from dried foods<ul style="list-style-type: none">a) dried meatb) dried fish and shellfishc) dried vegetables and mushroom• at least four from preparation methods<ul style="list-style-type: none">a) cleaningb) soakingc) washingd) straininge) storage <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 277

Prepare and mix spice and herb blends (2FP9)

Level: 2
UAN: A/601/6498
Credit value: 2
GLH: 19

Unit aim

This unit is about selecting, preparing and blending a variety of spices and herbs to produce spice mixes ready for cooking.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare and mix spice and herb blends
2. Understand how to prepare and mix spice and herb blends

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 277 Prepare and mix spice and herb blends (2FP9)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare and mix spice and herb blends

The learner can:

1. Select the type and quantity of ingredients needed for the spice mix
2. Check the **ingredients** to make sure they meet quality standards
3. Select the appropriate tools and **equipment** and use correctly
4. Combine the ingredients according to spice mix requirements
5. Process the spice mix to meet requirements
6. Make sure the spice mix has the correct flavour, colour, aroma, consistency and quantity
7. Make sure the spice mix is at the correct temperature for holding and serving
8. Safely store any cooked or uncooked spice mixes not for immediate use in a way that preserves the flavour, colour, aroma and consistency

What you must cover:

- | | |
|--------------------------------|---------------------------|
| 1. Ingredients | d) Crushing |
| a) Fresh spices and herbs | e) Pounding |
| b) Dried spices | f) Grinding |
| c) Vegetables | g) Mixing |
| 2. Preparation methods: | 3. Equipment |
| a) Cleaning and trimming | a) Spice grinding machine |
| b) Weighing/measuring | b) Pestle and mortar |
| c) Chopping | c) Knives |

Outcome 2 Understand how to prepare and mix spice and herb blends

The learner can:

- K1. State how to select the correct type, quality and quantity of ingredients to meet spice mix requirements
- K2. Describe what quality points to look for in spice mix ingredients
- K3. Describe what to do if there are problems with the ingredients
- K4. State what the correct tools and equipment are and the reasons for using them when carrying out the necessary preparation methods
- K5. State what the correct tools and equipment are and the reasons for using them when carrying out the necessary cooking methods
- K6. Describe how to carry out different preparation methods according to spice mix requirements
- K7. State the correct temperatures for cooking and toasting spices
- K8. Describe how to identify when individual spices and spice mixes have the correct colour, flavour, aroma, consistency and quantity
- K9. State how to finish and store spice mixes
- K10. Describe how to minimise and correct common faults in spice mixes
- K11. Describe how to balance the flavour, texture, colour, consistency and quality of the final spice mix
- K12. Describe what quality points relate to spice mixes
- K13. State the correct temperatures and conditions for holding and storing spice mixes
- K14. State how to store spice mixes

Unit 277 Prepare and mix spice and herb blends (2FP9)

Evidence requirements

Unit 2FP9	Prepare and mix spice and herb blends
What you must DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1- 6 by directly observing the candidate's work.</p> <p>For assessment criteria 7, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from ingredients: <ul style="list-style-type: none"> a) fresh spices and herbs b) dried spices c) vegetables • at least five from preparation methods: <ul style="list-style-type: none"> a) cleaning and trimming b) weighing/measuring c) chopping d) crushing e) pounding f) grinding g) mixing • at least two from equipment: <ul style="list-style-type: none"> a) spice grinding machine b) pestle and Mortar c) knives <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 278

Prepare, cook and finish Dim Sum (2FPC16)

Level:	2
UAN:	K/601/6514
Credit value:	5
GLH:	43

Unit aim

This unit is about preparing from raw ingredients, cooking and finishing the most common Dim Sum dishes.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare fillings for Dim Sum
2. Understand how to prepare fillings for Dim Sum
3. Be able to prepare dough and wrappers for Dim Sum
4. Understand how to prepare dough and wrappers for Dim Sum
5. Be able to assemble and cook Dim Sum
6. Understand how to assemble and cook Dim Sum

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 278 Prepare, cook and finish Dim Sum (2FPC16)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare fillings for Dim Sum

The learner can:

1. Select the type and quantity of ingredients needed for the product
2. Check the **ingredients** to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** and combine ingredients to meet the requirements of the dish
5. Make sure the product has the correct colour, texture and quantity
6. Make sure the product is at the correct temperature for holding and storing
7. Safely store any cooked product not for immediate use

What you must cover:

1. Preparation methods

- a) Weighing/measuring
- b) Chopping
- c) Mixing
- d) Portioning

2. Ingredients

- a) Raw fish and shell fish
- b) Raw meat and poultry
- c) Vegetables and vegetable products
- d) Seasonings and sauces
- e) Dried ingredients

Outcome 2 Understand how to prepare fillings for Dim Sum

The learner can:

- K1. State how to select the correct type, quality and quantity of ingredients to meet product requirement
- K2. Describe what quality points to look for in ingredients
- K3. State what to do if there are problems with the ingredients
- K4. State what the correct tools and equipment are and the reasons for using them when carrying out the necessary preparation methods
- K5. State what the correct tools and equipment are and the reasons for using them when carrying out the necessary cooking methods
- K6. State what preparation methods are appropriate to different types of Dim Sum products
- K7. State what cooking methods are appropriate to different types of Dim Sum products
- K8. State the correct temperatures for storing Dim Sum fillings not for immediate use
- K9. Describe how to carry out necessary preparation methods according to product requirements
- K10. Describe how to identify when Dim Sum fillings have the correct colour, flavour, texture and quantity
- K11. Describe how to minimise and correct common faults with Dim Sum fillings
- K12. State how to control portion sizes and minimise waste
- K13. State how to store Dim Sum fillings
- K14. State healthy eating options when preparing and cooking Dim Sum

Unit 278 Prepare, cook and finish Dim Sum (2FPC16)

Learning outcomes and assessment criteria

Outcome 3 Be able to prepare dough and wrappers for Dim Sum

The learner can:

8. Select the type and quantity of ingredients needed for the products
9. Check the ingredients to make sure they meet quality standards
10. Select the appropriate tools and equipment and use correctly
11. **Prepare** the ingredients to meet dish requirement
12. Make sure the dough product has the correct colour, texture and finish
13. Make sure the bread and dough product is at the correct temperature for holding and storing
14. Safely store any un-cooked dough and wrappers not for immediate use

What you must cover:

- | | |
|---|---|
| <ol style="list-style-type: none">1. Dough and wrappers<ol style="list-style-type: none">a) Doughb) Won ton wrappersc) Pastry-based casingd) Cheung fun | <ol style="list-style-type: none">2. Preparation methods<ol style="list-style-type: none">a) Weighing/measuringb) Mixing/kneadingc) Shapingd) Combining with fats |
|---|---|

Outcome 4 Understand how to prepare dough and wrappers for Dim Sum

The learner can:

- K15. State how to select the correct type, quality and quantity of ingredients to meet product requirement
- K16. Describe what to do if there are problems with the ingredients
- K17. State what the correct tools and equipment are and the reasons for using them when carrying out different preparation methods
- K18. State what the correct tools and equipment are and the reasons for using them when carrying out different cooking methods
- K19. Describe how to carry out different preparation methods according to product requirements
- K20. Describe how to carry out different cooking methods according to product requirements
- K21. Describe the quality points relating to prepared Dim Sum dough and won ton wrapper products
- K22. Describe how to control portions and minimise waste
- K23. State the effects of different temperatures and humidity on the ingredients used
- K24. State the storage and holding requirements and ideal conditions for processed Dim Sum dough and won ton wrapper products
- K25. Describe what precautions should be taken when storing Dim Sum dough and Won Ton wrapper products
- K26. Describe how to minimise and correct common faults in producing Dim Sum dough and wrappers
- K27. Describe the quality points relating to finished Dim Sum dough and wrappers
- K28. State healthy eating options when preparing Dim Sum dough and wrappers

Unit 278 Prepare, cook and finish Dim Sum (2FPC16)

Learning outcomes and assessment criteria

Outcome 5 Be able to assemble and cook Dim Sum

The learner can:

15. Select the type and quantity of ingredients needed for the product
16. Check the ingredients to make sure they meet quality standards
17. Select the appropriate tools and equipment and use correctly
18. Fill dough and wrappers with the correct amount of filling
19. Shape **Dim Sum** to the required standard
20. **Cook** Dim Sum using the appropriate cooking method using the correct equipment
21. Ensure that the Dim Sum is cooked to the required standard and at the correct temperature
22. Assemble and present cooked Dim Sum according to the organisational standard
23. Make sure the Dim Sum are at the correct temperature for serving
24. Safely store any un-cooked Dim Sum components not for immediate use

What you must cover:

1. **Dim Sum**
 - a) Encased in dough
 - b) Encased in won ton wrappers
 - c) Cheung fun based
 - d) Pastry based
 - b) Shaping
 - c) Sealing
 - d) Steaming
 - e) Boiling
 - f) Frying
2. **Preparation and cooking methods**
 - a) Weighing/measuring
 - g) Baking
 - h) Combination cooking methods

Outcome 6 Understand how to assemble and cook Dim Sum

The learner can:

- K29. State how to select the correct type, quality and quantity of ingredients to meet product requirements
- K30. Describe what to do if there are problems with the ingredients
- K31. Describe how to store and maintain freshness and condition of ready-made wrappings
- K32. State what the correct tools and equipment are and the reasons for using them when carrying out different preparation methods
- K33. State what the correct tools and equipment are and the reasons for using them when carrying out different cooking methods
- K34. Describe how to carry out different preparation methods according to product requirements
- K35. Describe how to carry out different cooking methods according to product requirements
- K36. Describe the quality points relating to prepared Dim Sum products ready for cooking
- K37. Describe how to control portions and minimise waste
- K38. State the effects of different temperatures and humidity on the ingredients used
- K39. State the storage and holding requirements and ideal conditions for processed Dim Sum products
- K40. Describe what precautions should be taken when storing Dim Sum products
- K41. Describe how to minimise and correct common faults in producing Dim Sum
- K42. Describe how to minimise and correct common faults in cooking Dim Sum
- K43. Describe the quality points relating to finished Dim Sum products
- K44. State healthy eating options when preparing and cooking Dim Sum products

Unit 278 Prepare, cook and finish Dim Sum (2FPC16)

Evidence requirements

Unit 2FPC16	Prepare, cook and finish Dim Sum
Outcome 1	Be able to prepare fillings for Dim Sum
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1- 6 by directly observing the candidate's work. The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for outcome 1	There must be performance evidence, gathered through observing the candidate's work, for: <ul style="list-style-type: none"> • at least two from preparation methods <ol style="list-style-type: none"> a) weighing/measuring b) chopping c) mixing d) portioning • at least two from ingredients <ol style="list-style-type: none"> a) raw fish and shell fish b) raw meat and poultry c) vegetables and vegetable products d) seasonings and sauces e) dried ingredients <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to prepare dough and wrappers
What you must DO for outcome 3	The assessor must assess assessment criteria 8 - 13 by directly observing the candidate's work. The assessor may assess assessment criteria 14 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for outcome 3	There must be performance evidence, gathered through observing the candidate's work, for: <ul style="list-style-type: none"> • at least two from dough and wrappers <ol style="list-style-type: none"> a) dough b) won ton wrappers c) pastry based casing d) cheung fun • at least two from preparation methods <ol style="list-style-type: none"> a) weighing/ measuring b) mixing/kneading c) shaping d) combining with fats <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 5	Be able to assemble and cook Dim Sum
What you must DO for outcome 5	The assessor must assess assessment criteria 15 - 23 by directly observing the candidate's work. The assessor may assess assessment criteria 24 through

	questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for outcome 5	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from Dim Sum <ul style="list-style-type: none"> a) encased in dough b) encased in won ton wrappers c) cheung fun based d) pastry-based • at least four from preparation and cooking methods <ul style="list-style-type: none"> a) weighing/measuring b) shaping c) sealing d) steaming e) boiling f) frying g) baking h) combination cooking methods <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 279

Prepare, cook and finish noodle dishes (2FPC17)

Level:	2
UAN:	A/601/6520
Credit value:	4
GLH:	33

Unit aim

This unit is about preparing, cooking and finishing fresh noodles and noodle dishes.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare noodle dishes
2. Understand how to prepare noodle dishes
3. Be able to cook noodle dishes
4. Understand how to cook noodle dishes
5. Be able to finish noodle dishes
6. Understand how to finish noodle dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 279 Prepare, cook and finish noodle dishes (2FPC17)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare noodle dishes

The learner can:

1. Check the **noodles** and other ingredients meet dish requirements
2. Select the appropriate tools and equipment and use correctly
3. **Prepare** the noodles and other ingredients to meet dish requirements

What you must cover:

1. **Noodles:**
 - a) Fresh noodles
 - b) Dried noodles

Outcome 2 Understand how to prepare noodle dishes

The learner can:

- K1. State how to select the correct type, quality and quantity of noodles and other ingredients to meet dish requirements
- K2. Describe what quality points to look for in noodles and other ingredients
- K3. Describe what to do if there are problems with the noodles and other ingredients
- K4. Describe how to carry out different preparation methods according to dish requirements

Outcome 3 Be able to cook noodle dishes

The learner can:

4. **Cook** the noodles and other ingredients to meet dish requirements
5. Make sure the noodle dish has the correct flavour, colour, texture and quantity

Outcome 4 Understand how to cook noodle dishes

The learner can:

- K5. Describe how to carry out different cooking methods according to dish requirements
- K6. Describe how to minimise and correct common faults with noodles and noodle dishes
- K7. Describe how to identify when noodle dishes have the correct flavour, colour, texture and quantity

Unit 279 Prepare, cook and finish noodle dishes (2FPC17)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish noodle dishes

The learner can:

6. Present and garnish the noodle dish to meet requirements
7. Make sure the noodle dish is at the correct temperature for holding and serving
8. Safely store any cooked noodle dishes not for immediate use

Outcome 6 Understand how to finish noodle dishes

The learner can:

- K8. State the correct temperatures for holding and serving noodle dishes
- K9. Describe how to store un-cooked, dried and fresh noodles
- K10. Describe how to store cooked noodles and noodle dishes
- K11. State healthy eating options when preparing, cooking and finishing noodle dishes

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

1. **Preparation and Cooking methods:**
 - a) Soaking
 - b) Blanching
 - c) Straining
 - d) Mixing
 - e) Boiling
 - f) Steaming
 - g) Deep frying
 - h) Wok frying
 - i) Combining cooking methods

Unit 279

Prepare, cook and finish noodle dishes (2FPC17)

Evidence requirements

Unit 2FPC17	Prepare, cook and finish noodle dishes
What you must DO for outcome 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6 and 7 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • both from noodles in Chinese or Thai cuisine <ul style="list-style-type: none"> a) fresh noodles b) dried noodles • at least four from preparation and cooking methods in Chinese or Thai cuisine <ul style="list-style-type: none"> a) soaking b) blanching c) straining d) mixing e) boiling f) steaming g) deep frying h) wok frying i) combining cooking methods <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 280

Prepare and cook food using a Tandoor (2FPC18)

Level: 2
UAN: L/601/6537
Credit value: 4
GLH: 30

Unit aim

This unit is about preparing food for and using a Tandoor oven.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare food using a Tandoor
2. Understand how to prepare food using a Tandoor
3. Be able to cook food using a Tandoor
4. Understand how to cook using a Tandoor

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 280 Prepare and cook food using a Tandoor (2FPC18)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare food using a Tandoor

The learner can:

1. Select the type and quantity of ingredients needed to prepare the dish
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** ingredients according to dish requirements
5. Prepare **food for cooking** according to dish requirements
6. Safely store any food items not for immediate use
7. Prepare the Tandoor to ensure that it is cooking at the required temperature

What you must cover:

- | | |
|----------------------------------|--------------------------------|
| 1. Food for cooking: | 2. Preparation methods: |
| a) Whole pieces of meat and fish | a) Marinating and coating |
| b) Kebabs | b) Forming onto skewers |
| c) Bread | c) Shaping |

Outcome 2 Understand how to prepare food using a Tandoor

The learner can:

- K1. State how to select the correct type, quality and quantity of ingredients to meet Tandoor dish requirements
- K2. Describe what quality points to look for in Tandoor dish ingredients
- K3. Describe what to do if there are problems with the ingredients
- K4. Describe how to carry out different preparation methods according to dish requirements
- K5. State what the correct tools and equipment are and the reasons for using them when using a Tandoor
- K6. Describe how to prepare the Tandoor for cooking

Outcome 3 Be able to cook food using a Tandoor

The learner can:

8. Place in Tandoor oven in the appropriate position
9. Cook until food meets dish requirements
10. Remove food items from Tandoor and serve according to dish requirements

Outcome 4 Understand how to cook using a Tandoor

The learner can:

- K7. State the correct temperature for Tandoor cooking
- K8. Describe how to minimise and correct common faults in Tandoor cooking
- K9. Describe what quality points relating to Tandoor cooked dishes

Unit 280

Prepare and cook food using a Tandoor (2FPC18)

Evidence requirements

Unit 2FPC18	Prepare and cook food using a Tandoor
What you must DO for outcome 1, 3	The assessor <u>must</u> assess assessment criteria 1- 7, 8 and 9 by directly observing the candidate's work. The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for outcome 1, 3	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none">• at least two from food for cooking<ul style="list-style-type: none">a) whole pieces of meat and fishb) kebabsc) bread • at least two from preparation methods<ul style="list-style-type: none">a) marinating and coatingb) forming onto skewersc) shaping <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 281

Produce basic fish dishes (2PR1)

Level: 2
UAN: H/601/4938
Credit value: 4
GLH: 34

Unit aim

This unit is about cooking and finishing basic fish dishes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce basic fish dishes
2. Understand how to produce basic fish dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 281 Produce basic fish dishes (2PR1)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce basic fish dishes

The learner can:

1. Check **fish** meets dish requirements
2. Choose and use the right tools and equipment correctly
3. Combine fish with other ingredients
4. **Cook** fish to meet dish requirements
5. Garnish and present the dish to meet requirements
6. Make sure dishes have the correct flavour, colour, consistency and quantity
7. Make sure dishes are at correct temperature for holding and serving
8. Safely store any cooked fish not for immediate use

What you must cover:

1. **Fish**
 - a) Raw fish portions
 - b) Processed fish products (ie fish cakes, coated fish portions)
 - c) Whole fish
2. **Cooking by**
 - a) Frying – deep
 - b) Frying – shallow
 - c) Grilling
 - d) Boiling (including boil in the bag)
 - e) Steaming
 - f) Baking
 - g) Microwaving

Outcome 2 Understand how to produce basic fish dishes

The learner can:

- K1. Describe how to check the fish meets dish requirements
- K2. State what quality points to look for in fish
- K3. Describe what to do if there are any problems with the fish or other ingredients
- K4. State which tools and equipment to use for the relevant cooking method
- K5. State why it is important to use the correct tools and equipment
- K6. Explain why it is important to use the most appropriate cooking methods in relation to each type of fish
- K7. State the correct temperatures for cooking fish and why these temperatures are important
- K8. Describe how to garnish and present fish according to organisational requirements
- K9. Describe how to correct a dish to make sure it has the correct colour, consistency and flavour
- K10. State the correct temperature for holding and serving fish dishes
- K11. State healthy eating options when cooking and finishing fish

Unit 281 Produce basic fish dishes (2PR1)

Evidence requirements

Unit 2PR1	Produce basic fish dishes
What you have to DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1 - 7 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from fish <ul style="list-style-type: none"> a) raw fish portions b) processed fish products (ie fish cakes, coated fish portions) c) whole fish • at least four from cooking by <ul style="list-style-type: none"> a) frying – deep b) frying – shallow c) grilling d) boiling (including boil in the bag) e) steaming f) baking g) microwaving <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 282

Produce basic meat dishes (2PR2)

Level: 2
UAN: H/601/4941
Credit value: 4
GLH: 34

Unit aim

This unit is about cooking and finishing basic meat dishes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce basic meat dishes
2. Understand how to produce basic meat dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 282 Produce basic meat dishes (2PR2)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce basic meat dishes

The learner can:

1. Check **meat** meets type, cut, quality and quantity requirements
2. Choose and use tools and equipment correctly
3. Combine meat with other ingredients
4. **Cook** meat to meet dish requirements
5. Make sure dish has the correct flavour, consistency and quantity
6. Garnish and present the dish to meet organisational specifications
7. Make sure dishes are at correct temperature for holding and serving
8. Safely store cooked meat not for immediate use

What you must cover:

1. **Meat**
 - a) Raw meat portions
 - b) Processed meat products (ie burgers, sausages)
 - c) Meat joints
2. **Cooking by**
 - a) Grilling (over and under heat source)
 - b) Griddling
 - c) Frying (shallow/stir)
 - d) Boiling (including boil in the bag)
 - e) Braising
 - f) Steaming
 - g) Stewing
 - h) Roasting
 - i) Baking
 - j) Microwaving

Outcome 2 Understand how to produce basic meat dishes

The learner can:

- K1. Describe how to check the meat is of correct type, cut and quantity for dishes
- K2. State what quality points to look for in prepared meat
- K3. Describe what to do if there any problems with the meat or other ingredients
- K4. Explain the benefits of sealing meat
- K5. State the most effective (or appropriate) methods of cooking different cuts of meat
- K6. State the correct tools and equipment to use for relevant cooking methods
- K7. State why it is important to use the correct tools and equipment
- K8. Describe how to use different cooking methods to meet dish requirements
- K9. State the correct temperature for cooking meat using various methods
- K10. Describe how to correct a meat dish to meet finishing requirements
- K11. Describe how to follow finishing methods including, garnishing and presentation
- K12. State correct temperature for holding and serving meat
- K13. State healthy eating options when cooking and finishing meat

Unit 282 Produce basic meat dishes (2PR2)

Evidence requirements

Unit 2PR2	Produce basic meat dishes
What you have to DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1 - 7 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from meat <ul style="list-style-type: none"> a) raw meat portions b) processed meat products (ie burgers, sausages) c) meat joints • at least five from cooking by <ul style="list-style-type: none"> a) grilling (over and under heat sources) b) griddling c) frying (shallow/stir) d) boiling (including boil in the bag) e) braising f) steaming g) stewing h) roasting i) baking j) microwaving <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 283

Produce basic poultry dishes (2PR3)

Level: 2
UAN: R/601/7303
Credit value: 4
GLH: 33

Unit aim

This unit is about cooking and finishing basic poultry dishes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce basic poultry dishes
2. Understand how to produce basic poultry dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 283 Produce basic poultry dishes (2PR3)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce basic poultry dishes

The learner can:

1. Check **poultry** meets dish requirements
2. Choose and use tools and equipment correctly
3. Combine poultry with other ingredients
4. **Cook** poultry to meet dish requirements
5. Make sure dishes have the correct flavour, colour, consistency and quantity
6. Garnish and present dishes to meet requirements
7. Make sure dishes are at correct temperature for holding and serving
8. Safely store cooked poultry not for immediate use

What you must cover:

1. **Poultry**
 - a) Coated poultry products
 - b) Raw poultry portions
 - c) Whole birds
 - c) Roasting
 - d) Poaching (including boil in the bag)
 - e) Frying (deep/shallow/saut ing/stir)
 - f) Steaming
2. **Cooking by**
 - a) Grilling
 - b) Griddling
 - g) Baking
 - h) Microwaving

Outcome 2 Understand how to produce basic poultry dishes

The learner can:

- K1. Describe how to check the poultry meets dish requirements
- K2. State what quality points to look for in poultry items, including frozen and coated items
- K3. Describe what to do if there are any problems with the poultry or other ingredients
- K4. State what tools and equipment to use for the relevant cooking methods
- K5. State why it is important to use the tools and equipment correctly
- K6. Describe how each of the cooking methods should be followed to meet dish requirements
- K7. State why it is important to use the correct cooking techniques
- K8. State the correct temperatures for cooking poultry and poultry products
- K9. Describe how to correct a poultry dish to meet finishing requirements
- K10. Describe how to follow finishing methods including: garnishing and presentation
- K11. State the correct temperature for holding and serving poultry dishes
- K12. State healthy eating options when cooking and finishing poultry

Unit 283 Produce basic poultry dishes (2PR3)

Evidence requirements

Unit 2PR3	Produce basic poultry dishes
What you have to DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1 - 7 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• at least two from poultry:<ul style="list-style-type: none">a) coated poultry productsb) raw poultry portionsc) whole birds• at least four from cooking by:<ul style="list-style-type: none">a) grillingb) griddlingc) roastingd) poaching (including boil in the bag)e) frying (deep/shallow/sautéing/stir)f) bakingg) steamingh) microwaving <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 284

Produce basic vegetable dishes (2PR4)

Level: 2
UAN: R/601/4949
Credit value: 4
GLH: 32

Unit aim

This unit is about cooking and finishing basic vegetable dishes. It also covers the cooking and finishing of vegetables in a simple form, for example, boiled or steamed carrots, roast potatoes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce basic vegetable dishes
2. Understand how to produce basic vegetable dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 284 Produce basic vegetable dishes (2PR4)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce basic vegetable dishes

The learner can:

1. Check the **vegetables** meet both quality and quantity requirements
2. Choose and use tools and equipment correctly
3. Combine vegetables with other ingredients
4. **Cook** vegetables to meet dish requirements
5. Make sure dish has the correct flavour, colour, texture and quantity
6. Finish and present dishes to meet requirements
7. Make sure dishes are at correct temperature for holding and serving
8. Safely store cooked vegetables not for immediate use

What you must cover:

1. **Vegetables**
 - a) Roots and tubers
 - b) Bulbs
 - c) Flower heads
 - d) Fungi
 - e) Seeds and pods
 - f) Leaves
 - g) Stems
 - h) Vegetable fruits
2. **Format**
 - a) Fresh
 - b) Frozen
3. **Cooking by**
 - a) Blanching
 - b) Boiling
 - c) Roasting
 - d) Baking
 - e) Grilling
 - f) Frying (deep/shallow/stir)
 - g) Steaming
 - h) Combination cooking methods
 - i) Microwaving

Outcome 2 Understand how to produce basic vegetable dishes

The learner can:

- K1. Describe how to check vegetables meet dish requirements
- K2. State what quality points to look for vegetables
- K3. Describe what to do if there are any problems with the vegetables or other ingredients
- K4. State what tools and equipment are needed to carry out the relevant cooking methods
- K5. Describe how each of the cooking methods should be followed to meet dish requirements
- K6. State the correct temperatures for cooking the relevant vegetable dishes
- K7. Describe how to maintain the nutritional value of vegetables during cooking and holding
- K8. State the main reasons for blanching vegetables
- K9. State which vegetables are suitable for high- and low-pressure steaming
- K10. Describe how to finish basic vegetable dishes
- K11. State the correct temperature for holding and serving vegetable dishes
- K12. State healthy eating options when cooking and finishing vegetable dishes

Unit 284 Produce basic vegetable dishes (2PR4)

Evidence requirements

Unit 2PR4	Produce basic vegetable dishes
What you have to DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1 -7 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least four from vegetables <ul style="list-style-type: none"> a) roots and tubers b) bulbs c) flower heads d) fungi e) seeds and pods f) leaves g) stems h) vegetable fruits • at least one from format <ul style="list-style-type: none"> a) fresh b) frozen c) pre-prepared • at least four from cooking by <ul style="list-style-type: none"> a) blanching b) boiling c) roasting d) baking e) grilling f) frying (deep/shallow/stir) g) steaming h) combination cooking methods i) microwaving <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 285

Cook-chill food (2PR5)

Level:	2
UAN:	L/601/4755
Credit value:	3
GLH:	27

Unit aim

This unit is about portioning and packing, sealing and labelling blast chill food correctly whilst monitoring and recording its temperature. The unit also covers storing cook-chill food correctly, stock rotation procedures and maintaining accurate records.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to portion, pack and blast-chill food
2. Understand how to portion, pack and blast-chill food
3. Be able to store cook-chill food
4. Understand how to store cook-chill food

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 285 Cook-chill food (2PR5)

Learning outcomes and assessment criteria

Outcome 1 Be able to portion, pack and blast-chill food

The learner can:

1. Make sure the **food** is of the correct type, quality and quantity required
74. Deal correctly with any food that does not meet requirements
75. Correctly portion, pack and cover food
76. Blast-chill food and correctly seal and label it
77. Transport containers to the appropriate storage areas
78. Handle containers correctly during transport to ensure they remain undamaged
79. Monitor and record food temperatures accurately

What you must cover

1. **Food**
 - a) Meat dishes
 - b) Poultry dishes
 - c) Joints/whole birds
 - d) Vegetables/fruits
 - e) Vegetable dishes
 - f) Fish dishes
 - g) Sauces/soups
 - h) Egg dishes
 - i) Pasta dishes
 - j) Desserts

Outcome 2 Understand how to portion, pack and blast-chill food

The learner can:

- K1. State why time and temperature is important when preparing cook-chill food
- K2. State why containers must be sealed and labelled correctly before storage
- K3. State why portions must be controlled when filling packages
- K4. Describe what quality points to look for when portioning, packing and blast-chilling food

Outcome 3 Be able to store cook-chill food

The learner can:

80. Store cook-chill items under the correct conditions
81. Follow stock rotation procedures correctly and use stock in date order
82. Maintain accurate records of food items that are received, stored and issued
83. Handle food items so that they remain undamaged
84. Monitor and record food temperatures accurately
85. Secure storage areas against unauthorised access
86. Report problems that have been identified with storage of cooking items promptly to the proper person

Outcome 4 Understand how to store cook-chill food

The learner can:

- K5. State why it is important to monitor and record food temperatures regularly
- K6. State why stock rotation procedures must be followed
- K7. State why time and temperature are important when storing cook-chill food
- K8. State why storage areas should be secure from unauthorised access

Unit 285 Cook-chill food (2PR5)

Evidence requirements

Unit 2PR5	Cook-chill food
Outcome 1	Be able to portion, pack and blast-chill food
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1, 3, 4, 5, 6 and 7 by directly observing the candidate's work. The assessor may assess assessment criteria 2 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for outcome 1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least four from food <ol style="list-style-type: none"> a) meat dishes b) poultry dishes c) joints/whole birds d) vegetables/fruits e) vegetable dishes f) fish dishes g) sauces/soups h) egg dishes i) pasta dishes j) desserts <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Store cook-chill food
What you have to DO for outcome 3	The assessor <u>must</u> assess assessment criteria 8 - 13 by directly observing the candidate's work. The assessor may assess assessment criteria 14 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for outcome 3	Evidence for the points under 'what you must cover' may be assessed through questioning or witness testimony.

Unit 286

Cook-freeze food (2PR6)

Level:	2
UAN:	D/601/4758
Credit value:	3
GLH:	27

Unit aim

This unit is about portioning and packing food, and sealing and labelling cook-freeze food correctly. It also covers storing cook-freeze food correctly, stock rotation procedures and maintaining accurate records.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to portion, pack and blast-freeze food
2. Understand how to portion, pack and blast-freeze food
3. Be able to store cook-freeze food
4. Understand how to store cook-freeze food

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 286 Cook-freeze food (2PR6)

Learning outcomes and assessment criteria

Outcome 1 Be able to portion, pack and blast-freeze food

The learner can:

1. Make sure the **food** is of the correct type, quality and quantity required
87. Deal correctly with any food that does not meet requirements
88. Correctly portion, pack and cover food
89. Blast-freeze food and correctly seal and label it
90. Transport containers to the appropriate storage areas
91. Handle containers correctly during transport to ensure they remain undamaged
92. Monitor and record food temperatures accurately

What you must cover

1. **Food**
 - a) Meat dishes
 - b) Poultry dishes
 - c) Joints/whole birds
 - d) Vegetables/fruits
 - e) Vegetable dishes
 - f) Fish dishes
 - g) Sauces/soups
 - h) Egg dishes
 - i) Desserts

Outcome 2 Understand how to portion, pack and blast-freeze food

The learner can:

- K1. State why time and temperature are important when preparing cook-freeze food
- K2. State why containers must be sealed and labelled correctly before storage
- K3. State why portions must be controlled when filling packages

Outcome 3 Be able to store cook-freeze food

The learner can:

93. Follow stock rotation procedures correctly and use stock in date order
94. Maintain accurate records of food items that are received, stored and issued
95. Handle food items so that they remain undamaged
96. Monitor and record food temperatures accurately
97. Secure storage areas against unauthorised access
98. Identify any problems with the storage of cook-freeze items and report them to the proper person.

Outcome 4 Understand how to store cook-freeze food

The learner can:

- K4. State why it is important to monitor and record food temperatures regularly
- K5. State why time and temperature are important when storing cook-freeze food
- K6. State why stock rotation procedures must be followed
- K7. State why storage areas should be secured from unauthorised access

Unit 286 Cook-freeze food (2PR6)

Evidence requirements

Unit 2PR6	Cook-freeze food
Outcome 1	Be able to portion, pack and blast-freeze food
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1, 3, 4, 5, 6 and 7 by directly observing the candidate's work. The assessor may assess assessment criteria 2 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> • at least four from food <ol style="list-style-type: none"> a) meat dishes b) poultry dishes c) joints/whole birds d) vegetables/fruits e) vegetable dishes f) fish dishes g) sauces/soups h) egg dishes i) desserts Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.
Outcome 3	Be able to store cook-freeze food
What you must DO for Outcome 3	The assessor <u>must</u> assess assessment criteria 8 - 12 by directly observing the candidate's work.
What you must COVER for Outcome 3	Evidence for the points under 'what you must cover' may be assessed through questioning or witness testimony.

Unit 287

Produce basic hot sauces (2PR7)

Level: 2
UAN: F/601/7328
Credit value: 4
GLH: 36

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce a basic hot sauce
2. Understand how to produce a basic hot sauce

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 287 Produce basic hot sauces (2PR7)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce a basic hot sauce

The learner can:

1. Check ingredients meet quality and quantity requirements
2. Choose and use tools and equipment correctly
3. **Prepare, cook and finish** the sauce to meet requirements
4. Make sure that the sauce has the correct flavour, colour, texture, consistency and finish
5. Present the sauce to meet requirements
6. Make sure the sauce is at the correct temperature for holding and serving
7. Safely store cooked sauces not for immediate use

What you must cover:

1. **Preparation, cooking and finishing methods**
 - a) Weighing/measuring
 - b) Chopping
 - c) Simmering
 - d) Boiling
 - e) Roux preparation
 - f) Passing/straining/blending
 - g) Skimming
 - h) Whisking
 - i) Adding cream

Outcome 2 Understand how to produce a basic hot sauce

The learner can:

- K1. Describe how to check ingredients meet dish requirements
- K2. State what qualities to look for in sauce ingredients
- K3. Describe how to use correct tools and equipment required for preparation, cooking and finishing hot sauces
- K4. State the importance of using the correct equipment and techniques
- K5. State the correct temperature for cooking various hot sauces
- K6. Describe how to identify when hot sauces have the correct flavour, colour, texture, consistency and finish
- K7. Describe how to present cooked sauces correctly
- K8. State the importance of holding and serving sauces at the correct temperature
- K9. State healthy eating options when making hot sauce dishes

Unit 287 Produce basic hot sauces (2PR7)

Evidence requirements

Unit 2PR7	Produce basic hot sauces
What you must DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1-5 by directly observing the candidate's work.</p> <p>For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least five from preparation, cooking and finishing methods <ol style="list-style-type: none"> a) weighing/measuring b) chopping c) simmering d) boiling e) roux preparation f) passing/straining/blending g) skimming g) whisking i) adding cream <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 288

Produce basic rice, pulse and grain dishes (2PR8)

Level: 2
UAN: K/601/4861
Credit value: 3
GLH: 25

Unit aim

This unit is about cooking and finishing basic rice, pulse and grain dishes. This may include simple cooked rice and pulses to accompany other dishes, or in the form of specific rice and pulse dishes, for example dhal, moulded rice, grilled and set polenta.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce basic rice, pulse and grain dishes
2. Understand how to produce basic rice, pulse and grain dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 288 Produce basic rice, pulse and grain dishes (2PR8)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce basic rice, pulse and grain dishes

The learner can:

1. Check **ingredients** meet quality and quantity requirements
2. Choose and use tools and equipment correctly
3. Cook ingredients using the correct **preparation and cooking methods**
4. Make sure dishes have the correct flavour, colour, texture and quantity
5. Garnish and present food products to meet organisational standards
6. Make sure dishes are at the correct temperature for holding and serving
7. Make sure prepared food is stored safely that is not for immediate use

What you must cover:

1. **Ingredients**
 - a) Rice
 - b) Peas, beans and lentils
 - c) Grain, including polenta
 - b) Boiling
 - c) Braising
 - d) Steaming
 - e) Frying
2. **Preparation and cooking methods**
 - a) Soaking and washing
 - f) Baking
 - g) Microwaving

Outcome 2 Understand how to produce basic rice, pulse and grain dishes

The learner can:

- K1. Describe how to check ingredients meet the dish requirements
- K2. State what quality points to look for in rice, pulse and grains
- K3. Describe what to do if there are problems with rice, pulse and grains
- K4. State the correct tools and equipment to carry out relevant preparation methods
- K5. State why it is important to use the correct equipment and techniques
- K6. Describe how to determine the correct cooking methods
- K7. Describe how to identify when rice, pulse and grain dishes have the correct colour, flavour, texture and quantity
- K8. State the correct temperature for holding and serving rice, pulse and grain dishes
- K9. Describe how rice, pulse and grains can be cooled to maintain effective food safety
- K10. State healthy eating options when making rice, pulse and grain dishes

Unit 288 Produce basic rice, pulse and grain dishes (2PR8)

Evidence requirements

Unit 2PR8	Produce basic rice, pulse and grain dishes
What you have to DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1 - 5 by directly observing the candidate's work.</p> <p>For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • all three from ingredients <ul style="list-style-type: none"> a) rice b) peas, beans and lentils c) grain, including polenta • at least four from preparation and cooking methods <ul style="list-style-type: none"> a) soaking and washing b) boiling c) braising d) steaming e) frying f) baking g) microwaving <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 289

Produce basic pasta dishes (2PR9)

Level: 2
UAN: F/601/7331
Credit value: 3
GLH: 25

Unit aim

This unit is about preparing, cooking and finishing basic pasta dishes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce basic pasta dishes
2. Understand how to produce basic pasta dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 289 Produce basic pasta dishes (2PR9)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce basic pasta dishes

The learner can:

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

What you must cover:

- | | |
|-----------------------------|---|
| 1. Pasta | 2. Preparation and Cooking methods |
| a) Stuffed pasta | a) Blanching |
| b) Shaped pasta | b) Straining |
| c) Lasagne | c) Mixing |
| d) Dried pasta | d) Boiling |
| e) Pre-prepared fresh pasta | e) Baking |

Outcome 2 Understand how to produce basic pasta dishes

The learner can:

- K1. Describe how to check the pasta and other ingredients meet dish requirements
- K2. State what quality points to look for in pasta and other ingredients used in the dish
- K3. Describe what to do if there are any problems with the pasta or other ingredients
- K4. State why time and temperature are important when cooking and finishing pasta dishes
- K5. Explain which tools and equipment to use for the relevant preparation and cooking methods
- K6. Describe how to carry out the relevant preparation and cooking methods
- K7. State why it is important to use the correct equipment and techniques
- K8. Describe how to identify when pasta has the correct flavour, colour, texture and quantity
- K9. State the correct temperature for holding and serving pasta dishes
- K10. Describe how to cool pasta to ensure effective food safety prior to storage
- K11. Describe how to safely store cooked pasta dishes
- K12. State healthy eating options when making pasta dishes

Unit 289 Produce basic pasta dishes (2PR9)

Evidence requirements

Unit 2PR9	Produce basic pasta dishes
What you have to DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1-5 by directly observing the candidate's work.</p> <p>For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• at least three from pasta<ul style="list-style-type: none">a) stuffedb) shapedc) lasagned) driede) pre-prepared fresh• at least three from preparation and cooking methods<ul style="list-style-type: none">a) blanchingb) strainingc) mixingd) boilinge) baking <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 290

Produce basic bread and dough products (2PR11)

Level: 2
UAN: K/601/4925
Credit value: 4
GLH: 38

Unit aim

This unit is about preparing, cooking and finishing basic bread and dough products.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce basic bread and dough products
2. Understand how to produce basic bread and dough products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 290 Produce basic bread and dough products (2PR11)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce basic bread and dough products

The learner can:

1. Check the ingredients meet quality and quantity requirements for the dish
2. Choose and use the correct tools and equipment
3. **Prepare** and **cook** ingredients to meet requirements
4. Make sure the **bread and dough products** have the correct colour, texture and **finish**
5. Present the bread and dough product to meet requirements
6. Make sure the bread and dough product is at the correct temperature for holding and serving
7. Safely store any cooked bread and dough product not for immediate use

What you must cover:

1. **Bread and dough products**
 - a) Bun dough
 - b) Bread dough
 - c) Naan dough/pitta dough
 - d) Pizza dough
 - e) Soda bread dough
 - f) Par-cooked products
 - d) Proving
 - e) Knocking back
 - f) Shaping
 - g) Baking
 - h) Frying
2. **Preparation and cooking methods**
 - a) Weighing/measuring
 - b) Sieving
 - c) Mixing/kneading
3. **Finishing methods**
 - a) Glazing
 - b) Icing
 - c) Filling
 - d) Decorating

Outcome 2 Understand how to produce basic bread and dough products

The learner can:

- K1. Describe how to check that the ingredients meet dish requirements
- K2. State what quality points to look for in bread and dough products
- K3. Describe what to do if there are any problems with the ingredients
- K4. State which tools and equipment should be used to carry out the relevant methods to prepare, cook and serve basic bread and dough products
- K5. Describe how to correctly carry the relevant cooking methods
- K6. State why it is important to use the correct tools, equipment and techniques
- K7. Describe how to identify when bread and dough products have the correct colour, texture and finish
- K8. Describe how to carry out relevant finishing methods
- K9. State the correct temperature and conditions for holding and serving bread and dough products
- K10. State how to safely store bread and dough products
- K11. State healthy eating options when making bread and dough products

**Unit 290
(2PR11)**

Produce basic bread and dough products

Evidence requirements

Unit 2PR11	Produce basic bread and dough products
What you must DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1-5 by directly observing the candidate's work.</p> <p>For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from bread and dough products <ul style="list-style-type: none"> a) bun dough b) bread dough c) naan dough/pitta dough d) pizza dough e) soda bread dough f) par-cooked products • at least seven from preparation and cooking methods <ul style="list-style-type: none"> a) weighing/measuring b) sieving c) mixing/kneading d) proving e) knocking back f) shaping g) baking h) frying • at least one from finishing methods <ul style="list-style-type: none"> a) glazing b) icing c) filling d) decorating <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 291

Produce basic pastry products (2PR12)

Level: 2
UAN: F/601/4946
Credit value: 5
GLH: 43

Unit aim

This unit is about preparing, cooking and finishing basic pastry products.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce basic pastry products
2. Understand how to produce basic pastry products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 291 Produce basic pastry products (2PR12)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce basic pastry products

The learner can:

1. Check ingredients meet quality and quantity requirements
2. Choose and use the correct techniques, tools and equipment
3. **Prepare** and **cook** ingredients to meet dish requirements
4. Make sure **pastry** has the correct flavour, colour, texture and finish
5. Make sure the temperature is correct for holding and serving
6. Safely store any cooked pastry not for immediate use

What you must cover:

1. **Pastry**
 - a) Short
 - b) Sweet
 - c) Suet
 - d) Choux
 - e) Puff
 - f) Convenience
 - d) Creaming
 - e) Resting
 - f) Piping
 - g) Rolling
 - h) Laminating/folding
 - i) Cutting/shaping/trimming
 - j) Lining
2. **Preparation methods**
 - a) Weighing/measuring
 - b) Sifting
 - c) Rubbing in
3. **Cooking methods**
 - a) Baking
 - b) Steaming
 - c) Combining cooking methods

Outcome 2 Understand how to produce basic pastry products

The learner can:

- K1. Describe how to check the ingredients meet dish requirements
- K2. Describe what to do if there are any problems with the ingredients
- K3. State why it is important to follow the recipe when preparing pastry products correctly
- K4. Describe how to correctly use tools and equipment required for preparing, cooking and finishing basic pastry dishes
- K5. Describe how to carry out the relevant preparation, cooking and finishing methods
- K6. State why it is important to use the correct tools, equipment and techniques
- K7. State the correct temperatures for cooking pastry products
- K8. Describe how to identify when pastry products have the correct flavour, colour, texture and finish
- K9. State how to store pastry products after preparation and cooking
- K10. State healthy eating options when making pastry products

Unit 291 Produce basic pastry products (2PR12)

Evidence requirements

Unit 2PR12	Produce basic pastry products
What you must DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1-4 by directly observing the candidate's work.</p> <p>For assessment criteria 5, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least three from pastry <ul style="list-style-type: none"> a) short b) sweet c) suet d) choux e) puff f) convenience • at least six from preparation methods <ul style="list-style-type: none"> a) weighing/measuring b) sifting c) rubbing in d) creaming e) resting f) piping g) rolling h) laminating/folding i) cutting/shaping/trimming j) lining • at least one from cooking methods <ul style="list-style-type: none"> a) baking b) steaming c) combining cooking methods <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 292

Produce basic cakes, sponges and scones (2PR13)

Level: 2
UAN: L/601/4934
Credit value: 4
GLH: 32

Unit aim

This unit is about preparing, cooking and finishing basic cakes, sponges and scones.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce basic cakes, sponges and scones
2. Understand how to produce basic cakes, sponges and scones

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 292 Produce basic cakes, sponges and scones (2PR13)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce basic cakes, sponges and scones

The learner can:

1. Check ingredients meet requirements
2. Choose and use tools and equipment correctly
3. **Prepare, cook and finish** the **product** to meet requirements
4. Make sure products have correct flavour, colour, texture and quantity
5. Present the product to meet requirements
6. Make sure products are at correct temperature for holding and serving
7. Safely store any cooked products not for immediate use

What you must cover:

1. Preparation, cooking and finishing methods

- a) Using prepared mixes
- b) Weighing/measuring
- c) Creaming/beating
- d) Whisking
- e) Folding
- f) Rubbing in
- g) Greasing
- h) Glazing
- i) Portioning
- j) Piping
- k) Shaping
- l) Baking
- m) Filling

- n) Rolling
- o) Lining
- p) Trimming / Icing
- q) Spreading / Smoothing
- r) Kneading
- s) Dusting / Dredging / Sprinkling
- t) Mixing

2. Products

- a) Cakes (eg Fruit cake, rock cakes, small cakes, shortcake/bread)
- b) Sponges (eg Victoria sandwich, sponge biscuits, swiss roll)
- c) Scones

Outcome 2 Understand how to produce basic cakes, sponges and scones

The learner can:

- K1. Describe how to check the ingredients meet requirements
- K2. State what quality points to look for in the ingredients
- K3. Describe what you should do if there is a problem with the ingredients
- K4. State the correct tools and equipment to carry out the necessary preparation and cooking methods
- K5. Describe how to carry out the necessary preparation and cooking methods according to product requirements
- K6. State why it is important to use the correct tools, equipment and techniques
- K7. Describe how to identify when cakes, sponges and scones have the correct flavour, colour, texture and quantity
- K8. Describe how to present basic cakes sponges and scones
- K9. Describe how to store cakes, sponges and scones
- K10. State healthy eating options when making cakes, sponges and scones

Unit 292 Produce basic cakes, sponges and scones (2PR13)

Evidence requirements

Unit 2PR13	Produce basic cakes, sponges and scones
What you must DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1 - 5 by directly observing the candidate's work.</p> <p>For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least twelve from preparation and cooking methods <ol style="list-style-type: none"> a) using prepared mixes b) weighing/measuring c) creaming/beating d) whisking e) folding f) rubbing in g) greasing h) glazing i) portioning j) piping k) shaping l) baking m) filling n) rolling o) lining p) trimming/icing q) spreading/smoothing r) kneading s) dusting/dredging/sprinkling t) mixing <p>Candidates must demonstrate through performance that they can make three of the following:</p> <ul style="list-style-type: none"> • cakes (eg fruit cake, rock cakes, small cakes, shortcake/bread) • sponges (eg Victoria sandwich, sponge biscuits, Swiss roll) • scones <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 293

Produce basic hot and cold desserts (2PR14)

Level: 2
UAN: J/601/4964
Credit value: 3
GLH: 28

Unit aim

This unit is about cooking and finishing basic hot and cold desserts.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce hot and cold desserts
2. Understand how to produce hot and cold desserts

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 293 Produce basic hot and cold desserts (2PR14)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce hot and cold desserts

The learner can:

1. Check **ingredients** meet quality and quantity requirements
2. Choose and use the right tools and equipment
3. Use correct preparation and **cooking methods** to prepare desserts
4. Make sure dishes have the correct flavour, colour, texture and quantity
5. **Finish** and present the dish to meet organisational standards
6. Make sure dishes are at the correct temperature for holding and serving
7. Safely store any prepared ingredients not for immediate consumption

What you must cover:

1. **Ingredients**
 - a) Ice cream
 - b) Pre-prepared pastry-based products
 - c) Pre-prepared sponge-based products
 - d) Pre-prepared egg-based products
 - e) Fresh fruit
 - f) Pre-prepared fruit
2. **Cooking methods**
 - a) Baking
 - b) Frying
 - c) Microwaving
 - d) Steaming
3. **Finishing methods**
 - a) Garnishing
 - b) De-moulding
 - c) Slicing
 - d) Portioning
 - e) Piping
 - f) Glazing

Outcome 2 Understand how to produce hot and cold desserts

The learner can:

- K1. Describe how to check that ingredients meet dish requirements
- K2. Describe what to do if there are any problems with ingredients
- K3. State why time and temperature are important when finishing basic hot and cold desserts
- K4. State what quality points to look for in basic hot and cold desserts
- K5. Describe how to correctly carry out the relevant cooking methods
- K6. Describe how to carry out the relevant finishing methods
- K7. State why it is important to use the correct tools, equipment and techniques
- K8. Describe how to identify the correct colour, texture, consistency and quantity of hot and cold desserts
- K9. Describe what types of problems can occur when cooking and finishing hot and cold desserts and how to correct them
- K10. Describe how to store prepared hot and cold desserts
- K11. State healthy eating options when preparing hot and cold desserts

Unit 293 Produce basic hot and cold desserts (2PR14)

Evidence requirements

Unit 2PR14	Produce basic hot and cold desserts
What you must DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1 - 5 by directly observing the candidate's work.</p> <p>For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least three from ingredients <ul style="list-style-type: none"> a) ice cream b) pre-prepared pastry based products c) pre-prepared sponge based products d) pre-prepared egg based products e) fresh fruit f) pre-prepared fruit • at least two from cooking methods <ul style="list-style-type: none"> a) baking b) frying c) microwaving d) steaming • at least three from finishing methods <ul style="list-style-type: none"> a) garnishing b) de-moulding c) slicing d) portioning e) piping f) glazing <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 294

Produce cold starters and salads (2PR15)

Level: 2
UAN: H/601/4955
Credit value: 3
GLH: 28

Unit aim

This unit is about preparing and presenting cold products such as salads, bread products, pies, patés and cured meats. It also covers the holding of such foods to maintain effective food safety.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce cold starters and salads
2. Understand how to produce cold starters and salads

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 294 Produce cold starters and salads (2PR15)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce cold starters and salads

The learner can:

1. Check ingredients meet dish requirements
2. Choose and use tools and equipment correctly
3. Prepare products using the correct **preparation methods**
4. Make sure that **food products** have the correct flavour, colour, texture and quantity
5. Make sure that food products are garnished and presented to meet organisational requirements
6. Safely store any prepared food not for immediate consumption

What you must cover:

- | | |
|---------------------------------|-------------------------------|
| 1. Food products | 2. Preparation methods |
| a) Bread products | a) De-frosting |
| b) Salads | b) Washing |
| c) Pre-prepared pastry items | c) Slicing |
| d) Cooked and cured meats | d) Dressing |
| e) Fish and shellfish | e) Garnishing |
| f) Pre-prepared patés | f) Portioning |
| g) Cold dressings and sauces | g) Combining ingredients |
| h) Pre-prepared vegetable items | |

Outcome 2 Understand how to produce cold starters and salads

The learner can:

- K1. Describe how to check that food products and garnish ingredients meet requirements
- K2. State what quality points to look for in the presentation of cooked, cured, prepared foods
- K3. Describe what to do if there are any problems with the ingredients
- K4. State which tools and equipment should be used to carry out the relevant preparation methods
- K5. State why it is important to use the correct tools, equipment and techniques
- K6. Describe how to prepare the food products and garnish ingredients for cold presentation
- K7. Describe how to produce basic dressings and cold sauces
- K8. Describe how to finish and garnish cold starters and salads
- K9. Describe how to identify the correct colour, flavour, texture and quantity of food products
- K10. State why time and temperature are important when preparing cooked, cured and prepared foods for presentation
- K11. State healthy eating options available when preparing and presenting food for cold presentation

Unit 294 Produce cold starters and salads (2PR15)

Evidence requirements

Unit 2PR15	Produce cold starters and salads
What you must DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1 - 5 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least five from food products <ul style="list-style-type: none"> a) bread products b) salads c) pre-prepared pastry items d) cooked and cured meats e) fish and shellfish f) pre-prepared pates g) cold dressings and sauces h) pre-prepared vegetable items • at least four from preparation methods <ul style="list-style-type: none"> a) de-frosting b) washing c) slicing d) dressing e) garnishing f) portioning g) combining ingredients <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 295

Produce flour, dough and tray-baked products (2PR16)

Level: 2
UAN: M/601/4960
Credit value: 3
GLH: 32

Unit aim

This unit is about preparing flour, dough and tray-bakes, as well as correctly storing those items not for immediate use. It also covers baking and deep frying products, such as biscuits and scones. Additionally it describes the importance of presenting cooked products to organisational standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare flour, dough and tray-baked products
2. Understand how to prepare flour, dough and tray-baked products
3. Be able to cook, finish and present flour, dough and tray-baked products
4. Understand how to cook, finish and present flour, dough and tray-baked products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 295 Produce flour, dough and tray-baked products (2PR16)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare flour, dough and tray-baked products

The learner can:

1. Identify number of portions required for service
2. Ensure **ingredients** are of the type, quality and quantity required
3. Use the appropriate **basic preparation methods** to meet quality and organisational requirements when preparing ingredients
4. Make sure prepared ingredients are stored, clearly and accurately labelled in line with legal requirements for temperature control

What you must cover:

1. **Ingredients**
 - a) Pre-prepared pastry
 - b) Cake/sponge mixes
 - c) Scone mix
 - d) Dough mix
 - e) Biscuit mix
 - f) Tray-bake mix
 - c) Greasing
 - d) Creaming/beating
 - e) Lining
 - f) Melting
 - g) Glazing
 - h) Portioning
 - i) Rolling
 - j) Shaping
 - k) Cutting
2. **Basic preparation methods**
 - a) Mixing
 - b) Kneading

Outcome 2 Understand how to prepare flour, dough and tray-baked products

The learner can:

- K1. State why it is essential that ovens should be at the correct temperature before baking starts
- K2. State why time, temperature are important when preparing, cooking and storing basic flour, dough and tray-baked products
- K3. State why prepared basic flour, dough and tray-baked products should be stored at the required safe temperature before cooking

Outcome 3 Be able to cook, finish and present flour, dough and tray-baked products

The learner can:

5. Ensure that **flour, dough and tray-baked products** are of the type, quality and quantity required
6. Combine the flour, dough and tray-baked products with other ingredients
7. Cook flour, dough and tray-baked products using the appropriate **basic cooking methods** to meet quality and organisational requirements
8. Use **basic finishing methods** where necessary to meet quality and organisational requirements
9. Store and clearly and accurately label dishes not for immediate use, in line with legal requirements relating to temperature control

Unit 295 Produce flour, dough and tray-baked products (2PR16)

Learning outcomes and assessment criteria

What you must cover:

1. **Flour, dough and tray-bake products**
 - a) Pastry products
 - b) Cakes/sponges
 - c) Scones
 - d) Dough products
 - e) Biscuits
 - f) Tray-bakes
2. **Basic cooking methods**
 - a) Baking
- b) Deep frying
3. **Basic finishing methods**
 - a) Dusting/sprinkling/dredging
 - b) Filling
 - c) Piping
 - d) Spreading/coating
 - e) Glazing
 - f) Trimming
 - g) Portioning

Outcome 4 Understand how to cook, finish and present flour, dough and tray-baked products

The learner can:

- K4. Describe what quality points to look for in basic flour, dough and other ingredients for tray-baked products
- K5. Describe the preparation and cooking methods for basic flour, dough and tray-baked products
- K6. State how to identify when different flour, dough and tray-baked products are cooked to dish requirements
- K7. Describe how to present flour, dough and tray-baked products
- K8. Describe what problems can occur while preparing and cooking flour, dough and tray-baked products, and to whom problems should be reported
- K9. Describe how to ensure that products have the correct aroma, texture, temperature and consistency
- K10. State why it is important to follow dish instructions, and use the correct equipment while portioning
- K11. Describe healthy eating options when preparing, cooking and finishing basic flour, dough and tray-baked products

Unit 295 Produce flour, dough and tray-baked products (2PR16)

Evidence requirements

Unit 2PR16	Produce flour, dough and tray-baked products
Outcome 1	Be able to prepare flour, dough and tray-baked products
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1 - 4 by directly observing the candidate's work.
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from ingredients <ul style="list-style-type: none"> a) pre-prepared pastry b) cake/sponge mixes c) scone mix d) dough mix e) biscuit mix f) tray-bake mix • at least six from basic preparation methods <ul style="list-style-type: none"> a) mixing b) kneading c) greasing d) creaming/beating e) lining f) melting g) glazing h) portioning i) rolling j) shaping k) cutting <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to cook, finish and present flour, dough and tray-baked products
What you must DO for outcome 3	The assessor <u>must</u> assess assessment criteria 5 - 9 by directly observing the candidate's work.
What you must COVER for outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from flour, dough and tray-bake products <ul style="list-style-type: none"> a) pastry products b) cakes/sponges c) scones d) dough products e) biscuits f) tray-bakes • at least one from basic cooking methods: <ul style="list-style-type: none"> a) baking b) deep frying • at least four from basic finishing methods

- | | |
|--|---|
| | <ul style="list-style-type: none">a) dusting/sprinkling/dredgingb) fillingc) pipingd) spreading/coatinge) glazingf) trimmingg) portioning <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p> |
|--|---|

Unit 296

Produce healthier dishes (2PR17)

Level: 2
UAN: A/601/4962
Credit value: 3
GLH: 28

Unit aim

This unit is about preparing, cooking and finishing dishes that use healthier ingredients, preparation, cooking and finishing techniques.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce healthier dishes
2. Understand how to produce healthier dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 296 Produce healthier dishes (2PR17)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce healthier dishes

The learner can:

1. Check ingredients meet dish requirements
99. Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre
100. Cook food in a way that maximises its nutritional value
101. Use flavourings that minimise the use of salt and sugar
102. Present dishes in a way that is attractive to the customer
103. Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish

What you must cover:

1. **Dish**
 - a) meat/poultry
 - b) fish
 - c) vegetables/fruit
 - d) eggs
 - e) pasta/rice/grain/pulses
 - f) soups/sauces
 - g) pastry
 - h) bread/dough
 - i) sponges/cakes/biscuits/scones

Outcome 2 Understand how to produce healthier dishes

The learner can:

- K1. Describe the concept of a balanced diet and how this is important to good health
- K2. State the government's current guidelines for healthy eating
- K3. State the types and combinations of ingredients that make up a healthy dish
- K4. Describe the nutritional benefits of minimising the fat, sugar and salt content of dishes
- K5. Describe the nutritional benefits of starchy foods, fruits vegetables and pulses
- K6. Explain how to read and interpret food labelling
- K7. Describe how to select types, combinations and proportions of ingredients that will make a healthy dish
- K8. Describe what techniques can be used to prepare ingredients in a healthy way
- K9. Describe what techniques can be used to cook the dish in a way that maximises its nutritional value
- K10. State what healthier flavourings can be used as alternatives to salt and sugar
- K11. Explain why it is important to present healthier dishes to customers in an attractive way and how to do so
- K12. State why it is important to provide the customers with their choice of sauces, dressing, toppings and condiments
- K13. State appropriate alternative healthier types of sauces, dressings, toppings and condiments

Unit 296 Produce healthier dishes (2PR17)

Evidence requirements

Unit 2PR17	Produce healthier dishes
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1 - 4 by directly observing the candidate's work. The assessor may assess assessment criteria 5 and 6 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for Outcome 1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none">• at least four from dish<ul style="list-style-type: none">a) meat/poultryb) fishc) vegetables/fruitd) eggse) pasta/rice/grain/pulsesf) soups/saucesg) pastryh) bread/doughi) sponges/cakes/biscuits/scones Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

Unit 297

Maintain an efficient use of food resources (2PR19)

Level: 2
UAN: J/601/4768
Credit value: 4
GLH: 34

Unit aim

This unit is about working in an efficient way to ensure food resource wastage is limited.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to maintain an efficient use of food resources
2. Understand how to maintain an efficient use of food resources

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 297 **Maintain an efficient use of food resources (2PR19)**

Learning outcomes and assessment criteria

Outcome 1 Be able to maintain an efficient use of food resources

The learner can:

1. Gain **information** to anticipate the volume of customers to be served
2. Check storage areas to ensure that sufficient volumes of food resources are available
3. Check that available food items are of the type and quality required
4. Organise food resources for immediate use in a manner that makes them accessible
5. Follow **portion control measures** that meet organisational and dish requirements
6. Organise food items for immediate use to reduce the risk of cross contamination
7. Label and store food items in a safe manner for use in the next service period
8. Identify items nearing the end of their shelf life
9. Record any food wastage
10. Identify any potential food shortages and report to relevant people

What you must cover:

1. **Information to be gained from**
 - a) Senior colleagues
 - b) Bookings information
 - c) Records of sales patterns
 - d) Records of anticipated customer volumes
2. **Portion control measures**
 - a) Use of scoops, measures and scales
 - b) Counting of items
 - c) Following standard recipe and brand standard

Outcome 2 Understand how to maintain an efficient use of food resources

The learner can:

- K1. Describe the principles of stock and portion control
- K2. Describe the financial impact of food resource wastage can have upon the organisation
- K3. State organisational procedures for recording food usage
- K4. State procedures for storing opened food items
- K5. State the importance of maintaining minimum food stock levels
- K6. Describe how stock items should be stored and labelled
- K7. Describe how labelling systems used by the organisation operate
- K8. State the individuals responsible for re-ordering food stock items
- K9. Describe how food stock needing to be disposed of is recorded and reported

Unit 297

Maintain an efficient use of food resources (2PR19)

Evidence requirements

Unit 2PR19	Maintain an efficient use of food resources
What you must DO for outcome 1	The assessor <u>must</u> assess assessment criteria 1 - 7 by directly observing the candidate's work. The assessor may assess assessment criteria 8, 9 and 10 through questioning or witness testimony if no naturally occurring evidence is available.
What you must COVER for outcome 1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none">• at least three from information to be gained from:<ul style="list-style-type: none">a) senior colleaguesb) booking informationc) records of sales patternsd) records of anticipated customer volumes • at least two from portion control measures:<ul style="list-style-type: none">a) use of scoops, measures and scalesb) counting of itemsc) following standard recipe and brand standard Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

Unit 298

Maintain an efficient use of resources in the kitchen (2PR20)

Level: 2
UAN: A/601/4766
Credit value: 3
GLH: 23

Unit aim

This unit is about working in an efficient way to ensure that physical resources used in the kitchen, including energy and water, are not wasted.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to maintain an efficient use of resources in the kitchen
2. Understand how to maintain an efficient use of resources in the kitchen

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 298 Maintain an efficient use of resources in the kitchen (2PR20)

Learning outcomes and assessment criteria

Outcome 1 Be able to maintain an efficient use of resources in the kitchen

The learner can:

1. Follow manufacturer's guidelines to ensure that kitchen equipment is working at correct settings
2. Use **cooking equipment** efficiently to reduce unnecessary **waste** of energy
3. Ensure taps are not left running to reduce the waste of water
4. Ensure correct disposal of packaging to minimise space
5. Ensure packaging is disposed of in the correct place
6. Report equipment faults or potential wastage to the appropriate person

What you must cover:

1. **Cooking equipment**
 - a) Grills
 - b) Ovens
 - c) Hot plates
 - d) Fridges and freezers
 - e) Extraction equipment
2. **Waste**
 - a) Food waste
 - b) Glass
 - c) Card
 - d) Plastic packaging

Outcome 2 Understand how to maintain an efficient use of resources in the kitchen

The learner can:

- K1. State the principles of energy efficiency and waste reduction
- K2. Describe the financial impact that wastage of physical resources can have upon the organisation
- K3. Describe how electricity and gas waste can be minimised
- K4. List the different types of waste produced by the operation
- K5. Describe how different types of waste should be safely handled
- K6. Describe the organisational procedures for storing waste
- K7. State who excessive waste should be reported to

Unit 298 Maintain an efficient use of resources in the kitchen (2PR20)

Evidence requirements

Unit 2PR20	Maintain an efficient use of resources in the kitchen
What you must DO for outcome 1	<p>The assessor <u>must</u> assess assessment criteria 2 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 1, 3, 4, 5 and 6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least three from cooking equipment <ul style="list-style-type: none"> a) grills b) ovens c) hot plates d) fridges and freezers e) extraction equipment • at least two from waste <ul style="list-style-type: none"> a) food waste b) glass c) card d) plastic packaging <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 299

Prepare, operate and clean specialist food preparation and cooking equipment (2PR21)

Level: 2
UAN: J/601/4849
Credit value: 4
GLH: 35

Unit aim

This unit is about operating and maintaining cooking equipment that is specific to the operation. 'Specialist equipment' may include items specific to the operation or those that do not appear in all kitchen environments. This may include items such as pressure fryers, combination ovens and food holding systems.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to prepare specialist food preparation and cooking equipment
2. Be able to operate specialist food preparation and cooking equipment
3. Know how to operate specialist food preparation and cooking equipment
4. Be able to clean specialist food preparation and cooking equipment
5. Know how to clean specialist food preparation and cooking equipment

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 299 Prepare, operate and clean specialist food preparation and cooking equipment (2PR21)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare specialist food preparation and cooking equipment

The learner can:

1. Ensure that the equipment is safe to operate
2. Check the equipment controls are set at the correct level before operating

Outcome 2 Be able to operate specialist food preparation and cooking equipment

The learner can:

3. Follow manufacturer's procedures to both switch on and operate equipment
4. Monitor the action of the equipment to ensure that it is operating at the correct temperature and speed
5. Shut down equipment at the end of service following the correct procedures
6. Re-assemble the equipment so it is ready to use and meets required health and safety and food safety standards
7. Report any identified problems or faults to the relevant person

Outcome 3. Know how to operate specialist food preparation and cooking equipment

The learner can:

- K1. State the types of specialist equipment used within the organisation
- K2. State what each type of specialist equipment is used for
- K3. Describe the relevant hazards and potential hazards relating to specialist equipment
- K4. State how hazards and potential hazards can be minimised
- K5. State who to report any identified faults to

Outcome 4. Be able to clean specialist food preparation and cooking equipment

The learner can:

8. Check the equipment is suitably clean to use
9. Disassemble the equipment correctly and safely to enable effective cleaning
10. Clean the equipment and its component parts using the correct methods and cleaning agents

Outcome 5. Know how to clean specialist food preparation and cooking equipment

The learner can:

- K6. Describe how the equipment should be cleaned
- K7. List the relevant cleaning agents that should be used with the equipment
- K8. Describe how cleaning agents should be used to avoid accidents and potential food safety hazards

Unit 299

Prepare, operate and clean specialist food preparation and cooking equipment (2PR21)

Evidence requirements

Unit 2PR21	Prepare, operate and clean specialist food preparation and cooking equipment	
Learning outcomes	Example Assessment Methods	Examples of Evidence
Learning Outcome 1 Be able to prepare specialist food preparation and cooking equipment Learning Outcome 2 Be able to operate specialist food preparation and cooking equipment Learning Outcome 4 Be able to clean specialist food preparation and cooking equipment	Observation Witness testimony	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Witness assessment criteria
Learning Outcome 3 Know how to operate specialist food preparation and cooking equipment Learning Outcome 5 Know how to clean specialist food preparation and cooking equipment	Oral questions Written questions Professional discussion	Records of oral questioning Question/answer sheets Records of professional discussion Cross reference to Outcome 1

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

Contingencies Outcome 2	Alternative Assessment Methods	Examples of evidence
8. Report any identified problems or faults to the relevant person	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 666

Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector (PERR/10)

Level: 2
UAN: T/601/7214
Credit value: 2
GLH: 16

Unit aim

This unit is about ensuring that learners achieve the national occupational standard to understand employment rights and responsibilities within the hospitality, leisure, travel and tourism sector.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know employer and employee rights and responsibilities and own organisational procedures
2. Know factors that affect own organisation and occupation

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Guidance

Note this is a knowledge only unit. Learners taking this qualification as a part of an Apprenticeship must achieve this unit. Knowledge for this unit can be collected in a variety of ways including workbook, oral/written questioning.

Unit 666 Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector (PERR/10)

Learning outcomes and assessment criteria

Outcome 1 Know employer and employee rights and responsibilities and own organisational procedures

The learner can:

- K1 State employee and employer rights and responsibilities under employment law including Disability Discrimination Act, Health and Safety and other relevant legislation
- K2 State importance of having employment rights and responsibilities
- K3 Describe organisational procedures for Health and Safety, including documentation
- K4 Describe organisational procedures for equality and diversity including documentation
- K5 Identify sources of information and advice on employment rights and responsibilities, including access to work and additional learning support

Outcome 2 Know factors that affect own organisation and occupation

The learner can:

- K6 Describe the role played by own occupation within the organisation and industry
- K7 Describe career pathways available to them
- K8 State types of representative body related to the hospitality industry, their main roles and responsibilities and their relevance to the industry
- K9 Identify sources of information and advice on own industry, occupation, training and career
- K10 Describe principles policies and codes of practice used by own organisation and industry
- K11 Describe issues of public concern that affect own organisation and industry

Appendix 1 Course design and delivery

Initial assessment and induction

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

The initial assessment should identify:

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

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

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

Recommended delivery strategies

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

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

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

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Functional/Core Skills and other related qualifications. Relationship tables are provided to assist centres with the design and delivery of the qualification.

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

Appendix 2 Assessment

Recording forms

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

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

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

N/SVQ Recording forms are available on the City & Guilds website or can be purchased from the Walled Garden.

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

Amendable (MS Word) versions of the forms can be requested by email from catering@cityandguilds.com

People 1st Assessment Strategy Guidance

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

1. **external quality control**
2. **assessment principles**
3. **occupational expertise of assessors and verifiers**
4. **continuous professional development**

The strategy should be used alongside the NVQ/SVQ assessment and quality assurance guidance of the regulatory authorities. Further information about NVQs/SVQs can be found at www.people1st.co.uk. Feedback or comments on the sector assessment strategy can be emailed to qualifications@people1st.co.uk.

Assessment Principles

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

Within these parameters, People1st expects that:

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

Witness Testimony

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

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

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

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

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People 1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's requirements.

Professional Discussion

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

Simulation

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

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

Realistic Working Environment

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

Continuous Professional Development

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

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

Unit Number	Unit Title	NVQs that the unit is used in
1GEN1	Maintain a safe, hygienic and secure working environment	Level 1 and 2 NVQ Certificates/Diplomas in Hospitality

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

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

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

4	The RWE is under - pinned by commercial principles and responsibilities	<ul style="list-style-type: none"> • Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. • There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. • Candidates are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimizing wastage. • Legislative regulations are adhered to eg food safety, health and safety, equal opportunities, trade description. • Consumer information is provided on products and services eg allergy advice on food products.
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Annex C - Occupational Expertise of Assessors and Verifiers

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

✓ = mandatory

Assessors and Internal Verifiers must:	Assessor	Internal Verifier
Assessors and verifiers should: <ul style="list-style-type: none"> • have had training in terms of good assessment/verification practice, operating the assessment tools and grading • have the occupational knowledge of the NOS/NVQ/VRQ and capability to assess the apprentice at the required level • attend the required number of standardisation and training events per year 	✓	✓
As a minimum a verifier should: <ul style="list-style-type: none"> • hold or be working towards a verifier qualification e.g. D34 / V1 / TAQA (IQA) or equivalent 		✓
As a minimum an assessor should: <ul style="list-style-type: none"> • hold or be working towards an assessor qualification e.g. D32, D33 / A1, A2 / TAQA or equivalent 	✓	✓
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.	✓	✓
Adhere to the awarding body's assessment requirements and practice standardised assessment principles	✓	✓
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, ie time and budget	✓	✓
Have supervisory/management, interpersonal and investigative skills,		✓

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

Annex D - Qualifications and Training Relevant to Assessors and Verifiers

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

✓ = mandatory

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

Note:

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

Annex E Continuous Professional Development for Assessors and Verifiers

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

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

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

Downloadable guidance on CPD can be found at www.ifl.ac.uk

Appendix 3 Guidance on the use of Expert Witness

Introduction to Expert Witness Records

An Expert Witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process.

The approved Expert Witness will usually be the learner's supervisor or manager in the workplace but could also be an experienced colleague or other approved assessor.

The Expert Witness does not make any assessment decisions and is not, therefore, required to achieve either of the A units. All assessment decisions that take into account evidence provided by an Expert Witness must be made by an assessor who is qualified with A1/D32/D33

Requirements for Expert Witnesses

An Expert Witness should:

- be the candidate's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units they are providing an expert opinion on
- understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on.

Using an Expert Witness to collect evidence

It is important to remember that having an Expert Witness **does not** eliminate the need for a competent assessor to be assigned to a learner.

The assessor must still observe the minimum number of 'what you must do' and 'what you must cover' items in each unit.

The Expert Witness can be used to infer consistent competency and/or fill in gaps within the assessment process to ensure a streamlined approach to assessment.

In all instances, the assessor is responsible for making the final assessment decision and for signing off each unit, once satisfied that there is sufficient evidence of the learner's competence.

When making assessment decisions, the assessor must take into account:

- their own observations and assessments of the candidate's performance
- evidence collected by the Expert Witness and related to the 'what you must do and what you must cover'
- evidence of underpinning knowledge that has been gathered by the assessor.

How to record an Expert Witness Record

In all instances where a learner's assessment has been based in part on evidence collected via an Expert Witness, details of the witness involved must be provided in the learner's Unit Record file. The information should be provided on the Expert Witness Testimony record. The purpose of including this form in the learner's file is to make it clear to the internal and external verifiers that:

- an Expert Witness has been involved in the assessment process
- the Expert Witness is suitably qualified to carry out that role.

The form will also record an example of the witness's signature, so that their involvement in the portfolio can be easily identified throughout.

Expert Witness testimonies can be recorded in a variety of ways:

- digital voice recording
- written record
- verbally given by the witness and written summary by the assessor – including a signed declaration by the witness

Verification of Expert Witness Testimonies

When planning the internal verification sampling strategy the internal verifier should include a sample of a range of different expert witnesses.

The sample should include:

- records of the expert witness CV's/competence
- the assessed witness records
- interviewing of expert witnesses.
- learners questioning about the involvement of the Expert Witness within their portfolio.

A similar process will be carried out by the external verifier during verification visits to the centre.

Using Expert Witness Testimonies in your centre

You must ensure the Expert Witness meets the requirements of People 1st Assessment Strategy. You will need to complete an Expert Witness Nomination Form for each Witness and hold a copy of this within your centre record files. The External Verifier will include these within their centre sample.

Expert Witness Nomination Form



Centre Details

Centre contact name

Centre name

Centre approval number

Expert Witness Details

Name

Position

Workplace name

Workplace address

Street:

Town:

County:

Postcode: Tel no:

Expert Witness status (please tick)

new witness update to current delete from approval
witness details

To be completed by the Assessor

As the learner's assessor, I confirm that the Expert Witness above meets requirements of People 1st Assessment Strategy 9th December 2009 Version 1 and City & Guilds requirements:

- is technically competent in the units they are providing an expert opinion on
- works with the candidate on a regular basis
- has a thorough understanding of the units they are providing an expert opinion on
- has been fully briefed on their role as an Expert Witness, including the limits of their responsibility and City & Guilds evidence recording requirements.

Please provide evidence of the proposed Expert Witness's technical competence in all of the areas that they will be providing an expert opinion. You may provide a copy of their Curriculum Vitae if you prefer.

Assessor's signature

Date

Witness's signature

Date

Appendix 4 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

These qualifications include opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:

- Functional Skills (England) – see **Functional Skills | City & Guilds (cityandguilds.com)**
- Essential Skills (Northern Ireland) – see **Northern Ireland maths & English | City & Guilds (cityandguilds.com)**
- Essential Skills Wales – see **ESQ Wales | City & Guilds (cityandguilds.com)**

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

Core Skills (Scotland only)

Core Skills are a central part of the Scottish qualifications system and are mandatory for Modern Apprenticeship framework completion. In many cases, candidates undertaking the qualifications will already have a Core Skills Profile from previous qualifications, eg some Standard Grade and other National Qualifications allow Automatic Core Skills certification.

Appendix 5 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centre Document Library** on www.cityandguilds.com or click on the links below:

Quality Assurance Standards: Centre Handbook

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on

- Centre quality assurance criteria and monitoring activities
- Administration and assessment systems
- Centre-facing support teams at City & Guilds / ILM
- Centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the Centre Contract.

Quality Assurance Standards: Centre Assessment

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements, or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre-assessments.

Access arrangements - When and how applications need to be made to City & Guilds provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre Document Library** also contains useful information on such things as:

- Conducting examinations
- Registering learners
- Appeals and malpractice

Useful contacts

Please visit the Contact Us section of the City & Guilds website, **Contact us**

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people, organisations and economies develop their skills for growth. We work with education providers, employers and governments in over 100 countries across the world to help people, businesses and economies grow by shaping skills systems and supporting skills development.

The Group is made up of City & Guilds, ILM, Kineo, The Oxford Group, Gen2, and Intertrain. Together we set the standard for professional and technical education and corporate learning and development around the world.

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Published by City & Guilds, a registered charity established to promote education and training

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cityandguildsgroup.com