

Pearson Edexcel Level 2 NVQ Diploma in Front of House Reception

Pearson Edexcel Level 2 NVQ Diploma in Housekeeping

Pearson Edexcel Level 2 NVQ Diploma in Hospitality Services

Specification

NVQ/competence-based qualifications
For first registration August 2010

Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel Level 2 NVQ Diploma in Front of House Reception (QCF)

Edexcel Level 2 NVQ Diploma in Housekeeping (QCF)

Edexcel Level 2 NVQ Diploma in Hospitality Services (QCF)

The QNs remain the same.

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Summary of Pearson Edexcel Level 2 NVQ Diploma in Front of House Reception
Pearson Edexcel Level 2 NVQ Diploma in Housekeeping
Pearson Edexcel Level 2 NVQ Diploma in Hospitality Services specification Issue 4 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Page 1
Definition of sizes of qualifications aligned to TQT	Page 2
TQT value added	Pages 7-12
Guided learning definition updated	Page 19
QCF references removed from unit titles and unit levels in all units	Pages 23 393

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions. In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research. As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Diplomas in Front of House Reception, Housekeeping and Hospitality Services:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Diploma in Front of House Reception	500/9905/X	01/06/2010
Pearson Edexcel Level 2 NVQ Diploma in Housekeeping	500/9904/8	01/06/2010
Pearson Edexcel Level 2 NVQ Diploma in Hospitality Services	500/9951/6	01/06/2010

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 2 NVQ Diplomas in Front of House Reception, Housekeeping and Hospitality Services

These qualifications:

- are nationally recognised
- are based on the Hospitality National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by People 1st.

The Pearson Edexcel Level 2 NVQ Diploma in Front of House Reception, the Pearson Edexcel Level 2 NVQ Diploma in Housekeeping and the Pearson Edexcel Level 2 NVQ Diploma in Hospitality Services have been approved as components required for the Hospitality Apprenticeship framework.

What is the purpose of these qualifications?

These qualifications are designed for learners employed in hospitality roles such as chefs, housekeepers or receptionists, who need to develop or consolidate their skills. Learners are required to take mandatory units which cover aspects of maintaining a safe, hygienic and secure working environment, working effectively as part of a hospitality team, giving customers a positive impression of themselves and their organisation and cleaning and servicing a range of housekeeping areas in a hospitality environment. Learners then have a choice of optional units covering different hospitality areas such as front of house reception, housekeeping or hospitality services. There is a wide range of optional units allowing learners to choose units to meet the needs of their own work role.

Who are these qualifications for?

The Pearson Edexcel Level 2 NVQ Diploma in Front of House Reception and the Pearson Edexcel Level 2 NVQ Diploma in Housekeeping qualifications are for all learners aged 16 and above and the Pearson Edexcel Level 2 NVQ Diploma in Hospitality Services qualification is for all learners aged 14 and above who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

These NVQs are applicable for people working, or wishing to work, in a wide range of hospitality and catering businesses, for example:

- fine dining restaurants
- quick service restaurants
- hotels
- bed and breakfasts
- youth hostels
- holiday parks

- contract caterers
- armed forces
- schools
- care homes.

Pre-16 approval for qualifications covering the subject of alcohol in hospitality

Units within the Pearson Edexcel Level 2 NVQ Diploma in Hospitality Services qualification which cover the sale, preparation, serving or consumption of alcohol (either in practice or theory) - in particular *Unit 14: Serve Alcoholic and Soft Drinks*, *Unit 15: Prepare and Serve Cocktails* and *Unit 16: Prepare and Serve Wines* – are optional units only. Centres are advised that these units should not be allowed as an option for 14-16 learners.

What are the benefits of these qualifications to the learner and employer?

These qualifications are work-based qualifications, which will allow learners to develop knowledge, understanding and skills essential for working in a hospitality environment, such as front of house reception, housekeeping or hospitality services skills, working with others and improving own performance.

What are the potential job roles for those working towards these qualifications?

The National Occupational Standards cover a diverse range of job roles, for example:

- bar person/manager
- chef
- cleaner
- concierge
- conference and banqueting assistant/manager
- hotel porter
- hotel receptionist
- hotel/accommodation room attendant
- housekeeper
- receptionist
- waiter/waitress.

What progression opportunities are available to learners who achieve these qualifications?

These qualifications offer various opportunities for progression to further learning. Learners may progress to the Pearson Edexcel Level 3 NVQ Diplomas in Hospitality Supervision and Leadership and Professional Cookery. Alternatively, learners may progress to the Pearson Edexcel BTEC Level 3 Nationals in Hospitality.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Front of House Reception?

Individual units can be found in the *Units* section. The level and credit value are given below.

The Total Qualification Time (TQT) for this qualification is 370.

The Guided Learning Hours for this qualification are 324.

To achieve the full Pearson Edexcel Level 2 NVQ Diploma in Front of House Reception, learners must attain a minimum of 37 credits in total.

Learners must complete all mandatory units from Group A (11 credits) plus optional units from Group A1 (3 credits) and the remaining optional units from either Group A1 or Group B1 (23 credits).

	Units	Level	Credit	GLH
	A – mandatory units			
	<i>Credit value required: minimum 11.</i>			
Unit 1	F/601/4218 – Maintenance of a Safe, Hygienic and Secure Working Environment	1	3	25
Unit 2	L/601/0933 – Give Customers a Positive Impression of Yourself and Your Organisation	2	5	33
Unit 3	T/601/4216 – Working Effectively as Part of a Hospitality Team	1	3	22
	B – optional units			
	<i>Credit value required: minimum 26.</i>			
	A1 – optional units			
	<i>Credit value required: minimum 3.</i>			
Unit 43	D/601/5120 – Deal with Arrival of Customers	2	4	32
Unit 44	L/601/5100 – Deal with Bookings	2	4	30
Unit 45	A/601/5125 – Prepare Customer Accounts and Deal with Departures	2	4	30
Unit 46	F/601/5109 – Deal with Communications as Part of the Reception Function	2	3	21
Unit 52	R/601/5129 – Provide Tourism Information Services to Customers	2	5	50
	B1 – optional units			
Unit 47	T/601/2482 – Produce Documents in a Business Environment	2	4	15
Unit 48	H/601/2493 – Use Office Equipment	2	4	18

	Units	Level	Credit	GLH
Unit 49	M/601/5123 – Handle Mail and Book External Services	2	3	28

	Units	Level	Credit	GLH
Unit 50	K/601/2480 – Provide Reception Services	2	3	15
Unit 51	R/601/2490 – Store and Retrieve Information	2	3	17
Unit 53	M/601/1511 – Resolve Customer Service Problems	2	6	40
Unit 54	D/601/0936 – Promote Additional Services or Products to Customers	2	6	40
Unit 55	A/601/1219 – Deal with Customers Across a Language Divide	2	8	53
Unit 56	Y/601/1227 – Maintain Customer Service Through Effective Handover	2	4	27
Unit 57	M/601/5039 – Maintain and Deal with Payments	2	4	30
Unit 58	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16
Unit 59	D/601/2475 – Communicate in a Business Environment	2	3	18

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Housekeeping?

Individual units can be found in the *Units* section. The level and credit value are given below.

The Total Qualification Time (TQT) for this qualification is 370.

The Guided Learning Hours for this qualification are 296.

To achieve the full Pearson Edexcel Level 2 NVQ Diploma in Housekeeping, learners must attain a minimum of 37 credits in total.

Learners must complete all mandatory units from Group A (9 credits) plus optional units from Group A1 (28 credits).

	Units	Level	Credit	GLH
	A – mandatory units			
	<i>Credit value required: minimum 9.</i>			
Unit 1	F/601/4218 – Maintenance of a Safe, Hygienic and Secure Working Environment	1	3	25
Unit 3	T/601/4216 – Working Effectively as Part of a Hospitality Team	1	3	22
Unit 36	J/601/5015 – Cleaning and Servicing a Range of Housekeeping Areas	2	3	28
	A1 – optional units			
	<i>Credit value required: minimum 28.</i>			
Unit 2	L/601/0933 – Give Customers a Positive Impression of Yourself and Your Organisation	2	5	33
Unit 34	F/601/5028 – Collect Linen and Make Beds	1	3	21
Unit 35	K/601/5024 – Clean Windows from the Inside	1	2	16
Unit 37	D/601/5005 – Use of Different Chemicals and Equipment in Housekeeping	2	4	33
Unit 38	D/601/5036 – Maintain Housekeeping Supplies	2	3	24
Unit 39	D/600/6336 – Clean, Maintain and Protect Semi-Hard and Hard Floors	2	4	23
Unit 40	H/600/6337 – Clean and Maintain Soft Floors and Furnishings	2	4	21
Unit 41	H/601/5037 – Providing a Linen Service	2	3	25
Unit 42	K/601/5010 – Carry Out Periodic Room Servicing and Deep Cleaning	2	3	27
Unit 55	A/601/1219 – Deal with Customers Across a Language Divide	2	8	53

	Units	Level	Credit	GLH
Unit 56	Y/601/1227 – Maintain Customer Service Through Effective Handover	2	4	27
Unit 58	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Hospitality Services?

Individual units can be found in the *Units* section. The level and credit value are given below.

The Total Qualification Time (TQT) for this qualification is 370.

The Guided Learning Hours for this qualification are 305.

To achieve the full Pearson Edexcel Level 2 NVQ Diploma in Hospitality Services, learners must attain a minimum of 37 credits in total.

For learners **not** working with food: they must complete all mandatory units from Group A1 (11 credits) plus the remaining 26 credits from the optional units in Group B1 and Group B2.

For learners **working** with food: they must complete all mandatory units from Group A1 (11 credits) and **one** unit from Group A2 (a minimum of 4 credits) plus the remaining credits from the optional units in Group B1 and Group B2.

If the learner **serves** food, then they must complete the Food Service Mandatory 'Unit 5: Maintain Food Safety When Storing, Holding and Serving Food'.

If the learner **prepares** food, then they must complete the Food Preparation Mandatory 'Unit 4: Maintain Food Safety When Storing, Preparing and Cooking Food'.

If the learner takes **food preparation and food and beverage service** units they must do 'Unit 4: Maintain Food Safety When Storing, Preparing and Cooking Food'.

In all cases the remaining credits can come from Group B1 and Group B2.

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

For health and safety reasons, when learners are undertaking a housekeeping role within hospitality, it is suggested that they complete unit: 'Use of Different Chemicals and Equipment in Housekeeping'.

	Units	Level	Credit	GLH
	A1 – mandatory units			
	<i>Credit value required: minimum 11.</i>			
Unit 1	F/601/4218 – Maintenance of a Safe, Hygienic and Secure Working Environment	1	3	25
Unit 2	L/601/0933 – Give Customers a Positive Impression of Yourself and Your Organisation	2	5	33
Unit 3	T/601/4216 – Working Effectively as Part of a Hospitality Team	1	3	22

	Units	Level	Credit	GLH
	A2 – mandatory for optional pathways units – food service or food preparation			
Unit 4	D/601/6980 – Maintain Food Safety when Storing, Preparing and Cooking Food	2	4	32
or				
Unit 5	A/601/5030 – Maintain Food Safety when Storing, Holding and Serving Food	2	4	31
	B – optional units			
	<i>Credit value required: minimum 26.</i>			
	B1 – optional units – working with food units			
Unit 6	F/601/4994 – Prepare and Clear Areas for Counter and Takeaway Service	1	3	25
Unit 7	L/601/5016 – Provide a Counter and Takeaway Service	1	3	30
Unit 8	F/601/4915 – Prepare and Clear Areas for Table Service	2	4	32
Unit 9	H/601/4986 – Serve Food at the Table	2	4	31
Unit 10	J/601/4950 – Provide a Silver Service	2	6	51
Unit 11	M/601/4697 – Convert a Room for Dining	2	3	23
Unit 12	A/601/4945 – Provide a Buffet and Carvery Service	2	4	32
Unit 13	Y/601/4922 – Prepare and Clear the Bar Area	2	4	29
Unit 14	J/601/4978 – Serve Alcoholic and Soft Drinks	2	5	46
Unit 15	L/601/4982 – Prepare and Serve Cocktails	2	5	40
Unit 16	K/601/4939 – Prepare and Serve Wines	2	5	41
Unit 17	M/601/4909 – Maintain Cellars and Kegs	2	3	23
Unit 18	H/601/4907 – Clean Drink Dispense Lines	2	3	26
Unit 19	T/601/4927 – Prepare and Serve Dispensed and Instant Hot Drinks	2	3	30
Unit 20	F/601/4932 – Prepare and Serve Hot Drinks Using Specialist Equipment	2	4	36
Unit 21	T/601/4975 – Receive, Store and Issue Drinks Stock	2	3	24
Unit 22	H/601/4843 – Prepare and Finish Simple Salad and Fruit Dishes	1	2	16
Unit 23	T/601/5561 – Prepare and Cook Fish	1	3	23
Unit 24	T/601/5575 – Prepare and Cook Meat and Poultry	1	4	33

	Units	Level	Credit	GLH
Unit 25	K/601/4844 – Prepare Hot and Cold Sandwiches	1	2	20
Unit 26	L/601/5372 – Complete Kitchen Documentation	2	3	25
Unit 27	L/601/4996 – Set Up and Close Kitchen	2	4	37
Unit 28	M/601/5364 – Prepare and Present Food for Cold Presentation	2	4	35
Unit 29	H/601/4938 – Produce Basic Fish Dishes	2	4	34
Unit 30	R/601/4949 – Produce Basic Vegetable Dishes	2	4	32
Unit 31	K/601/4861 – Produce Basic Rice, Pulse and Grain Dishes	2	3	25
Unit 32	F/601/7331 – Produce Basic Pasta Dishes	2	3	25
Unit 33	L/601/7333 – Produce Basic Egg Dishes	1	3	24
	B2 – optional units – not working with food units			
Unit 34	F/601/5028 – Collect Linen and Make Beds	1	3	21
Unit 35	K/601/5024 – Clean Windows from the Inside	1	2	16
Unit 36	J/601/5015 – Cleaning and Servicing a Range of Housekeeping Areas	2	3	28
Unit 37	D/601/5005 – Use of Different Chemicals and Equipment in Housekeeping	2	4	33
Unit 38	D/601/5036 – Maintain Housekeeping Supplies	2	3	24
Unit 39	D/600/6336 – Clean, Maintain and Protect Semi-Hard and Hard Floors	2	4	23
Unit 40	H/600/6337 – Clean and Maintain Soft Floors and Furnishings	2	4	21
Unit 41	H/601/5037 – Providing a Linen Service	2	3	25
Unit 42	K/601/5010 – Carry Out Periodic Room Servicing and Deep Cleaning	2	3	27
Unit 43	D/601/5120 – Deal with Arrival of Customers	2	4	32
Unit 44	L/601/5100 – Deal with Bookings	2	4	30
Unit 45	A/601/5125 – Prepare Customer Accounts and Deal with Departures	2	4	30
Unit 46	F/601/5109 – Deal with Communications as Part of the Reception Function	2	3	21
Unit 47	T/601/2482 – Produce Documents in a Business Environment	2	4	15
Unit 48	H/601/2493 – Use Office Equipment	2	4	18

	Units	Level	Credit	GLH
Unit 49	M/601/5123 – Handle Mail and Book External Services	2	3	28
Unit 50	K/601/2480 – Provide Reception Services	2	3	15
Unit 51	R/601/2490 – Store and Retrieve Information	2	3	17
Unit 52	R/601/5129 – Provide Tourism Information Services to Customers	2	5	50
Unit 53	M/601/1511 – Resolve Customer Service Problems	2	6	40
Unit 54	D/601/0936 – Promote Additional Services or Products to Customers	2	6	40
Unit 55	A/601/1219 – Deal with Customers Across a Language Divide	2	8	53
Unit 56	Y/601/1227 – Maintain Customer Service Through Effective Handover	2	4	27
Unit 57	M/601/5039 – Maintain and Deal with Payments	2	4	30
Unit 58	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16

How are the qualifications graded and assessed?

The overall grade for each qualification is a 'pass'. Learners must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for these qualifications have been included in *Annexe C*. They have been developed by People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where learners can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in Annex C)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

What do you need to offer these qualifications?

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel Online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required to deliver these qualifications?

Each qualification is designed to support learners working in the hospitality industry. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learners certificate
Unit reference number:					This code is a unique reference number for the unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Maintenance of a Safe, Hygienic and Secure Working Environment

Unit reference number: F/601/4218

Level: 1

Credit value: 3

Guided learning hours: 25

Unit summary

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 illness 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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain personal health and hygiene	1.1 Wear clean, smart and appropriate clothing, footwear and headgear 1.2 Keep hair neat and tidy and wear it in line with organisational standards 1.3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards 1.4 Get any cuts, grazes and wounds treated by the appropriate person 1.5 Report illness and infections promptly to the appropriate person			
2 Know how to maintain personal health and hygiene	2.1 State own responsibilities under the Health and Safety at Work Act 2.2 State general rules on hygiene that must be followed 2.3 State correct clothing, footwear and headgear that should be worn at all time 2.4 State the importance of maintaining good personal hygiene 2.5 Describe how to deal with cuts, grazes and wounds and why it is important to do so			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to help maintain a hygienic, safe and secure workplace	3.1 Identify any hazards or potential hazards and deal with these correctly 3.2 Report any accidents or near accidents quickly and accurately to the proper person 3.3 Follow health, hygiene and safety procedures during work 3.4 Practise emergency procedures correctly 3.5 Follow organisational security procedures			
4 Know how to maintain a hygienic, safe and secure workplace	4.1 State the importance of working in a healthy, safe and hygienic way 4.2 State where information about health and safety in your workplace can be obtained 4.3 Describe the types of hazard in the workplace that may occur and how to deal with these 4.4 State hazards that can be dealt with personally and hazards that must be reported to someone else 4.5 State how to warn other people about hazards and why this is important 4.6 State why accidents and near accidents should be reported and who these should be reported to 4.7 Describe the type of emergencies that may happen in the workplace and how to deal with these 4.8 State where to find first-aid equipment and who the registered first-aider is in the workplace			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Maintain personal health and hygiene

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

The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

Help to maintain a hygienic, safe and secure workplace

The assessor **must** assess assessment criteria 3.1, 3.3, 3.4 and 3.5 by directly observing the learner's work.

The assessor may assess assessment criterion 3.2 through questioning, witness testimony or simulation if no naturally occurring evidence is available.

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

- at least **one** from **hazards**
 - a relating to equipment
 - b relating to areas where you work
 - c relating to personal clothing
- **none** from **ways of dealing with hazards**
 - a putting them right yourself
 - b reporting them to appropriate colleagues
 - c warning other people
- at least **one** from **emergency procedures**
 - a fire
 - b threat
 - c security

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

Unit 2: Give Customers a Positive Impression of Yourself and Your Organisation

Unit reference number: L/601/0933

Level: 2

Credit value: 5

Guided learning hours: 33

Unit summary

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 learners' behaviour counts when dealing with a customer.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish rapport with customers	1.1 Meet their organisation's standards of appearance and behaviour 1.2 Greet their customer respectfully and in a friendly manner 1.3 Communicate with their customer in a way that makes them feel valued and respected 1.4 Identify and confirm their customer's expectations 1.5 Treat their customer courteously and helpfully at all times 1.6 Keep their customer informed and reassured 1.7 Adapt their behaviour to respond to different customer behaviour			
2 Respond appropriately to customers	2.1 Respond promptly to a customer seeking help 2.2 Choose the most appropriate way to communicate with their customer 2.3 Check with their customer that they have fully understood their expectations 2.4 Respond promptly and positively to their customer's questions and comments 2.5 Allow their customer time to consider their response and give further explanation when appropriate			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Communicate information to customers	3.1 Quickly find information that will help their customer 3.2 Give their customer information they need about the services or products offered by their organisation 3.3 Recognise information that their customer might find complicated and check whether they fully understand 3.4 Explain clearly to their customers any reasons why their expectations cannot be met			
4	Understand how to give customers a positive impression of themselves and the organisation	4.1 Describe their organisation's standards for appearance and behaviour 4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately 4.3 Identify their organisation's rules and procedures regarding the methods of communication they use 4.4 Explain how to recognise when a customer is angry or confused 4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Working Effectively as Part of a Hospitality Team

Unit reference number: T/601/4216

Level: 1

Credit value: 3

Guided learning hours: 22

Unit summary

This unit assesses learner's skills and knowledge when working as part of a team. Teams include line managers, supervisors as well as other people in the same team and those working at the same level. The unit includes planning and organising work, working effectively as part of a team and getting feedback from others to support his/her own learning and development.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan and organise own work	1.1 Make sure the requirements of the work are understood 1.2 Ask questions if the requirements of the work are not clear 1.3 Accurately follow instructions 1.4 Plan work and prioritise tasks in order of importance 1.5 Keep everything needed for the work organised and available 1.6 Keep work areas clean and tidy 1.7 Keep waste to a minimum 1.8 Ask for help from the relevant person if it is needed 1.9 Provide work on time and as agreed			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to work effectively with team members	2.1 Give team members help when they ask for it 2.2 Ensure the help given to team members is within the limits of own job role 2.3 Ensure the help given to team members does not prevent own work being completed on time 2.4 Pass on important information to team members as soon as possible 2.5 Maintain good working relationships with team members 2.6 Report any problems with working relationships to the relevant person 2.7 Communicate clearly and effectively with team members			
3	Be able to develop own skills	3.1 Seek feedback on own work and deal with this feedback positively 3.2 Identify with the relevant person aspects of own work which are up to standard and areas that could be improved 3.3 Agree what has to be done to improve their work 3.4 Agree a learning plan with the relevant person 3.5 Seek opportunities to review and develop learning plan			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to plan and organise own work	<p>4.1 State why it is essential to understand the requirements of the work</p> <p>4.2 List the benefits of planning and organising work</p> <p>4.3 Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions</p> <p>4.4 List the benefits of keeping everything needed for own work organised and available</p> <p>4.5 State why it is important to keep work areas clean and tidy</p> <p>4.6 State why it is important to keep waste to a minimum</p> <p>4.7 State when to ask for help and who can be asked</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to work effectively with team members	5.1 State the importance of effective teamwork 5.2 State the people in own team and explain how they fit into the organisation 5.3 List the responsibilities of the team and why it is important to the organisation as a whole 5.4 Describe how to maintain good working relationships with team members 5.5 State how to determine if helping a team member will prevent own work from being completed on time 5.6 State the limits of own job role and what can and cannot be done when helping team members 5.7 State why essential information needs to be passed on to a team member as soon as possible 5.8 List the types of behaviour that help teams to work effectively and behaviours that do not 5.9 State why problems with working relationships should be reported to the relevant person 5.10 Describe how to communicate clearly and why it is important to do so			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to develop own skills	6.1 State the importance of improving own knowledge and skills 6.2 Describe how to get feedback from team members and how this is helpful 6.3 Describe how a learning plan can improve own work 6.4 State why it is important to regularly review own learning plan			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Learning outcomes	Example assessment methods	Examples of evidence
Plan and organise your work	Observation Witness testimony Questioning	Observation sheets Notes of meetings with line manager Witness assessment criteria
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
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
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 4: **Maintain Food Safety When Storing, Preparing and Cooking Food**

Unit reference number: D/601/6980

Level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

This unit covers the main 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 procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff that directly prepare and cook food.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to keep yourself clean and hygienic	1.1 Wear clean and hygienic clothes appropriate to the jobs being undertaken 1.2 Tie hair back and/or wear appropriate hair covering 1.3 Only wear jewellery and other accessories that do not cause food safety hazards 1.4 Change clothes when necessary 1.5 Wash hands thoroughly at appropriate times 1.6 Avoid unsafe behaviour that could contaminate the food working with 1.7 Report any cuts, boils, grazes, illness and infections promptly to the appropriate person 1.8 Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to keep yourself clean and hygienic	2.1 State why clean and hygienic clothes must be worn 2.2 State why hair must be tied back or an appropriate hair covering be worn 2.3 State the different types of protective clothes appropriate for different jobs in storage, preparation and cooking food 2.4 Describe the food safety hazards that jewellery and accessories can cause 2.5 State when clothing should be changed 2.6 State the importance of changing clothes 2.7 State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food 2.8 Describe how to wash hands safely 2.9 State the importance of not handling food when open cuts are present 2.10 Describe what to do if anyone has an open cut 2.11 State the importance of reporting illnesses and infections promptly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.12 State why stomach illnesses are particularly important to report 2.13 State the importance of avoiding touching face, nose or mouth, blowing nose, chewing gum, eating or smoking when working with food			
3 Be able to keep working area clean and hygienic	3.1 Make sure surfaces and equipment are clean and in good condition 3.2 Use clean and suitable cloths and equipment for wiping and cleaning between tasks 3.3 Remove from use any surfaces and equipment that are damaged or have loose parts 3.4 Report damaged surfaces, equipment to the person responsible for food safety 3.5 Dispose of waste promptly, hygienically and appropriately 3.6 Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings 3.7 Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person 3.8 Identify, take appropriate action on any signs of pests 3.9 Report any signs of pests to the appropriate person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to keep working area clean and hygienic	<p>4.1 State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task</p> <p>4.2 Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task</p> <p>4.3 State the importance of only using clean and suitable cloths when cleaning before tasks</p> <p>4.4 State how to ensure that clean and suitable cloths are used before tasks</p> <p>4.5 Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety</p> <p>4.6 List the types of damaged surfaces or equipment that can cause food safety hazards</p> <p>4.7 Describe how to deal with damaged surfaces and equipment</p> <p>4.8 State the importance of clearing and disposing of waste promptly and safely</p> <p>4.9 Describe how to safely dispose of waste</p> <p>4.10 Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.11 State the types of damage that should be looked out for 4.12 State the types of pests that could be found in catering operations 4.13 State how to recognise the signs that pests may be present			
5 Be able to store food safely	5.1 Check that food is undamaged, at appropriate temperature and within 'use-by date' on delivery 5.2 Look at and retain any important labelling information 5.3 Prepare food for storage 5.4 Place food in storage as quickly as necessary to maintain its safety 5.5 Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food 5.6 Store food so that cross-contamination is prevented 5.7 Follow stock rotation procedures 5.8 Safely dispose of food that is beyond 'use-by date' 5.9 Keep necessary records up-to date			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to store food safely	6.1 State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by date 6.2 State the importance of preparing food for storage 6.3 State why food must be put in the correct storage area 6.4 State the temperature food should be stored at 6.5 State the importance of keeping storage areas clean and tidy 6.6 Describe what to do if storage areas are not clean and tidy 6.7 State the importance of storing food at the correct temperature 6.8 Describe how to store food at the correct temperature 6.9 State what types of food are raw 6.10 State why types of food are ready-to-eat 6.11 State why stock rotation procedures are important 6.12 State why food beyond its 'use-by date' must be disposed of			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Be able to prepare, cook and hold food safely	7.1 Check food before and during operations for any hazards 7.2 Follow correct procedures for dealing with food hazards 7.3 Follow organisational procedures for items that may cause allergic reactions 7.4 Prevent cross-contamination between different types of food 7.5 Use methods, times, temperatures and checks to make sure food is safe following operations 7.6 Keep necessary records up to date			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know how to maintain food safety	8.1 Describe how to operate a food safety management system 8.2 Explain the concept of hazards to food safety in a catering operation 8.3 State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level 8.4 Describe what may happen if hazards are not controlled 8.5 State the types of hazards that may occur in a catering operation 8.6 Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination 8.7 State why monitoring is important 8.8 State the key stages in the monitoring process 8.9 State the importance of knowing what to do when things go wrong 8.10 State why some hazards are more important than others in terms of food safety 8.11 State who to report to if there are food safety hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Know how to prepare, cook and hold food safely	9.1 State why it is necessary to defrost foods before cooking 9.2 State when it is necessary to defrost foods before cooking 9.3 Describe how to safely and thoroughly defrost food before cooking 9.4 Describe how to recognise conditions leading to safety hazards 9.5 State what to do if any food safety hazards are discovered 9.6 State the importance of knowing that certain foods cause allergic reactions 9.7 Describe organisational procedures to deal with foods capable of causing allergic reactions 9.8 State what to do if a customer asks if a particular dish is free from certain food allergen 9.9 Describe how cross-contamination can happen between different food types 9.10 Describe how to avoid cross-contamination between different food types			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	9.11 Explain why thorough cooking and reheating methods should be used 9.12 State cooking, reheating, temperatures and times to use for food being worked with 9.13 Describe how to check that food is thoroughly cooked or safely reheated 9.14 State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer 9.15 State the types of foods that may need to be chilled or frozen because they are not for immediate consumption 9.16 Describe how to safely store food not for immediate consumption			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Keep yourself clean and hygienic

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

The assessor may assess assessment criteria 1.4, 1.6, 1.7 and 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **four** from **clothes**
 - 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**
 - 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
- **none** from **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

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

Keep your working area clean and hygienic

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

The assessor may assess assessment criteria 3.3, 3.4, 3.5, 3.8 and 3.9 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **surfaces and equipment**
 - a surfaces and utensils for preparing, cooking and holding food
 - b surfaces and utensils used for displaying and serving food
 - c appropriate cleaning equipment

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

Store food safely

The assessor **must** assess assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7 by directly observing the learner's work.

The assessor may assess assessment criteria 5.8 and 5.9 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **storage areas**
 - a ambient temperature
 - b refrigerator
 - c freezer

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

Prepare, cook and hold food safely

The assessor **must** assess assessment criteria 7.4 and 7.5 by directly observing the learner's work.

The assessor may assess assessment criteria 7.1, 7.2, 7.3 and 7.6 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **four** from **operations**
 - a defrosting food
 - b preparing food, including washing and peeling
 - c cooking food
 - d reheating food
 - e holding food before serving
 - f cooling cooked food not for immediate consumption
 - g freezing cooked food not for immediate consumption
- **none** from **hazards**
 - a bacteria and other organisms
 - b chemical
 - c physical
 - d allergenic

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

Unit 5: Maintain Food Safety When Storing, Holding and Serving Food

Unit reference number: A/601/5030

Level: 2

Credit value: 4

Guided learning hours: 31

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain food safety</p>	<p>1.1 Describe what might happen if significant food safety hazards are not controlled</p> <p>1.2 Describe the types of significant food safety hazards likely to come across when handling and storing food</p> <p>1.3 Describe how these hazards should be controlled by personal hygiene, cleaning, safe storage and the avoidance of cross-contamination</p> <p>1.4 State why some hazards are more important than others in terms of food safety</p> <p>1.5 State who to report significant food safety hazards to</p>			
<p>2 Be able to keep self clean and hygienic</p>	<p>2.1 Wear clean and suitable clothes appropriate to the jobs to be done</p> <p>2.2 Only wear jewellery and other accessories that do not cause food safety hazards</p> <p>2.3 Change clothes when necessary to prevent bacteria spreading</p> <p>2.4 Wash hands thoroughly at appropriate times</p> <p>2.5 Avoid unsafe behaviour that could contaminate the food</p> <p>2.6 Report any cuts, grazes, illness and infections promptly to the proper person</p> <p>2.7 Make sure any cuts and grazes are treated and covered with an appropriate dressing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to keep self clean and hygienic	3.1 State why clean and suitable clothes appropriate to job must be worn 3.2 State what types of clothes are appropriate to different jobs in the handling and serving of food 3.3 Describe how jewellery and accessories can cause food safety hazards 3.4 State when to change clothes to prevent bacteria spreading and why this is important 3.5 State why hands should be washed after going to the toilet, when going to food preparation and cooking areas, after touching raw food and waste before serving food 3.6 State the importance of not handling food with an open wound 3.7 State how to deal with open wounds when handling food 3.8 State the importance of reporting illnesses and infections promptly 3.9 State why it is important to report stomach illnesses in particular 3.10 State the importance of avoiding touching face, nose or mouth, chewing gum, eating, smoking when working with food			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to keep working area clean and hygienic	4.1 Make sure surfaces and equipment for displaying and serving food are clean and in good condition 4.2 Use clean and suitable cloths and equipment for wiping and cleaning between tasks 4.3 Remove from use any surfaces and equipment that are damaged or have loose parts 4.4 Report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety 4.5 Dispose of waste promptly, hygienically and appropriately 4.6 Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings, furniture and fittings 4.7 Identify, take appropriate action on and report to appropriate person any signs of pests			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to keep working area clean and hygienic	5.1 State why surfaces and equipment must be clean before beginning a new task and how to do so 5.2 State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so 5.3 State why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety 5.4 List the types of damaged surfaces and equipment that can cause food safety hazards 5.5 Describe how to deal with damaged surfaces and equipment that are dangerous to food safety 5.6 State the importance of clearing and disposing of waste promptly and safely 5.7 Describe how to clear and dispose of waste safely 5.8 State how damage to walls, floors, ceiling, furniture and fittings can cause food safety hazards 5.9 State what types of damage to look for in walls, floors, ceilings, furniture and fittings that could cause food safety hazards 5.10 List the types of pests that could be found in catering operations 5.11 Describe how to identify the signs that pests are present			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to store food safely	6.1 Check that food is undamaged and within its 'use-by date' once it has been received 6.2 Prepare food for storage 6.3 Put food in the correct storage area as quickly as necessary to maintain its safety 6.4 Make sure storage areas are clean and maintained at the correct temperature for the type of food 6.5 Store food so that cross-contamination is prevented 6.6 Follow stock rotation procedures 6.7 Safely dispose of food that is beyond 'use-by date' 6.8 Keep necessary records up to date			
7 Know how to store food safely	7.1 State the importance of making sure food deliveries are undamaged and within their 'use-by date' 7.2 State why it is important that food is stored at the correct temperature 7.3 Describe how to ensure food is stored at the correct temperature 7.4 State the importance of preparing food for storage while retaining important labelling information 7.5 State why food must be put in the correct storage area 7.6 State what temperature different foods should be stored at			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.7 State the importance of clean storage areas 7.8 Describe what do to if storage areas are not kept clean 7.9 Describe how to check food is stored at the correct temperature 7.10 State the importance of separating raw and ready-to-eat food 7.11 List what types of food are raw and which are ready-to-eat 7.12 Explain why stock rotation procedures are important 7.13 State why food beyond its 'use-by date' must be disposed of			
8 Be able to hold and serve food safely	8.1 Handle food in a way that protects it from hazards 8.2 Follow organisational procedures for items that may cause allergic reactions 8.3 Use methods, times and temperatures that maintain food safety 8.4 Keep necessary records up to date			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Know how to hold and serve food safely	9.1 Describe how to check food during holding and serving 9.2 State the importance of knowing that certain foods can cause allergic reactions 9.3 State what procedure to follow to deal with food that can cause allergic reactions 9.4 State what to do if a customer asks if a particular dish is free from a certain food allergen 9.5 Describe how cross-contamination can happen between raw food and food that is ready to eat 9.6 Describe how to avoid cross-contamination between raw and ready to eat food 9.7 State the holding temperatures and times that must be used for the food			

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(if sampled)

Assessment requirements/evidence requirements

Keep yourself clean and hygienic
<p>The assessor must assess assessment criteria 2.1, 2.2 and 2.4 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 2.3, 2.5, 2.6 and 2.7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>Understanding of why you must be clean and hygienic must be assessed through questioning.</p>
Keep your working area clean and hygienic
<p>The assessor must assess assessment criteria 4.1, 4.2 and 4.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 4.3, 4.4, 4.6 and 4.7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none">• both from surfaces and equipment<ul style="list-style-type: none">a surfaces and utensils used for displaying and serving foodb appropriate cleaning equipment <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
Store food safely
<p>The assessor must assess assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criteria 6.7 and 6.8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none">• at least one and storage areas<ul style="list-style-type: none">a ambient temperatureb refrigeratorc freezer <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

Hold and serve food safely

The assessor **must** assess assessment criteria 8.1 and 8.3 by directly observing the learner's work.

The assessor may assess assessment criteria 8.2 and 8.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **three** and **hazards**
 - a sources of bacteria and other organisms
 - b chemical
 - c physical
 - d allergenic

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

Unit 6: Prepare and Clear Areas for Counter and Takeaway Service

Unit reference number: F/601/4994

Level: 1

Credit value: 3

Guided learning hours: 25

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare areas for counter and takeaway service	1.1 Check that the work area and service equipment are hygienic, clean, free from damage and ready for use 1.2 Check that sufficient stock of service items are clean, free from damage and arranged ready for service 1.3 Switch on appropriate service equipment in time to reach the recommended operating temperature 1.4 Prepare and display condiments and accompaniments ready for service where appropriate 1.5 Display promotional materials ready for customer use 1.6 Check that refuse and waste food containers are hygienic, empty and ready for use 1.7 Display food immediately before service, in line with operational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare areas for counter and takeaway service	2.1 Describe safe and hygienic working practices when preparing take-away areas for counter/take away service and why these are important 2.2 State why waste must be handled and disposed of correctly 2.3 State why presentation standards must be maintained in the display of food 2.4 State how to display hot and cold food safely and why this is important 2.5 State why it is important to check expiry dates on appropriate food and drink items 2.6 State why all promotional material should be checked before use 2.7 State why it is important to have the correct serving equipment available for service 2.8 Outline the types of unexpected situations that may occur when preparing areas and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to clear areas for counter and takeaway service	3.1 Deal with service equipment according to workplace procedures 3.2 Assemble for cleaning or store any reusable service items from the food service 3.3 Store condiments and accompaniments for future use in line with food hygiene legislation where appropriate 3.4 Dispose of rubbish, used disposables and waste food following recommended procedures 3.5 Check that the work area and service equipment are clean, free from damage and ready for future use			

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

Learner name: _____

Date: _____

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Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

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(if sampled)

Assessment requirements/evidence requirements

Prepare areas for counter/takeaway service

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.6 and 1.7 by directly observing the learner's work.

The assessor may assess assessment criteria 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **work area**
 - a serving area
 - b seated area
 - c waiting area
- at least **two** from **service equipment**
 - a display units
 - b heated units
 - c refrigerated units
 - d beverage equipment
- at least **four** from **service items**
 - a trays
 - b straws
 - c service utensils
 - d food containers
 - e takeaway food packaging
 - f disposable serviettes
 - g crockery
 - h cutlery
- at least **one** from **condiments and accompaniments**
 - a seasonings
 - b sugars and sweeteners
 - c prepared sauces and dressings

- at least **one** from **promotional materials**
 - a menus
 - b posters
 - c black/white board
 - d illustrated menus board
 - e promotional materials showing special offers

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

Clear areas for counter/takeaway service

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

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

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

- at least **two** from **service equipment**
 - a display units
 - b heated units
 - c refrigerated units
 - d beverage equipment
- at least **two** from **reusable service items**
 - a trays
 - b service utensils
 - c food containers
 - d crockery
 - e cutlery
- at least **one** from **condiments and accompaniments**
 - a seasonings
 - b sugars and sweeteners
 - c prepared sauces and dressings
- at least **two** from **work areas**
 - a serving area
 - b seated area
 - c waiting area

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

Unit 7: Provide a Counter and Takeaway Service

Unit reference number: L/601/5016

Level: 1

Credit value: 3

Guided learning hours: 30

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to serve customers at the counter	1.1 Give customers information that meets their needs, and promotes organisations' products and service 1.2 Find out what customers require, and if necessary tell them about any waiting time 1.3 Process the order promptly 1.4 Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type 1.5 Make sure there are appropriate condiments and accompaniments available for customers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to serve customers at the counter	2.1 Describe safe and hygienic working practices for serving customers and why these are important 2.2 State why it is important to use separate serving equipment for each food item 2.3 State why portions must be controlled when serving customers 2.4 State why food and drink items must be served at the correct temperature 2.5 State why information given to customers must be accurate 2.6 Outline the types of unexpected situations that may occur when serving customers and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to maintain counter and service areas	3.1 Keep work area tidy, hygienic and free from rubbish and food debris during service 3.2 Maintain enough stock of clean service items 3.3 Restock with food and drink items when necessary 3.4 Display and store food and drink items in line as required 3.5 Clear work area of used and non-required service items at the appropriate times 3.6 Dispose of rubbish, used disposable items and food waste as required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain counter and service areas	4.1 Describe safe and hygienic working practices for clearing and why these are important 4.2 State why food which is prepared first should be served first 4.3 State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service 4.4 State why waste must be handled and disposed of correctly 4.5 State why a constant stock of service items should be maintained 4.6 State why maintaining food at the correct temperature is important and how this can be ensured 4.7 Outline the types of unexpected situations that may occur when clearing away and how to deal with them			

Learner name: _____

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(if sampled)

Assessment requirements/evidence requirements

Serve customers at the counter

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner's work.

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

- at least **one** from **customers**
 - a customers with routine needs
 - b customers with non-routine needs
- at least **two** from **information**
 - a items available
 - b ingredients
 - c prices, special offers and promotions
- at least **two** from **food and drink items**
 - a hot food
 - b cold food
 - c hot drinks
 - d cold drinks
- at least **two** from **condiments and accompaniments**
 - a seasonings
 - b sugars/sweeteners
 - c prepared sauces/dressings

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

Maintain counter and service areas

The assessor **must** assess assessment criteria 3.1–3.6 by directly observing the learner’s work.

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

- at least **three** from **service items**
 - a service utensils
 - b food containers/dispensers
 - c trays
 - d crockery
 - e cutlery
 - f disposable items
- at least **two** from **food and drink items**
 - a hot food
 - b cold food
 - c hot drinks
 - d cold drinks

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

Unit 8: Prepare and Clear Areas for Table Service

Unit reference number: F/601/4915

Level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare service areas and equipment for table service	<p>1.1 Check that service areas are hygienic, undamaged and ready to use in line with the service operation</p> <p>1.2 Check that service equipment is clean, undamaged, positioned ready to use and turned on where appropriate</p> <p>1.3 Check that there are sufficient stocks of table items stored in line with service operation</p> <p>1.4 Prepare condiments and accompaniments ready for service and store them in line with food hygiene regulations</p> <p>1.5 Check refuse and waste food containers are clean and ready for use</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare service areas and equipment for table service	2.1 Describe safe and hygienic working practices when preparing service areas and equipment for table service 2.2 State why a constant stock of food service items has to be maintained 2.3 State why it is important to check expiry dates on items and how to do so 2.4 Outline organisation's procedures for storage and stock rotation 2.5 State why service equipment should be turned on before service 2.6 State why waste must be handled and disposed of correctly 2.7 State where and from whom health and safety and food hygiene information can be obtained 2.8 Outline the types of unexpected situations that may occur when preparing service areas and equipment and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to clear dining and service areas after table service	3.1 Check dining furniture, table linen and table items are clean and undamaged 3.2 Arrange restaurant furniture according to the food service operation 3.3 Lay up tables according to cover lay up 3.4 Check menus and ensure that they contain accurate information and are ready for customer use 3.5 Check that condiment containers are clean, full and ready for customer use			
4 Understand how to clear dining and service areas after table service	4.1 Describe safe and hygienic working practices when preparing customer dining areas 4.2 State why it is essential to check table linen and table items before service 4.3 State why menus should be checked before use 4.4 State why heating, air conditioning, ventilation and lighting should be checked before use when preparing customer dining areas for table service 4.5 Outline the types of unexpected situations that may occur when preparing customer dining areas and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to prepare customer and dining areas for table service	5.1 Arrange table items used in food service area for cleaning or store them as required 5.2 Prepare service and table linen for despatch to laundry or clean down and remove disposable items 5.3 Store food items and accompaniments for future use in line with food hygiene regulations 5.4 Dispose of rubbish and waste food correctly 5.5 Make sure that service equipment is clean and turned off or stored 5.6 Leave dining and food service areas tidy and ready for cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to prepare customer and dining areas for table service	6.1 Describe safe and hygienic working practices when clearing dining and service areas 6.2 State why all dining and service areas should be left clean after service 6.3 State why certain electrical equipment should be turned off after service 6.4 State why waste must be handled and disposed of correctly 6.5 Describe how to dispose of broken glass and crockery safely 6.6 State the security procedures that should be followed 6.7 Outline the types of unexpected situations that may occur when clearing dining and service areas and how to deal with them			

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(if sampled)

Assessment requirements/evidence requirements

Prepare service areas and equipment for table service

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner's work.

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

- at least **one** from **service operations**
 - a restaurant table service
 - b function service
- at least **four** from **service equipment**
 - 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**
 - a dry seasonings/flavourings
 - b mustards, sauces and salad dressings
 - c prepared bread items

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

Prepare customer and dining areas for table service

The assessor **must** assess assessment criteria 3.1–3.5 by directly observing the learner’s work.

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

- at least **four** from **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
- at least **one** from **service operations**
 - a restaurant table service
 - b function service
- at least **one** from **cover lay-up**
 - a full place settings for à la carte menu
 - b full place settings for table d’hôte menu
 - c full place settings for function

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

Prepare customer and dining areas for table service

The assessor **must** assess assessment criteria 5.1–5.6 by directly observing the learner's work.

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

- at least **four** from **table items**
 - 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**
 - a customer dining areas
 - b sideboards/side tables/trolleys
 - c service preparation areas
- at least **three** from **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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to greet customers and take orders	1.1	Greet customers and identify their requirements and check any booking records as appropriate to the service operation			
		1.2	Provide customers with assistance when they arrive			
		1.3	Make sure customers have access to the correct menu			
		1.4	Give accurate information on individual dishes according to customer requirements			
		1.5	Maximise the order using appropriate sales techniques			
		1.6	Assist customers to make a choice where appropriate			
		1.7	Identify, record and deal with orders promptly			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to greet customers and take orders	2.1 Describe organisational standards for customer service 2.2 State why menus should be checked before use 2.3 Explain why information about the menu should be given accurately to customers 2.4 Explain why it is important to have knowledge about food being served 2.5 Describe the types of assistance that customers may need when they arrive and how to deal with these 2.6 Outline the types of unexpected situations that may occur when greeting customers and dealing with orders and to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to serve customers' orders and maintain the dining area	3.1 Provide customers with the correct table items for the food to be served at the appropriate times 3.2 Serve food with clean and undamaged service equipment of the appropriate type 3.3 Serve food of the type, quality and quantity required using the appropriate service method 3.4 Keep customer area tidy and clean 3.5 Remove and replace used table items as required and maintain the correct stocks 3.6 Remove leftover food items, condiments and accompaniments from the table when required and deal with them correctly 3.7 Carry out work with the minimum of disturbance to customers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to serve customers' orders and maintain the dining area	4.1 Describe safe and hygienic working practices when serving customer orders 4.2 State which condiments and accompaniments best complement each menu item 4.3 State which service equipment is appropriate for different menu items 4.4 Explain why food should be arranged and presented in line with the menu specifications 4.5 Describe safe and hygienic working practices when maintaining dining and service areas 4.6 State why dining and service areas must be kept tidy and free from rubbish and food debris 4.7 State why waste must be handled and disposed of correctly 4.8 Explain why a constant stock of linen, table items and accompaniments must be maintained 4.9 Outline the types of unexpected situations that may occur when serving food at table and how to deal with these			

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Assessment requirements/evidence requirements

Greet customers and take orders

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.6 and 1.7 by directly observing the learner's work.

The assessor may assess assessment criterion 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **one** from **customers**
 - a with special requirements
 - b without special requirements
- at least **two** from **customer requirements**
 - a correct number of place settings
 - b dietary requirements
 - c special seating requirements
- at least **one** from **service operations**
 - a table service
 - b function service
- at least **two** from **information**
 - a dishes available
 - b dish composition and method of cooking
 - c prices
 - d special offers and promotions

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

Serve customers' orders and maintain the dining area

The assessor **must** assess assessment criteria 3.1–3.7 by directly observing the learner's work.

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

- at least **three** from **table items**
 - a crockery
 - b cutlery and silverware
 - c glassware
 - d napkins
 - e condiments and accompaniments
- at least **two** from **service equipment**
 - a dishes/linens, flats
 - b trays/trolley service cutlery and silverware
 - c service cloths/linen
- at least **one** from **service method**
 - a plated items
 - b served items

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

Unit 10: Provide a Silver Service

Unit reference number: J/601/4950

Level: 2

Credit value: 6

Guided learning hours: 51

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to silver serve food	1.1 Make sure that service equipment is clean and undamaged and ready for service according to the service operation 1.2 Make sure that the food to be served is of the type and quantity required and that it is arranged allowing for easy service 1.3 Portion, serve and arrange the food items using the recommended service equipment 1.4 Deal with surplus food items and used service equipment correctly 1.5 Carry out work with the minimum of disturbance to customers			
2 Understand how to silver serve food	2.1 Describe safe and hygienic working practices when providing a silver service 2.2 State why it is important to be familiar with the available menu items 2.3 Describe the operational procedures for serving courses 2.4 State what food has to be carefully portioned during service 2.5 Explain why care has to be taken to serve and arrange food correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 State why care should be taken to avoid accidents 2.7 State why and to whom all customer incidents should be reported 2.8 Outline the types of unexpected situations that may occur when providing silver service and how to deal with these			
3 Be able to clear finished courses	3.1 Clear finished courses, crockery and cutlery systematically from the table at the appropriate time according to the service operation 3.2 Check crockery, cutlery and other table items and replace or remove them as appropriate 3.3 Clear waste and food debris from the table in line with the service operation			
4 Know how to clear finished courses	4.1 Describe safe and hygienic working practices when clearing finished courses 4.2 Describe the operational procedures for clearing finished courses 4.3 State why and to whom any incidents or accidents should be reported 4.4 Outline what the hygienic aspects are to clearing tables 4.5 Outline the types of unexpected situations that may occur when clearing courses and how to deal with these			

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Assessment requirements/evidence requirements

Silver serve food

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner's work.

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

- at least **two** from **service equipment**
 - a dishes/liners/flats
 - b service cutlery/silverware
 - c service cloths/linen
- at least **one** from **silver operation**
 - a function silver service
 - b restaurant silver service
 - c buffet/carvery silver service
- at least **five** from **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

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

Clear finished courses

The assessor **must** assess assessment criteria 3.1–3.3 by directly observing the learner's work.

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

- **all** from **courses**
 - a starter
 - b main course
 - c dessert
- at least **one** from **service operation**
 - a function silver service
 - b restaurant silver service
 - c buffet/carvery silver service
- at least **two** from **table items**
 - a glassware
 - b condiments and accompaniments
 - c table decorations

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

Unit 11: Convert a Room for Dining

Unit reference number: M/601/4697

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to set up food dining areas	1.1 Ensure number of staff required are available to prepare food dining areas, and inform the proper person when more staff are required 1.2 Prioritise work and carry out in an efficient manner 1.3 Identify items requiring moving, the number of people needed to move each item and the amount of time required to do so 1.4 Move items not required in a safe way and pack away as required 1.5 Set up necessary dining and service equipment in a safe and hygienic manner to meet organisational requirements, using required number of people to move each item 1.6 Clean any unhygienic dining or service equipment or dining areas			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to set up food dining areas	2.1 State why it is important to lift heavy or bulky items using approved safe methods 2.2 Describe safe methods for lifting and carrying 2.3 Describe how to determine how many staff are needed for lifting and carrying different items 2.4 State what equipment commonly needs to be moved 2.5 Describe what specific packing requirements certain equipment may have 2.6 Describe the organisation's table layouts 2.7 Describe the organisation's service structure 2.8 State why, and to whom, problems such as damaged, dirty or missing equipment should be reported			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to return food dining area to its original state	3.1 Ensure that the required number of staff are available to clear the food dining areas and inform the proper person when more staff are required 3.2 Prioritise work and carry out in an efficient manner 3.3 Clean surfaces and service equipment where required 3.4 Move dining equipment and service equipment in an orderly manner ensuring they are packed away correctly 3.5 Safely return any items to their proper place 3.6 Ensure that area is left as required by organisational standards			
4 Understand how to return food dining area to its original state	4.1 State what materials and equipment are used for clearing different types of surfaces in food dining areas 4.2 State why work area needs to be inspected on completion 4.3 State what information is required in order to clean food dining surfaces			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Set up food dining areas

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

For assessment criterion 1.1, '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 are required', the assessor may assess the learner through questioning or witness testimony for this aspect.

The assessor may assess assessment criteria 1.4 and 1.6 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **dining equipment**
 - a tables
 - b chairs
 - c service surface
- at least **three** from **service equipment**
 - a customer cutlery
 - b service apparatus
 - c customer plates/bowls
 - d condiments

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

Return food dining area to its original state

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

For assessment criterion 3.1, '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 are required', the assessor may assess the learner through questioning or witness testimony for this aspect.

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

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

- at least **two** from **dining equipment**
 - a tables
 - b chairs
 - c service surface
- at least **three** from **service equipment**
 - a customer cutlery
 - b customer plates/bowls
 - c service apparatus
 - d condiments

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

Unit 12: Provide a Buffet and Carvery Service

Unit reference number: A/601/4945

Level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare and maintain a buffet and carvery display	1.1 Make sure the carvery and buffet table is clean, undamaged and positioned according to the serve style 1.2 Make sure table items are clean and undamaged and arrange them correctly for food service 1.3 Make sure service equipment is clean, undamaged and position it ready for use 1.4 Display food items ready for service 1.5 Display and store food items according to food safety requirements 1.6 Replenish food items as necessary and keep the carvery or buffet free from food debris during food service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare and maintain a buffet and carvery display	2.1 Describe safe and hygienic working practices when preparing and maintaining a carvery or buffet display 2.2 Explain why food items should be replenished and displayed correctly throughout service 2.3 State why dining service areas must be kept tidy and free from rubbish and food debris 2.4 State why service equipment should be turned on before service 2.5 State why heating, air conditioning and ventilation and lighting should be checked before use when preparing areas for service 2.6 State why table items should be checked for damage and cleanliness before service 2.7 Outline the types of unexpected situations that may occur when preparing and maintaining the carvery or buffet and how to deal with these			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to serve and assist customers at the carvery and buffet	3.1 Give information that meets the customers' needs and promotes the products and service of organisation 3.2 Serve food with service equipment of the appropriate type that is clean and undamaged using correct service style 3.3 Serve only food items that are of the required type and quality 3.4 Portion and arrange food in line with organisation's style and customer requirements 3.5 Keep customer dining areas tidy and free from rubbish and food debris 3.6 Clear any used table items and left over food items when necessary 3.7 Carry out work with the minimum of disturbance to customers			

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

Prepare and maintain a carvery/buffet display

The assessor **must** assess assessment criteria 1.1–1.6 by directly observing the learner's work.

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

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

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

Serve and assist customers at the carvery/buffet

The assessor **must** assess assessment criteria 3.1–3.7 by directly observing the learner’s work.

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

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

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

Unit 13: Prepare and Clear the Bar Area

Unit reference number: Y/601/4922

Level: 2

Credit value: 4

Guided learning hours: 29

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare customer and service area	1.1 Check stocks for drinks service, restock and rotate them in line with workplace procedures 1.2 Prepare and store the drink accompaniments, ready for service 1.3 Make sure that service and electrical equipment is clean, free from damage and displayed as required 1.4 Make sure that menus and promotional material are accurate, clean, free from damage and displayed as required 1.5 Make sure service areas are clean, tidy and ready for service			
2	Understand how to prepare customer and service area	2.1 Describe safe and hygienic practices when preparing customer and service areas 2.2 State why and to whom breakages should be reported 2.3 Explain why it is essential to check the expiry dates on stock items 2.4 State why refrigeration units should be maintained at the correct temperature 2.5 State why correct storage and rotation procedures should be followed 2.6 State why service areas must be secure from unauthorised access at all times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 State why maintenance should not be attempted on electronic items 2.8 State why a constant stock of drinks and accompaniments must be maintained 2.9 State why stocks of drinks must be rotated 2.10 Outline the types of unexpected situations may occur when preparing the bar area and how to deal with these			
3 Be able to clear customer and service area	3.1 Store, restock, or dispose of drink stocks and drink accompaniments, in line with workplace procedures 3.2 Ensure that service equipment is clean and stored as required 3.3 Make sure electrical equipment and machines are left in the correct condition 3.4 Ensure that customer and service areas are tidy, free from rubbish and ready for cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to clear customer and service area	4.1 Describe safe and hygienic working practices when clearing customer and service areas 4.2 Explain why service areas should be left tidy and free from rubbish after service 4.3 State why waste must be handled and stored correctly 4.4 State why certain electrical equipment must be turned off after service 4.5 State why maintenance must not be attempted on electrical equipment 4.6 State why customer service areas must be secure from unauthorised access after service 4.7 State why spillages and breakages must be reported to the appropriate person 4.8 State why correct storage procedures must be followed for food and drink stocks 4.9 Outline the types of unexpected situations that may occur when clearing the bar area and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to clean and store glassware	5.1 Empty glassware and position it ready for cleaning 5.2 Check that cleaning equipment or machinery is clean, safe, free from damage and ready for use 5.3 Clean glassware at the recommended temperature using appropriate cleaning method 5.4 Check that finished glassware is clean, dry and free from damage 5.5 Dispose of damaged or broken glassware following recommended procedures 5.6 Dispose of waste or dirty water following recommended procedures 5.7 Check that cleaning equipment or machines are left clean, dry undamaged and ready for future use 5.8 Keep storage areas clean, tidy and free from rubbish			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Date: _____

(if sampled)

Assessment requirements/evidence requirements

Prepare customer and service areas

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

The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **three** from **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
- at least **two** from **drink accompaniments**
 - a ice
 - b food garnishes for drinks
 - c accompaniments for hot drinks
 - d decorative items from drinks
- at least **four** from **service equipment**
 - a bottle openers/corkscrews
 - b optics, measurers/pourers
 - c glassware
 - d drip trays and drip mats
 - e ice buckets and tongs
 - f knives and chopping boards
 - g coasters and drink mats
- at least **one** from **electrical equipment**
 - a refrigerated units
 - b ice machine
- at least **three** from **service areas**
 - a counters and shelves
 - b waste bins/bottle containers
 - c floors
 - d tables and chairs

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

Clear customer and service areas

The assessor **must** assess assessment criteria 3.1–3.4 by directly observing the learner's work.

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

- at least **three** from **drink stocks**
 - a bottled soft/alcoholic drinks
 - b draught soft/alcoholic drinks
 - c soft/alcoholic drinks served by optics
 - d soft/alcoholic drinks free poured with measure and pourer
 - e hot drinks
- at least **two** from **drink accompaniments**
 - a ice
 - b food garnishes for drinks
 - c accompaniments for hot drinks
 - d decorative items from drinks
- at least **four** from **service equipment**
 - a bottle openers/corkscrews
 - b optics, measurers/pourers
 - c glassware
 - d drip trays and drip mats
 - e ice buckets and tongs
 - f knives and chopping boards
 - g coasters and drink mats
- at least **one** from **electrical equipment**
 - a refrigerated units
 - b ice machine
- at least **three** from **service areas**
 - a counters and shelves
 - b waste bins/bottle containers
 - c floors
 - d tables and chairs

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

Clean and store glassware

The assessor **must** assess assessment criteria 5.1–5.4, 5.6 and 5.7 by directly observing the learner’s work.

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

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

- at least **one** from **glassware**
 - a glasses
 - b water jugs

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to take customers orders	1.1 Deal with customers in order of arrival where possible 1.2 Maintain focus on the customer and their needs 1.3 Offer customers accurate information on available drinks 1.4 Take the opportunity to maximise sales through up-selling in line with current best practice and/or legislation 1.5 Identify customer requirements accurately and offer them drink accompaniments appropriate to the type of drink 1.6 Provide alcoholic drinks to permitted people only 1.7 Deal with customer incidents effectively and inform the proper person where necessary			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to take customers orders	2.1 State the Licensing Objectives relevant to the country they are working in 2.2 State current relevant legislation to licensing and weights and measures 2.3 State why it is important to check glassware for damage 2.4 Explain why drinks should be stored at the correct temperature 2.5 Describe how to deal with violent/disorderly customers 2.6 Explain why it is important to offer customers accurate information, eg about strength of drinks and their basic characteristics 2.7 State why it is important to offer customers accurate information about special offers and promotions 2.8 State what legal measures must be used to serve alcohol and why they must be used 2.9 State what law is in relation to serving underage drinkers and how this affects the bar staff 2.10 State what law is in relation to the times of day/night that alcohol may be served			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.11 Describe symptoms that indicate when a customer has drunk excessive amounts and what the legal responsibilities are in relation to this</p> <p>2.12 State under what circumstances customers must not be served with alcohol</p> <p>2.13 Describe how to respond to signs that someone might be under the influence of drugs or buying/selling drugs</p> <p>2.14 Describe what procedures to follow in response to people smoking in a non-smoking area</p> <p>2.15 Describe the type of non-routine needs that customers may have and how to deal with them</p> <p>2.16 Describe organisation's standards for customer service</p> <p>2.17 Describe different service styles within organisation</p> <p>2.18 Describe why customers should be dealt with in order of arrival where possible</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to serve alcoholic and non-alcoholic drinks	3.1 Select a glass in which to serve the drink according to organisation's procedures and customer requirements 3.2 Check that the glass is clean and undamaged 3.3 Pour drink according to the product that is being served 3.4 Ensure that the drink is at the correct temperature before serving 3.5 Promote additional products to the customer as appropriate			
4 Understand how to serve alcoholic and non-alcoholic drinks	4.1 Describe the correct way to open capped, screw top and corked bottles and how to use the appropriate equipment 4.2 State why the bottle should be left facing the customer 4.3 Describe the correct way to pour and serve different draught drinks 4.4 Describe the correct way to pour and serve different drinks for free or optic pouring 4.5 Describe types of glasses available to serve drinks and which ones to use according to organisation's procedures and customer requirements 4.6 State correct temperature for different types of drinks			

Learner name: _____

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Date: _____

Assessment requirements/evidence requirements

Take customer orders

The assessor **must** assess assessment criteria 1.1–1.6 by directly observing the learner's work.

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

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

- at least **two** from **information**
 - a price
 - b alcoholic content
 - c name and type of drink
 - d style characteristics
- at least **two** from **drinks**
 - a bottled drinks
 - b draught drinks
 - c drinks in cans or cartons
 - d drinks served by free pouring or optics
- at least **two** from **drink accompaniments**
 - a ice/water
 - b food garnishes for drinks
 - c decorative items/stirrers

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

Serve alcoholic and non-alcoholic drinks

The assessor **must** assess assessment criteria 3.1–3.4 by directly observing the learner's work.

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

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

- at least **three** from **drinks**
 - a bottled
 - b draught
 - c drinks in cans
 - d drinks in cartons
 - e free pouring/optics
- at least **one** from **customer**
 - a with routine needs
 - b with non-routine needs
- at least **one** from **service style**
 - a at the bar
 - b at the table

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

Unit 15: Prepare and Serve Cocktails

Unit reference number: L/601/4982

Level: 2

Credit value: 5

Guided learning hours: 40

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare areas and equipment for serving cocktails	1.1 Make sure that work areas are clean, tidy and ready to use 1.2 Make sure that cocktail-making equipment is clean and undamaged 1.3 Prepare and store cocktail ingredients ready to use 1.4 Store cocktail accompaniments ready to use			
2	Know how to prepare areas and equipment for serving cocktails	2.1 Describe safe and hygienic working practices when preparing areas and equipment for making cocktails 2.2 State why it is important to keep preparation areas and equipment hygienic when preparing cocktails 2.3 State what safe working practices should be followed when preparing cocktails 2.4 State why it is important to have all the ingredients ready before preparing cocktails 2.5 Outline the types of unexpected situations that may happen when preparing areas and equipment to make cocktails			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to serve cocktails	3.1 Identify customer requirements 3.2 Provide customers with accurate information about cocktails as required 3.3 Promote cocktails to customers at appropriate times 3.4 Assemble cocktails using the recommended measures, techniques, equipment and accompaniments 3.5 Finish cocktails and serve them using the recommended equipment and accompaniments 3.6 Serve alcoholic cocktails to permitted people only			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to serve cocktails	4.1 State current relevant legislation relating to licensing and weights and measures legislation 4.2 Describe safe and hygienic working practices when serving cocktails 4.3 State why and to whom any customer incidents should be reported 4.4 Describe how to respond to signs that someone might be under the influence of drugs or buying/selling drugs 4.5 Describe how to deal with violent/disorderly customers 4.6 State what procedures to follow in response to people smoking in a non-smoking area 4.7 State where and from whom health and safety and food legislation can be obtained 4.8 State why it is important to offer customers accurate information, eg about strength of drinks and their basic characteristics 4.9 State why it is important to offer customers accurate information about special offers and promotions 4.10 State why correct information must be provided to customers at all times 4.11 State why it is important to recognise the names of different cocktails			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.12 Describe the different techniques for mixing cocktails</p> <p>4.13 State different measures for different types of cocktails</p> <p>4.14 State why it is important to use the correct measures when preparing cocktails</p> <p>4.15 State when it is permissible to free-pour when making cocktails</p> <p>4.16 State what legal measures must be used to serve alcohol and why they must be used</p> <p>4.17 State what the law is in relation to serving underage drinkers and how this affects the bar staff</p> <p>4.18 State what the law is in relation to the times of day/night that alcohol may be served</p> <p>4.19 Describe what symptoms indicate that a customer has drunk excessive amounts and what the legal responsibilities are in relation to this</p> <p>4.20 State under what circumstances customers must not be served with alcohol</p> <p>4.21 Outline the types of unexpected situations that may happen when preparing and serving cocktails and how to deal with these</p>			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Assessment requirements/evidence requirements

Prepare areas and equipment for serving cocktails

The assessor **must** assess assessment criteria 1.1–1.4 by directly observing the learner's work.

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

- 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
 - i cocktail list/menu
- at least **three** from **ingredients**
 - a fruit
 - b fruit juices/soft drinks
 - c cream/milk
 - d alcohol
- at least **three** from **accompaniments**
 - a ice
 - b food garnish
 - c salt/sugar
 - d decorative items

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

Serve cocktails

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

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

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

- at least **two** from **information**
 - a price
 - b ingredients
 - c relative strength
 - d measures
- at least **three** from **methods**
 - 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 assessment criteria may be assessed through questioning or witness testimony.

Unit 16: Prepare and Serve Wines

Unit reference number: K/601/4939

Level: 2

Credit value: 5

Guided learning hours: 41

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to prepare service areas, equipment and stock for wine service</p>	<p>1.1 Make sure there are sufficient stocks of service linen, table items, service equipment and wine list</p> <p>1.2 Make sure service linen, table items, service equipment and wine lists are clean and ready for use</p> <p>1.3 Make sure there is sufficient wine stock</p> <p>1.4 Make sure the wine stock is free from damage, available for service and stored at the recommended serving temperature</p>			
<p>2 Understand how to prepare service areas, equipment and stock for wine service</p>	<p>2.1 Describe safe and hygienic working practices when preparing service areas, equipment and stock for wine service</p> <p>2.2 State what equipment is necessary for different types of wine</p> <p>2.3 State what glassware is necessary for different types of wine</p> <p>2.4 State what temperatures different types of wine should be stored and maintained at before service</p> <p>2.5 State what organisational procedures relate to preparing service areas, equipment and stock</p> <p>2.6 Outline the types of unexpected situations that may happen when preparing service areas and how to deal with them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to determine customer requirements for wine	3.1 Present the wine list to the customer when they are considering their order 3.2 Establish an effective rapport with the customer and maintain it throughout the service 3.3 Take the opportunity to maximise sales through up-selling in line with current best practice and/or legislation 3.4 Give accurate wine list information to meet the requirements of the customer 3.5 Refer customer queries outside own area of responsibility to the proper person 3.6 Take customers' orders according to organisation's procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to determine customer requirements for wine	4.1 State current relevant legislation relating to trades description and legislation when serving wine 4.2 Describe how to deal with and report customer incidents 4.3 State the importance of maximising sales through up-selling and how to do this 4.4 Explain how to interpret the wine label information 4.5 Describe the basic characteristics of the wines available within the establishment 4.6 State how to describe wine characteristics to the customer 4.7 List what factors to consider when providing advice to customers on choice of wine 4.8 State what techniques to use to promote wines to customers 4.9 State what legal measures can be used to serve wine and which ones are most appropriate to organisation 4.10 State under what circumstances customer must not be served with alcohol 4.11 Describe what symptoms indicate that a customer has drunk excessive amounts and what are the legal responsibilities in relation to this 4.12 Describe how to refuse to serve customers displaying inappropriate behaviour			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to present and serve wine	5.1 Handle the wine and present it to the customer in a style and manner appropriate to the style of service 5.2 Open the wine using the appropriate method 5.3 Serve the wine at the recommended temperature using the correct service equipment 5.4 Deal with routine customer queries and comments 5.5 Refill customers' wine glasses in line with their requirements and establishment procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to present and serve wine	6.1 Describe safe and hygienic working practices, relevant licensing, weights and trades description legislation 6.2 Describe the various safety procedures involved in opening a bottle of champagne or sparkling wine 6.3 Describe the correct procedures for handling glassware and which glassware is appropriate for use in the service of different types of wine 6.4 State the recommended temperatures for maintaining different types of wine during service 6.5 State what the correct method of service (etiquette) is for white wine, red wine and sparkling wine 6.6 State how many measures of wine are obtainable from standard bottles of wine 6.7 Describe the types of unexpected situations that may happen when serving wine and how to deal with them 6.8 State what the indicators are when wine is not suitable for drinking			

Learner name: _____

Date: _____

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(if sampled)

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Assessment requirements/evidence requirements

Prepare service areas, equipment and stock for wine service

The assessor **must** assess assessment criteria 1.1–1.4 by directly observing the learner's work.

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

- at least **four** from **service equipment**
 - a glassware
 - b trays
 - c service cloths/linen
 - d corkscrews/bottle opener
 - e ice buckets/stands
 - f chillers/coolers
- at least **two** from **wine**
 - a red
 - b white/rosé
 - c sparkling/semi-sparkling
 - d dessert

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

Determine customer requirements for wines

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

The assessor may assess assessment criteria 3.3 and 3.5 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **three** from **wine list information**
 - a name and type of wine
 - b price
 - c style characteristics
 - d country of origin
- at least **one** from **customer needs**
 - a customer taste and style
 - b price
 - c occasion
 - d matching wine to menu items

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

Present and serve wine

The assessor **must** assess assessment criteria 5.1, 5.2, 5.3 and 5.5 by directly observing the learner's work.

The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **four** from **service equipment**
 - a glassware
 - b trays
 - c service cloths/linen
 - d corkscrews/bottle openers
 - e ice buckets/stands
 - f chillers/coolers
- at least **two** from **wine**
 - a red
 - b white/rosé
 - c sparkling/semi-sparkling
 - d dessert
- at least **two** from **style of service**
 - a by the glass
 - b by the bottle
 - c by the carafe/decanter

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

Unit 17: Maintain Cellars and Kegs

Unit reference number: M/601/4909

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

This unit is about keeping cellars clean, ensuring that equipment such as refrigeration units are 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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain cellars	1.1 Make sure that cellar surfaces are free from dirt, rubbish, spillages and mould 1.2 Make sure that the floors are clean and that drains, gullies and sumps are free from blockages 1.3 Make sure that cellar equipment is clean and in good working order 1.4 Use the recommended cleaning equipment and materials and store them correctly after use 1.5 Maintain cellar environmental conditions in line with service operations 1.6 Secure the cellar against unauthorised access			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to maintain cellars	2.1 Describe safe and hygienic practices when maintaining cellars 2.2 Explain why there are specific security procedures for going in and out of the cellar 2.3 State why cellars should be secured against unauthorised access at all times 2.4 State why the cellar should be kept clean and tidy at all times 2.5 State why the cellar must be kept at a recommended temperature and what that temperature should be 2.6 Outline the types of unexpected situations that may happen when maintaining cellars and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare kegs and gas for use	3.1 Position the full keg or gas cylinder for convenience at the appropriate time 3.2 Disconnect empty keg or gas cylinder using the recommended method 3.3 Check that the new keg or gas cylinder contains the correct product and shows the correct date 3.4 Connect keg or gas cylinder using the recommended method 3.5 Check that new keg or gas cylinder is working properly 3.6 Store used keg or gas cylinder ready for dispatch 3.7 Deal with leakages in keg or gas cylinder effectively and inform the proper person where necessary			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to prepare kegs and gas for use	4.1 Describe safe and hygienic working practices when preparing kegs and gas cylinders for use 4.2 Describe the risks of mishandling kegs and gas cylinders 4.3 State why the correct and safe lifting techniques must be used 4.4 State why gas cylinders for use must be chained or strapped to the wall 4.5 State why and to whom any signs of damage to kegs/cylinders must be reported 4.6 State why it is essential to turn off the gas supply before disconnecting the keg 4.7 State what the safety considerations are in dealing with mixed gases 4.8 Describe procedures in an event of an emergency 4.9 Describe how to determine if kegs/cylinders are leaking 4.10 State why it is important to check date stamp on stock 4.11 Describe how to tell if stock is out of condition 4.12 Outline the types of situations that may happen when preparing kegs and gas cylinders and how to deal with them			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Maintain cellars

The assessor **must** assess assessment criteria 1.1–1.6 by directly observing the learner's work.

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

- at least **two** from **equipment**
 - a racks/shelves/cradles
 - b refrigeration/cooling units
 - c environmental conditions
 - d cleaning systems
 - e equipment to control
- **all** from **environmental conditions**
 - a humidity
 - b ventilation
 - c lighting
 - d temperature

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

Prepare kegs and gas for use

The assessor **must** assess assessment criteria 3.1–3.6 by directly observing the learner’s work.

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

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

- at least **three** from **kegs or gas cylinders**
 - a beer
 - b cider
 - c lager
 - d real ales
 - e carbon dioxide/mixed gas cylinders
 - f bulk gas

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

Unit 18: Clean Drink Dispense Lines

Unit reference number: H/601/4907

Level: 2

Credit value: 3

Guided learning hours: 26

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to clean drink dispense lines	1.1 Prepare the drink dispense line system ready for cleaning 1.2 Clean drink dispense line using correctly diluted cleaning agents and recommended equipment 1.3 Make sure that cleaned pipes and taps are free from debris, cleaning agent, detergent and water 1.4 Make sure the cleaned drink dispense line system is free from damage and in good working order 1.5 Ensure that the drink is of the correct quality for service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to clean drink dispense lines	2.1 State current legislation regarding safe and hygienic working practices when cleaning drink dispense lines 2.2 Explain why it is important to clean drink dispense lines 2.3 Describe the dangers of mishandling kegs and gas cylinders 2.4 State why it is important to make sure cleaning agents are correctly diluted 2.5 Describe what equipment is needed to clean drink dispense lines 2.6 State why on-line beverages should be tested after cleaning pipes and lines 2.7 State why lines should be thoroughly rinsed with clean water after cleaning and before use 2.8 Describe organisation's procedures for cleaning and maintaining post-mix dispense systems 2.9 Describe the types of unexpected situations that may happen when cleaning lines and how to deal with them			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

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Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner’s work.

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

- **all** from **drinks dispense line**
 - a beer/stout/lager/cider dispense lines

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

Unit 19: Prepare and Serve Dispensed and Instant Hot Drinks

Unit reference number: T/601/4927

Level: 2

Credit value: 3

Guided learning hours: 30

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare equipment and work area for service	1.1 Prepare the preparation, service and other equipment ready for use 1.2 Clean the work areas, leaving them tidy and ready for use 1.3 Make sure that preparation, service and other equipment is clean and free from damage 1.4 Store sufficient drink ingredients and accompaniments ready for use			
2	Understand how to prepare equipment and work area for service	2.1 Describe safe and hygienic working practices when preparing and serving hot drinks 2.2 State why drinks, ingredients and accompaniments must be available and ready for immediate use 2.3 State why it is important to check for damage in all work areas and service equipment before taking orders 2.4 Outline the types of unexpected situation that may occur when preparing areas and equipment for the preparation of hot drinks and how to deal with them			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Prepare work areas and equipment for service

The assessor **must** assess assessment criteria 1.1–1.4 by directly observing the learner's work..

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

- at least **one** from **preparation equipment**
 - a small vending machines
 - b urns/kettles
 - c coffee pots
 - d tea pots
- at least **two** from **service equipment**
 - a cutlery
 - b glassware
 - c crockery
 - d trays
- at least **one** from **other equipment**
 - a dish washers
 - b fridges/freezers
 - c thermometers
- at least **two** from **drinks**
 - a coffee
 - b hot chocolate
 - c tea
- 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 assessment criteria may be assessed through questioning or witness testimony.

Prepare and serve hot drinks

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

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

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

- at least **two** from **drinks**
 - a coffee
 - b hot chocolate
 - c tea
- at least **one** from **preparation equipment**
 - a small vending machines
 - b kettles
 - c urns
 - d coffee pots
 - e tea pots
- at least **two** from **service equipment**
 - a cutlery
 - b glassware
 - c crockery
 - d trays
- at least **three** from **drink ingredients**
 - a coffee bags/pods/capsules
 - b pre-ground coffee beans
 - c instant coffee
 - d syrups
 - e chocolate powder

- f loose tea
- g tea bags
- h fruit/herbal tea
- at least **two** from **drink accompaniments**
 - a sugar
 - b milk
 - c dusting/topping powder
 - d cream

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

Unit 20: Prepare and Serve Hot Drinks Using Specialist Equipment

Unit reference number:	F/601/4932
Level:	2
Credit value:	4
Guided learning hours:	36

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare work area and equipment for service	1.1 Make sure that preparation, service and other equipment is clean, free from damage and ready for service 1.2 Clean work areas, leaving them tidy and ready for use 1.3 Arrange promotional and display materials correctly 1.4 Store sufficient drink ingredients and accompaniments ready for use			
2 Know how to prepare work area and equipment for service	2.1 Describe safe and hygienic working practices when preparing preparation and service areas 2.2 State why drink, ingredients and accompaniments must be available and ready for immediate use 2.3 State why it is important to check for damage in all work areas and service equipment before taking orders 2.4 Outline the types of unexpected situation that may occur when preparing preparation and service areas and how to deal with them			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to prepare and serve hot drinks	4.7 Explain why customer and service areas should be kept clean, tidy and free from rubbish and used equipment 4.8 Outline the types of unexpected situation that may occur when preparing and serving hot drinks and how to deal with them 4.9 Describe safe and hygienic working practices when maintaining hot drink making equipment 4.10 State why a constant level of stock must be maintained 4.11 State to whom any stock deficiencies should be reported 4.12 Describe how to use cleaning materials correctly 4.13 State the dangers of misusing cleaning equipment 4.14 State what tests should be carried out after cleaning preparation equipment 4.15 Outline the types of unexpected situations that may occur when maintaining hot drinks equipment and how to deal with them			

Learner name: _____

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Date: _____

Assessor signature: _____

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Date: _____

(if sampled)

Assessment requirements/evidence requirements

Prepare work area and equipment for service

The assessor **must** assess assessment criteria 1.1–1.4 by directly observing the learner's work.

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

- at least **four** from **preparation equipment**
 - a espresso machine
 - b cream whipper
 - c knock out box
 - d bean grinders
 - e filter system
 - f cafetière
 - g blender
 - h steamer
 - i urn
- at least **two** from **service equipment**
 - a cutlery
 - b glassware
 - c crockery
 - d trays
- at least **two** from **other equipment**
 - a dishwashers
 - b fridges/freezers
 - c thermometers
 - d temperature records
- at least **one** from **promotional and display material**
 - a menus
 - b leaflets
 - c posters
- at least **three** from **drinks**
 - a coffee
 - b hot chocolate
 - c tea

- d steamed milk drinks
- e iced drinks
- at least **five** from **drink ingredients**
 - a freshly ground coffee beans
 - b pre-ground coffee beans
 - c syrups
 - d chocolate powder
 - e milk
 - f ice cream
 - g spray cream
 - h tea
 - i ice
- at least **two** from **drink accompaniments**
 - a sugar
 - b dusting/topping powder
 - c cream

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

Prepare and serve hot drinks

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

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

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

- at least **one** from **information**
 - a price
 - b relative strength
 - c ingredients
 - d origin of drink
- at least **three** from **drinks**
 - a coffee
 - b hot chocolate
 - c tea
 - d steamed milk drinks
 - e iced drinks (eg frappé/iced tea)

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

- a espresso machine
- b cream whipper
- c knock out box
- d bean grinders
- e filter system
- f cafetière
- g blender
- h steamer
- i urn

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

- a cutlery
- b glassware
- c crockery
- d trays

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

- a freshly ground coffee beans
- b pre-ground coffee beans
- c syrups
- d chocolate powder
- e milk
- f ice cream
- g spray cream
- h tea
- i ice

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

- a sugar
- b dusting/topping powder
- c cream

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to receive drink deliveries	1.1 Prepare receiving and storage areas for deliveries 1.2 Make sure that drink deliveries tally with documentation 1.3 Make sure that drink deliveries are undamaged, of good quality and do not exceed their expiry dates 1.4 Make sure that goods remain undamaged during transportation to the storage areas 1.5 Keep receiving areas clean, tidy, free from rubbish and secured against unauthorised access 1.6 Complete delivery documentation accurately and retain a copy for the organisation's records			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to receive drink deliveries	2.1 Describe safe and hygienic working practices when receiving drink deliveries 2.2 State why receiving areas should be secured from unauthorised access 2.3 Explain why and to whom breakages should be reported 2.4 State where and from whom health and safety information can be obtained 2.5 Explain why deliveries should tally with both order and delivery documentation 2.6 State what documentation must be retained for records 2.7 Outline the types of unexpected situations that may occur when receiving drinks stock and how to deal with them			
3	Be able to store and issue drinks stock	3.1 Maintain stock storage conditions and follow stock rotation procedures correctly 3.2 Maintain accurate records of drink items that have been received, stored and issued 3.3 Issue drinks items in line with operational requirements 3.4 Report low stock levels to proper person 3.5 Keep storage areas clean, tidy, free from rubbish and secured against unauthorised access			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to store and issue drinks stock	4.1 Describe safe and hygienic working practices when storing and issuing drinks 4.2 State why storage areas should be secured from unauthorised access at all times 4.3 Explain why correct storage and rotation procedures should be followed 4.4 State why broken bottles should be retained 4.5 State why correct and safe lifting techniques must be used 4.6 State why stock should be stacked correctly 4.7 Explain why a minimum stock of drink items must be maintained 4.8 State to whom low level of stock should be reported and why 4.9 State why the correct documentation must be received before stock is issued 4.10 Outline the types of unexpected situations that may occur when storing drinks and how to deal with them			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Receive drinks deliveries
<p>The assessor must assess assessment criteria 1.1–1.6 by directly observing the learner’s work.</p>
<p>There must be performance evidence, gathered through observing the learner’s work for:</p> <ul style="list-style-type: none">• at least four from deliveries<ul style="list-style-type: none">a crated bottled drinksb boxed bottled drinksc beer kegsd gas cylinderse bar equipmentf glasses <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
Store and issue drinks stock
<p>The assessor must assess assessment criteria 3.1, 3.2 and 3.5 by directly observing the learner’s work.</p> <p>The assessor may assess assessment criteria 3.3 and 3.4 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner’s work for:</p> <ul style="list-style-type: none">• at least four from storage conditions<ul style="list-style-type: none">a lightingb ventilationc temperatured cleanliness• at least three from drink items<ul style="list-style-type: none">a crated bottled drinksb boxed bottled drinksc bottled winesd bottled spiritse keg beersf cask beers <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

Unit 22: Prepare and Finish Simple Salad and Fruit Dishes

Unit reference number: H/601/4843

Level: 1

Credit value: 2

Guided learning hours: 16

Unit summary

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

- fruit salad
- mixed salad
- grapefruit cocktail.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare simple salad and fruit dishes	1.1 Check the ingredients to make sure they are fit for preparation 1.2 Choose the correct tools and equipment 1.3 Prepare the ingredients correctly for the dish			
2	Understand how to prepare simple salad and fruit dishes	2.1 State how to store salad and fruit before preparation 2.2 Describe how to check the salad, fruit or other ingredients to make sure they are fit for use 2.3 Describe what to do if there is a problem with the salad, fruit or other ingredients 2.4 State what tools and equipment are needed to carry out the relevant cooking methods 2.5 State why it is important to use the correct tools and equipment 2.6 State why it is important to avoid cross-contamination with meat and fish products and how to do so			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to finish simple salad and fruit dishes	3.1	Present the dish to meet requirements			
		3.2	Safely store any prepared items not for immediate use			
4	Understand how to finish simple salad and fruit dishes	4.1	Describe how to store prepared salads and fruit that are not for immediate use			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3 and 3.1 by directly observing the learner's work.

The assessor may assess assessment criterion 3.2 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **three** from **ingredients**
 - a frozen fruit
 - b fresh fruit
 - c fresh salad
 - d prepared fruit
 - e prepared salad
- at least **three** from **prepare by**
 - a peeling
 - b trimming
 - c washing
 - d soaking
 - e cutting
 - f mixing

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

Unit 23: Prepare and Cook Fish

Unit reference number: T/601/5561

Level: 1

Credit value: 3

Guided learning hours: 23

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare and cook fish	1.1 Safely store any fish not for immediate use 1.2 Defrost fish when necessary 1.3 Check fish is fit for cooking 1.4 Choose right tools and equipment 1.5 Prepare fish to meet requirements 1.6 Cook fish as required 1.7 Finish fish as required 1.8 Make sure fish is at the correct temperature for holding and serving			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare and cook fish	2.1 Describe how to store frozen and unfrozen fish correctly before cooking 2.2 Describe how to check that coated and uncoated fish, frozen and unfrozen, is fit for preparation and cooking 2.3 Describe how to decide whether fish needs defrosting before cooking and why it is important 2.4 State how to defrost pre-prepared fish 2.5 Describe what to do if there are any problems with fish or other ingredients 2.6 State the right temperatures and cooking times for different types of fish 2.7 State the right tools and equipment to prepare and cook fish 2.8 State why it is important to use the right tools and equipment 2.9 State the correct cooking methods to use 2.10 Describe how to decide when different types of fish are properly cooked 2.11 Describe how to garnish and present cooked fish			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.3, 1.4, 1.6, 1.7 and 1.8 by directly observing the learner's work.

The assessor may assess assessment criteria 1.1, 1.2 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **fish**
 - a coated
 - b uncoated
 - c frozen
 - d unfrozen
- at least **two** from **cooking methods**
 - a boiling
 - b frying
 - c grilling
 - d microwaving
- at least **two** from **preparation methods**
 - a deep frying
 - b grilling
 - c baking

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

Unit 24: Prepare and Cook Meat and Poultry

Unit reference number: T/601/5575

Level: 1

Credit value: 4

Guided learning hours: 33

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare and cook meat and poultry	1.1 Safely store any meat/poultry not for immediate use 1.2 Defrost meat/poultry when necessary 1.3 Check that meat/poultry is fit for cooking 1.4 Choose the right tools and equipment 1.5 Prepare meat/poultry to meet requirements 1.6 Cook meat/poultry as required 1.7 Finish meat/poultry as required 1.8 Make sure meat/poultry is at the correct temperature for holding and serving			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare and cook meat and poultry	2.1 Describe how to store fresh and frozen meat/poultry correctly before cooking 2.2 Describe how to check that meat/poultry is fit for preparation and cooking 2.3 Describe what to do if there are problems with the meat/poultry or other ingredients 2.4 Describe how to decide when meat/poultry needs defrosting before cooking and why this is important 2.5 State the right tools and equipment for defrosting, seasoning and storing meat/poultry 2.6 Describe how to prepare meat/poultry using different cooking methods 2.7 State the correct tools and equipment for different cooking methods 2.8 State why it is important to use correct tools and equipment 2.9 Describe how to carry out different cooking methods 2.10 Describe how to finish and season meat/poultry according to requirements 2.11 State the correct temperatures for holding meat/poultry			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.3, 1.4, 1.6, 1.7 and 1.8 by directly observing the learner's work.

The assessor may assess assessment criteria 1.1, 1.2 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **meat/poultry**
 - a pre-prepared
 - b uncoated
 - c steaks
 - d chops
 - e chicken cuts
- at least **two** from **cooking methods**
 - a grilling/griddling
 - b shallow frying
 - c deep frying
 - d microwaving
- at least **one** from **preparation methods**
 - a defrosting
 - b seasoning

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

Unit 25: Prepare Hot and Cold Sandwiches

Unit reference number: K/601/4844

Level: 1

Credit value: 2

Guided learning hours: 20

Unit summary

This unit is about preparing hot and cold sandwiches including:

- burgers
- wraps
- rolls
- paninis
- fajitas.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare hot and cold sandwiches	1.1 Check the bread and fillings to make sure that they meet quality and quantity requirements 1.2 Choose the right tools and equipment 1.3 Prepare sandwiches as required 1.4 Safely store any sandwiches and fillings not for immediate use			
2 Understand how to prepare hot and cold sandwiches	2.1 Explain how to check that bread and fillings are fit for purpose 2.2 State the correct tools and equipment for making sandwiches 2.3 Describe how to present sandwiches and bread products attractively 2.4 State the correct methods of storage to avoid spoiling sandwiches and bread products between preparation and consumption			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

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

The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **bread**
 - a sliced bread
 - b unsliced bread
 - c wraps
 - d bread rolls
- at least **four** from **fillings**
 - 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**
 - a slicing
 - b preparing fillings
 - c garnishing
 - d heating/toasting

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

Unit 26: Complete Kitchen Documentation

Unit reference number: L/601/5372

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standard to complete kitchen documentation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to complete kitchen documentation	1.1 Ensure sufficient relevant documents are available and, when necessary, obtain extra copies 1.2 Complete relevant documents accurately and legibly to meet organisational requirements 1.3 Ensure relevant documents arrive with proper person within time required 1.4 Copy and file relevant documents in line with organisational requirements 1.5 Respond to queries about completion of relevant documents, within the boundaries of authority			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to complete kitchen documentation	2.1 State organisational documents that need to be completed 2.2 State why it is important to complete documentation 2.3 Describe how to complete particular documents 2.4 State where to obtain appropriate documents from 2.5 State when and where documentation is copied and kept 2.6 State who should be contacted when problems occur and explain why 2.7 Describe why kitchen documentation needs to remain confidential 2.8 Describe what information required by law within the kitchen is required to be noted and kept 2.9 State why it is important that information is accurate 2.10 State why it is important that documents are not fraudulently completed			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

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

The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **relevant documents**
 - a temperature charts
 - b food safety information
 - c accident report forms
 - d equipment fault reports
 - e stock usage report

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

Unit 27: Set Up and Close Kitchen

Unit reference number: L/601/4996

Level: 2

Credit value: 4

Guided learning hours: 37

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare kitchen for food operations	1.1 Prioritise work and carry it out in an efficient manner 1.2 Check that food preparation and cooking tools and kitchen equipment are clean, and of the right type and in working order 1.3 Turn on appropriate kitchen equipment at the correct time and to correct setting 1.4 Report any unhygienic or defective tools or kitchen equipment, or other problems to the proper person 1.5 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for food operation			
2 Understand how to prepare kitchen for food operations	2.1 State why knives/utensils should be handled correctly 2.2 State why and to whom all incidents should be reported 2.3 Describe how to safely turn on different types of equipment 2.4 State why faulty equipment and maintenance requirements should be reported to the proper person 2.5 State why it is important to ensure all appropriate equipment is safely turned off			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare food items for operation and service	3.1 Prepare work and carry it out in an efficient manner 3.2 Ensure that there are sufficient ingredients in stock in line with establishment requirements 3.3 Prepare ingredients to the organisational needs and quality requirements 3.4 Report any ingredients that are not prepared to the correct quantity or quality to the proper person 3.5 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing food items ready for operations			
4 Understand how to prepare food items for operation and service	4.1 State why machinery should be cleaned between tasks 4.2 State why it is important to monitor the temperature of kitchen storage equipment and areas 4.3 Describe the organisational menu requirements in terms of the type, quality and number of ingredients			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to close kitchen after operations	5.1 Prioritise work and carry it out in an efficient manner 5.2 Check that tools are cleaned and stored to organisational and legal requirements 5.3 Check food storage equipment meets organisational and legal requirements for kitchen closure 5.4 Check that cooking equipment is turned off, unplugged and cleaned following manufacturers' and organisation's instructions 5.5 Report any uncleaned tools, food storage or cooking equipment or problems to the appropriate person 5.6 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations			
6 Understand how to close kitchen after operations	6.1 State why tools and equipment should be cleaned and stored following use 6.2 Describe organisational and legal requirements for food storage equipment when kitchen is closed 6.3 State organisational and legal requirements for turning off, unplugging and cleaning cooking equipment following use 6.4 State who problems should be reported to			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

Prepare kitchen for food operations

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

The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

- **both** from **tools**
 - a knives
 - b utensils
- at least **five** from **kitchen equipment**
 - a oven/combination oven
 - b grill
 - c hob
 - d fryer
 - e microwave
 - f steamer
 - g fridge/freezer

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

Prepare food items ready for operations

The assessor **must** assess assessment criteria 3.1, 3.2, 3.3 and 3.5 by directly observing the learner's work.

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

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

- at least **one** from **establishment requirements**
 - a number of customers
 - b menu requirements
- at least **two** from **ingredients**
 - a vegetables
 - b garnishes
 - c frozen products
 - d fresh high-risk products
- at least **two** from **prepare**
 - a washing
 - b cutting
 - c defrosting
 - d weighing

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

Close kitchen after operations

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

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

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

- **both** from **tools**
 - a knives
 - b utensils
- at least **two** from **food storage equipment**
 - a fridge
 - b freezer
 - c dry store/larder
- at least **four** from **cooking equipment**
 - a oven/combination oven
 - b grill
 - c hob
 - d fryer
 - e microwave
 - f steamer

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

Unit 28: Prepare and Present Food for Cold Presentation

Unit reference number: M/601/5364

Level: 2

Credit value: 4

Guided learning hours: 35

Unit summary

This unit is about preparing and presenting cold products such as salads, bread products, pies, pâtés and cured meats. It also covers the holding of such foods to maintain effective food safety.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare and present food for cold presentation	1.1 Check the food and garnish ingredients meet requirements 1.2 Choose and use tools and equipment correctly 1.3 Prepare food products using the correct preparation methods 1.4 Make sure the food products have the correct flavour, colour, texture and quantity 1.5 Garnish and present the food products to meet requirements 1.6 Safely store any prepared food products not for immediate consumption			
2	Understand how to prepare and present food for cold presentation	2.1 Describe how to check that the food products and garnish ingredients meet requirements 2.2 State what quality points to look for in presentation of cooked, cured and prepared foods 2.3 Describe what to do if there are any problems with the food products or garnish ingredients 2.4 State the correct tools and equipment required to carry out different preparation methods 2.5 State the importance of using the correct tools, equipment and techniques			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Describe how to prepare the food products and garnish ingredients for cold presentation 2.7 Describe how to produce basic vinaigrette and cold sauces 2.8 Describe how to identify when food products have the correct colour, flavour, texture and quantity 2.9 State the importance of time and temperature when preparing cooked, cured and prepared food for presentation 2.10 State why cooked, cured and prepared foods should be stored at the required temperature before presentation 2.11 State healthy eating options when preparing and presenting food for cold presentation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner's work.

The assessor may assess assessment criterion 1.6 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **six** from **food products**
 - a bread products
 - b salads
 - c pre-prepared pies
 - d cooked red/white meat
 - e fish
 - f pre-prepared terrines
 - g pre-prepared pâtés
 - h cured meats
 - i shellfish
 - j vinaigrette
 - k cold sauces
- at least **two** from **garnish ingredients**
 - a fruit
 - b vegetables
 - c herbs
- at least **four** from **preparation methods**
 - a slicing
 - b dressing
 - c garnishing
 - d portioning
 - e whisking
 - f combining ingredients

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

Unit 29: Produce Basic Fish Dishes

Unit reference number: H/601/4938

Level: 2

Credit value: 4

Guided learning hours: 34

Unit summary

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

- grilled salmon steaks
- battered fish
- fish cakes
- fish pies.

The unit makes reference to a range of different forms in which the fish may be available, for example raw or processed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce basic fish dishes	1.1 Check fish meet dish requirements 1.2 Choose and use the right tools and equipment correctly 1.3 Combine fish with other ingredients 1.4 Cook fish to meet dish requirements 1.5 Garnish and present the dish to meet requirements 1.6 Make sure dishes have the correct flavour, colour, consistency and quantity 1.7 Make sure dishes are at correct temperature for holding and serving 1.8 Safely store any cooked fish not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic fish dishes	2.1 Describe how to check the fish meet dish requirements 2.2 State what quality points to look for in fish 2.3 Describe what to do if there are any problems with the fish or other ingredients 2.4 State which tools and equipment to use for the relevant cooking method 2.5 State why it is important to use the correct tools and equipment 2.6 Explain why it is important to use the most appropriate cooking methods in relation to each type of fish 2.7 State the correct temperatures for cooking fish and why these temperatures are important 2.8 Describe how to garnish and present fish according to organisational requirements 2.9 Describe how to correct a dish to make sure it has the correct colour, consistency and flavour 2.10 State the correct temperature for holding and serving fish dishes 2.11 State healthy eating options when cooking and finishing fish dishes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1–1.7 by directly observing the learner's work.

The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **fish**
 - a raw fish portions
 - b processed fish products (eg fish cakes, coated fish portions)
 - c whole fish
- at least **four** from **cooking by**
 - a frying – deep
 - b frying – shallow
 - c grilling
 - d boiling (including boil in the bag)
 - e steaming
 - f baking
 - g microwaving

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

Unit 30: Produce Basic Vegetable Dishes

Unit reference number: R/601/4949

Level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

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

- vegetable curry
- roasted vegetables
- stuffed vegetables.

It also covers the cooking and finishing of vegetables in a simple form, eg boiled or steamed carrots, roast potatoes.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce basic vegetable dishes	1.1 Check the vegetables meet both quality and quantity requirements 1.2 Choose and use tools and equipment correctly 1.3 Combine vegetables with other ingredients 1.4 Cook vegetables to meet dish requirements 1.5 Make sure dish has the correct flavour, colour, texture and quantity 1.6 Finish and present dishes to meet requirements 1.7 Make sure dishes are at correct temperature for holding and serving 1.8 Safely store cooked vegetables not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic vegetable dishes	2.1 Describe how to check vegetables meet dish requirements 2.2 State what quality points to look for in vegetables 2.3 Describe what to do if there are any problem with the vegetables or other ingredients 2.4 State what tools and equipment are needed to carry out the relevant cooking methods 2.5 Describe how each of the cooking methods should be followed to meet dish requirements 2.6 State the correct temperatures for cooking the relevant vegetable dishes 2.7 Describe how to maintain the nutritional value of vegetables during cooking and holding 2.8 State the main reasons for blanching vegetables 2.9 State which vegetables are suitable for high and low pressure steaming 2.10 Describe how to finish basic vegetable dishes 2.11 State the correct temperature for holding and serving vegetable dishes 2.12 State healthy eating options when cooking and finishing vegetable dishes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1–1.7 by directly observing the learner’s work.

The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **four** from **vegetables**
 - a roots and tubers
 - b bulbs
 - c flower heads
 - d fungi
 - e seeds and pods
 - f leaves
 - g stems
 - h vegetable fruits
- at least **one** from **format**
 - a fresh
 - b frozen
 - c pre-prepared
- at least **four** from **cooking by**
 - a blanching
 - b boiling
 - c roasting
 - d baking
 - e grilling
 - f frying (deep/shallow/stir)
 - g steaming
 - h combination cooking methods
 - i microwaving

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

Unit 31: Produce Basic Rice, Pulse and Grain Dishes

Unit reference number: K/601/4861

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

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 set polenta.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce basic rice, pulse and grain dishes	1.1 Check ingredients meet quality and quantity requirements 1.2 Choose and use tools and equipment correctly 1.3 Cook ingredients using the correct preparation and cooking methods 1.4 Make sure dishes have the correct flavour, colour, texture and quantity 1.5 Garnish and present food products to meet organisational standards 1.6 Make sure dishes are at the correct temperature for holding and serving 1.7 Make sure prepared food that is not for immediate use is stored safely			
2 Understand how to produce basic rice, pulse and grain dishes	2.1 Describe how to check ingredients meet the dish requirements 2.2 State what quality points to look for in rice, pulses and grains 2.3 Describe what to do if there are problems with rice, pulses and grains 2.4 State the correct tools and equipment to carry out relevant preparation methods			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 State why it is important to use the correct equipment and techniques 2.6 Describe how to determine the correct cooking methods 2.7 Describe how to identify when rice, pulse and grain dishes have the correct colour, flavour, texture and quantity 2.8 State the correct temperature for holding and serving rice, pulse and grain dishes 2.9 Describe how rice, pulses and grains can be cooled which maintains effective food safety 2.10 State healthy eating options when making rice, pulse and grain dishes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner’s work.

For assessment criterion 1.6, where there is no naturally occurring evidence for both ‘holding’ and ‘serving’, the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

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

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

- all **three** from **ingredients**
 - a rice
 - b peas, beans and lentils
 - c grain, including polenta
- at least **four** from **preparation and cooking methods**
 - a soaking and washing
 - b boiling
 - c braising
 - d steaming
 - e frying
 - f baking
 - g microwaving

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

Unit 32: Produce Basic Pasta Dishes

Unit reference number: F/601/7331

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

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

- meat and vegetable based lasagne
- macaroni cheese
- spaghetti bolognese
- tagliatelle-based dishes
- stuffed pasta dishes, eg cannelloni, ravioli, tortellini.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce basic pasta dishes	1.1 Check pasta and other ingredients meet dish requirements 1.2 Choose and use the correct tools and equipment correctly 1.3 Prepare and cook the pasta and other ingredients to meet the dish requirements 1.4 Make sure pasta dish is of the correct flavour, colour, texture and quantity 1.5 Present and garnish the pasta dish to meet requirements 1.6 Make sure the temperature is correct for holding and serving pasta dishes 1.7 Safely store any cooked pasta dishes not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic pasta dishes	2.1 Describe how to check the pasta and other ingredients meet dish requirements 2.2 State what quality points to look for in pasta and other ingredients used in the dish 2.3 Describe what to do if there are any problems with the pasta or other ingredients 2.4 State why time and temperature are important when cooking and finishing pasta dishes 2.5 Explain which tools and equipment to use for the relevant preparation and cooking methods 2.6 Describe how to carry out the relevant preparation and cooking methods 2.7 State why it is important to use the correct equipment and techniques 2.8 Describe how to identify when pasta has the correct flavour, colour, texture and quantity 2.9 State the correct temperature for holding and serving pasta dishes 2.10 Describe how to cool pasta to ensure effective food safety prior to storage 2.11 Describe how to safely store cooked pasta dishes 2.12 State healthy eating options when making pasta dishes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner's work.

For assessment criterion 1.6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

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

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

- at least **three** from **pasta**
 - a stuffed
 - b shaped
 - c lasagne
 - d dried
 - e pre-prepared fresh
- at least **three** from **preparation and cooking methods**
 - a blanching
 - b straining
 - c mixing
 - d boiling
 - e baking

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

Unit 33: Produce Basic Egg Dishes

Unit reference number: L/601/7333

Level: 1

Credit value: 3

Guided learning hours: 24

Unit summary

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

- scrambled eggs
- poached eggs
- omelettes
- boiled eggs
- sweet and savoury egg dishes.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce basic egg dishes	1.1 Ensure that the eggs and other ingredients meet dish requirements 1.2 Select and use the correct tools and equipment 1.3 Prepare and cook eggs and other ingredients to meet dish requirements 1.4 Ensure the egg dish has the correct colour, texture and quantity 1.5 Present and finish the egg dish to meet requirements 1.6 Ensure the egg dish is at the correct temperature for holding and serving 1.7 Safely store cooked egg dishes not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic egg dishes	2.1 Describe how to check the eggs and other ingredients meet dish requirements 2.2 Describe what to do if there are problems with the egg or other ingredients 2.3 State why time and temperature are important when cooking and finishing basic egg dishes 2.4 Describe how to carry out the relevant preparation and cooking methods 2.5 State why it is important to use the correct tools, equipment and techniques 2.6 Describe how to identify when egg dishes have the correct colour, texture and quantity 2.7 Describe how to finish basic egg dishes 2.8 State the correct temperature for holding and serving egg dishes 2.9 Describe how to safely store cooked egg dishes 2.10 State healthy eating options when making egg dishes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner’s work.

For assessment criterion 1.6, where there is no naturally occurring evidence for both ‘holding’ and ‘serving’, the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

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

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

- at least **one** from **eggs**
 - a fresh egg
 - b pasteurised egg
- at least **four** from **preparation and cooking methods**
 - a boiling
 - b whisking
 - c frying/griddling
 - d poaching
 - e baking
 - f scrambling
 - g bain marie

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

Unit 34: Collect Linen and Make Beds

Unit reference number: F/601/5028

Level: 1

Credit value: 3

Guided learning hours: 21

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to collect clean linen and bed coverings	1.1 Choose and collect the linen and bed coverings needed for work schedule 1.2 Make sure the linen and bed coverings meet organisational standards 1.3 Handle and move the linen and bed coverings safely 1.4 Keep linen store safe and secure			
2 Understand how to collect clean linen and bed coverings	2.1 Describe safe lifting and handling techniques and why they should always be used 2.2 State organisational standards for collection of linen and bed coverings 2.3 State why soiled linen should be kept separate from clean linen 2.4 State why linen and linen store must be secure 2.5 State why it is important to check linen to make sure it is clean and up to standard 2.6 Outline the types of problems that may happen when choosing and collecting linen from the linen store and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to strip and make beds	3.1 Strip all linen and bed covering from beds 3.2 Handle and store soiled linen and bed coverings correctly 3.3 Get bed ready for making 3.4 Make sure the bed base, bed head, linen and bed coverings are clean and not damaged 3.5 Make the bed to premise's standards with the correct linen and bed coverings 3.6 Leave bed neat, smooth and ready for use 3.7 Deal with customers' personal property according to organisational procedures			
4 Know how to strip and make beds	4.1 State the correct way to deal with soiled linen 4.2 State the right way to sort different fabrics 4.3 State organisation's procedures for making and re-sheeting beds 4.4 State why it is important to use the right sized linen 4.5 Outline the types of unexpected situations – including customer incidents - that may happen when stripping and making beds and how to deal with them 4.6 Describe how to spot and what procedures to use if encountering bedbugs or other infestations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Collect clean linen and bed coverings

The assessor **must** assess assessment criteria 1.1–1.4 by directly observing the learner's work.

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

- at least **five** from **linen and bed coverings**
 - a sheets
 - b blankets/duvets
 - c bedspreads/throws
 - d pillowcases/sheets
 - e waterproof sheets
 - f valances
 - g mattress protectors
 - h duvets/pillows
 - i bathroom linen

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

Strip and make beds

The assessor **must** assess assessment criteria 3.1–3.7 by directly observing the learner's work.

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

- at least **five** from **linen and bed coverings**
 - a sheets
 - b blankets/duvets
 - c bedspreads/throws
 - d pillowcases/sheets
 - e waterproof sheets
 - f valances/mattress protectors
 - g duvets/pillows
- at least **one** from **beds**
 - a double/single beds
 - b cots/folding beds
 - c zip and link
 - d sofa beds
- at least **one** from **customers**
 - a new
 - b stay over

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

Unit 35: Clean Windows From the Inside

Unit reference number: K/601/5024

Level: 1

Credit value: 2

Guided learning hours: 16

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare to clean windows from inside	1.1 Prepare working area and equipment 1.2 Inspect the surface to be cleaned 1.3 Identify any damaged or loose surfaces 1.4 Report damaged or loose surfaces to the relevant person and ask for advice 1.5 Choose cleaning materials and methods that are appropriate to the work schedule, the type of dirt and the surface to be cleaned			
2 Know how to prepare to clean windows from inside	2.1 State organisation's standards for cleaning windows 2.2 State how frequently windows should be cleaned 2.3 State why protective clothing should be worn when cleaning 2.4 State why cleaning materials should not be mixed 2.5 State why manufacturers' instructions should be followed when using cleaning equipment and materials 2.6 Outline the types of problems that occur when cleaning windows and how to deal with them 2.7 State what to do if window areas are above hand reach height 2.8 State why it is important to prepare windows and surrounding areas for cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 State why loose or damaged surfaces should be identified and reported 2.10 State the types of equipment and materials that should be used for loose dirt and dirt that is hard remove			
3 Be able to clean the inside surface of windows	3.1 Apply the cleaning agent to the surface in a controlled way, following the manufacturers' instructions and recommendations 3.2 Loosen dirt that is stuck on to the surface without causing damage 3.3 Clean thoroughly and remove any dirt without damaging the surface 3.4 Report any dirt that you cannot remove to the relevant person 3.5 Leave windows and glass dry and smear free 3.6 Make sure that frames and sills are dry 3.7 Put the work area back as found			
4 Know how to clean the inside surface of windows	4.1 State why dirt that cannot be removed should be reported 4.2 State why frames and sills should be left dry			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Prepare to clean windows from the inside

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

The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **preparation** of work area
 - a use of protective clothing
 - b put up hazard warning signs
 - c protect surrounding areas
- **both** from **surfaces**
 - a windows
 - b window frames
- at least **two** from cleaning **equipment and materials**
 - a cloths
 - b cleaning chemicals
 - c squeegees
- at least **one** from **dirt**
 - a loose dirt
 - b dirt that is hard to remove

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

Clean the inside surfaces of windows

The assessor **must** assess assessment criteria 3.1, 3.2, 3.3, 3.5, 3.6 and 3.7 by directly observing the learner's work.

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

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

- **both** from **surfaces**
 - a windows
 - b frames
- at least **one** from **dirt**
 - a loose dirt
 - b dirt that is hard to remove

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to clean and service toilet and bathroom areas	1.1 Prepare bathroom and toilet areas for cleaning 1.2 Choose the correct cleaning equipment and materials for toilet and bathroom areas 1.3 Clean toilets and surrounding areas correctly 1.4 Clean bathroom appliances and surrounding areas correctly 1.5 Clean floors, walls, mirrors and other areas following correct procedures 1.6 Identify and report anything that needs maintenance or repair 1.7 Complete and pass on any records of work, when required 1.8 Carry out a final check of the area to ensure customer satisfaction			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to clean and service toilet and bathroom areas	2.1 Describe what to do if customers are present when cleaning rooms 2.2 Explain why it is important to prepare the area and yourself before cleaning and disposing of waste 2.3 Give examples of the types of items in bathrooms and bedrooms that may need maintenance and repair 2.4 Explain why it is important to report items needing repair and who to report them to 2.5 Identify the types of records that should be kept in relation to cleaning 2.6 Identify why work areas need to be inspected on completion 2.7 State organisational standards for cleaning toilets and bathroom areas 2.8 State when hazard signs are sometimes needed in preparing the work areas 2.9 State what materials and equipment are used for cleaning different areas of the bathroom and how to choose the correct one 2.10 Describe the types of unexpected situations that may happen when cleaning bathrooms and toilets and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to clean and service furnished areas	3.1 Prepare furnished areas for cleaning 3.2 Choose the correct cleaning equipment and materials for each part of the area 3.3 Clean the floor covering according to workplace procedures 3.4 Clean the furniture according to workplace procedures 3.5 Clean mirrors, wall covering and any other surfaces and leave the whole area tidy 3.6 Identify and report anything that needs maintenance or repair 3.7 Complete and pass on any records of work correctly 3.8 Carry out a final check of the area to make sure it will satisfy the customer			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to clean and service furnished areas	4.1 State organisational standards for cleaning in furnished areas 4.2 Describe safe lifting and carrying techniques and why these should always be used 4.3 State what materials and equipment are used for cleaning different furnished areas and how to choose the correct one 4.4 Explain why certain areas need to be kept secure from unauthorised access 4.5 Describe the types of unexpected situations that may happen when cleaning furnished areas and how to deal with these			
5 Be able to dispose of waste	5.1 Wear appropriate personal protective clothing 5.2 Prepare the waste for despatch making sure it is handled carefully 5.3 Sanitise waste containers following workplace procedures			
6 Know how to dispose of waste	6.1 Describe how to identify different sorts of waste and how different sorts of waste should be disposed of 6.2 State what materials and equipment are used for waste disposal 6.3 Describe the types of problems and unexpected situations that may happen when disposing of waste and how to deal with these			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Clean and service toilet and bathroom areas
<p>The assessor must assess assessment criteria 1.1–1.5 and 1.8 by directly observing the learner’s work.</p> <p>The assessor may assess assessment criteria 1.6 and 1.7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner’s work for:</p> <ul style="list-style-type: none">• at least one from preparations<ul style="list-style-type: none">a use of protective clothingb put up hazard warning signsc protect surrounding areas <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
Clean and service furnished areas
<p>The assessor must assess assessment criteria 3.1–3.5 and 3.8 by directly observing the learner’s work.</p> <p>The assessor may assess assessment criteria 3.6 and 3.7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner’s work for:</p> <ul style="list-style-type: none">• at least one from preparations<ul style="list-style-type: none">a use of protective clothingb put up hazard warning signsc protect vulnerable surrounding areas <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

Dispose of waste

The assessor **must** assess assessment criteria 5.1–5.3 by directly observing the learner’s work.

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

- at least **one** from **waste**
 - a hazardous waste
 - b non-hazardous waste
- at least **two** from **collection methods**
 - a external collection
 - b incineration/compression
 - c recycling

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

Unit 37: Use of Different Chemicals and Equipment in Housekeeping

Unit reference number: D/601/5005

Level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

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).

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to work using different chemicals	1.1 Choose correct chemicals for areas going to be cleaned 1.2 Wear appropriate protective clothing 1.3 Prepare and use chemicals in line with the manufacturers' instructions, using the correct equipment 1.4 Store chemicals securely 1.5 Complete relevant documentation in line with organisational procedures			
2	Understand how to work using different chemicals	2.1 State the basic legal requirements relating to safe working practices when using cleaning chemicals 2.2 Describe the warning signs used on cleaning chemical containers and what they mean 2.3 State how to select appropriate chemicals for a full range of cleaning jobs 2.4 State why it is important to wear protective clothing when using chemicals 2.5 State why it is important to follow manufacturers' instructions for cleaning chemicals 2.6 Explain why it is dangerous to mix certain types of chemicals together 2.7 State what might happen if relevant legal requirements for this sort of work are not followed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 State why work routines and sequences need to be followed 2.9 Described what precautions should be made to the work area before using chemicals 2.10 State documents that should to be completed when using chemicals 2.11 Outline the types of problems and unexpected situations that may happen when preparing and using chemicals and how to deal with these			
3 Be able to work using manual equipment	3.1 Choose correct equipment for areas going to be cleaned 3.2 Prepare areas for cleaning 3.3 Use equipment safely, correctly and where appropriate using correct chemicals 3.4 Leave areas clean, tidy and free from debris 3.5 Store equipment in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to work using manual equipment	4.1 State the basic legal requirements relating to safe working practices when using manual cleaning equipment 4.2 Explain how to choose manual cleaning equipment for the types of cleaning to be carried out 4.3 State why it is important to follow manufacturers' instructions for manual equipment 4.4 State why the equipment should be cleaned and stored correctly after use 4.5 Outline the types of problems and unexpected situations that may happen when preparing and using manual cleaning equipment and how to deal with these			
5 Be able to work using electrical equipment	5.1 Choose the correct equipment and chemicals for the area to be cleaned 5.2 Check that equipment is safe to use 5.3 Select and use correct attachments for equipment 5.4 Use equipment, attachments and chemicals in line with manufacturers' instructions 5.5 Store equipment and attachments correctly and in line with the manufacturers' instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to work using electrical equipment	6.1 State current relevant legislation relating to safe working practices when using cleaning chemicals and electrical equipment 6.2 State the main dangers when using electrical equipment and how to avoid these 6.3 Describe safe handling and lifting techniques 6.4 State why safe carrying and lifting techniques should be used 6.5 State what factors need to be taken into account when using electrical equipment 6.6 Describe the types of problems and unexpected situations that may happen when preparing and using electrical cleaning equipment and how to deal with these			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Work using different chemicals

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner's work.

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

- at least **three** from **chemicals**
 - a multi-surface cleaner
 - b toilet cleaner
 - c glass cleaner
 - d air freshener
 - e polish
 - f sanitizer
 - g other

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

Work using manual equipment

The assessor **must** assess assessment criteria 3.1–3.5 by directly observing the learner's work.

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

- at least **five** from **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

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

Work using electrical equipment

The assessor **must** assess assessment criteria 5.1–5.5 by directly observing the learner's work.

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

- at least **one** from **equipment**
 - 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 assessment criteria 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 38: Maintain Housekeeping Supplies

Unit reference number: D/601/5036

Level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to receive and check housekeeping supplies	1.1 Receive deliveries of housekeeping supplies and check that they are not damaged and are within their use-by date 1.2 Make sure that deliveries match orders and delivery notes 1.3 Complete delivery documents accurately 1.4 Handle and move housekeeping supplies to storage areas safely and without damaging or losing any supplies 1.5 Keep receiving areas clean, tidy, hygienic and secure			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to receive and check housekeeping supplies	2.1 State the basic legal requirements relating to safe working practices when handling housekeeping supplies 2.2 State why damaged goods should not be accepted and what to do if they are delivered 2.3 Describe safe lifting and handling techniques and why they are important 2.4 State why it is important to keep receiving areas clean and tidy 2.5 State why receiving areas need to be secure from unauthorised access 2.6 State what procedures to follow when discrepancies in deliveries/delivery documentations have been identified 2.7 State what procedures to follow to handle and transport goods safely to storage areas			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to store and issue housekeeping supplies	<p>3.1 Store housekeeping supplies under the correct storage conditions</p> <p>3.2 Issue housekeeping supplies ensuring that they are handled in line with manufacturers' instructions</p> <p>3.3 Follow stock rotation and issuing procedures</p> <p>3.4 Report low levels of housekeeping supplies to the appropriate members of staff</p> <p>3.5 Keep storage areas clean, tidy and hygienic, reporting signs of pest infestations immediately</p> <p>3.6 Secure storage areas against unauthorised access</p> <p>3.7 Refer all tasks outside own area of responsibility to the appropriate member of staff</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to store and issue housekeeping supplies	4.1 State why storage conditions are important and what effect they have on housekeeping supplies 4.2 State what procedures to follow to correctly and safely store goods 4.3 State why it is important to store housekeeping supplies under the correct conditions 4.4 State why storage areas need to be secure from unauthorised access 4.5 Describe what procedures to follow to proof storage areas from pest infestation 4.6 State why a constant stock of housekeeping supplies should be maintained 4.7 State what the minimum and maximum stock levels are 4.8 State why it is important to maintain accurate and complete records of items received, stored and issued 4.9 State why it is important to separate different kinds of stock, for example food and chemicals 4.10 Outline the types of problems and unexpected situations that may happen when storing goods and how to deal with these			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Receive and check housekeeping supplies

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner's work.

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

- at least **one** from **deliveries**
 - a external suppliers
 - b internal suppliers
- at least **two** from **housekeeping supplies**
 - a equipment
 - b materials
 - c customer supplies

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

Store and issue housekeeping supplies

The assessor **must** assess assessment criteria 3.1–3.6 by directly observing the learner's work.

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

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

- at least **two** from **housekeeping supplies**
 - a equipment
 - b materials
 - c customer supplies
- at least **three** from **storage conditions**
 - a lighting
 - b ventilation
 - c temperature
 - d cleanliness

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

Unit 39: Clean, Maintain and Protect Semi-Hard and Hard Floors

Unit reference number: D/600/6336

Level: 2

Credit value: 4

Guided learning hours: 23

Unit summary

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 that, when your work is complete, the area is left dry.

The unit covers the application of protective coatings, burnishing the floor using appropriate electrical equipment and then reinstating the work area when completed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to clean semi-hard and hard floors	1.1 State types of semi-hard and hard floors 1.2 Explain the process for preparing to clean hard floors 1.3 State the importance of maintaining personal hygiene when cleaning 1.4 State the importance of removing personal items and where these should be stored 1.5 State the importance of wearing appropriate personal protective equipment and for others to see it being worn 1.6 State the importance of checking health and safety instructions against organisational requirements 1.7 Explain why it is important to follow the checks and restrictions for use of deep cleaning equipment 1.8 State what could happen if the right safety measures are not taken 1.9 State the importance of colour coding 1.10 State factors which would affect how to clean a semi-hard or hard floor			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to clean semi-hard and hard floors	2.1 State the importance of removing large items of debris by hand before beginning cleaning 2.2 Describe the safe handling techniques which should be used for removing large items of debris 2.3 State methods for removing loose dust and debris 2.4 Explain how to select a method for removing loose dust and debris 2.5 State which containers to put dust and debris into 2.6 Describe how different types of spillages can be identified 2.7 Describe the importance of reporting body fluids and spillages that you cannot identify 2.8 Give reasons why body fluids or spillages that are unidentified should not be cleaned until instructions to do so have been issued 2.9 State methods that could be used to remove spillages 2.10 Explain how to select a method to clean up spillages 2.11 State the importance of disposing of unused cleaning solutions correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to treat semi-hard and hard floors	3.1 State methods of treatment for semi-hard and hard floors and the most effective and economical to use for the task 3.2 Explain how to select the most appropriate place to carry out test cleans 3.3 Explain why test cleans should be carried out before applying treatments 3.4 Describe the circumstances under which equipment and surfaces should be pre-treated 3.5 Explain why treatments should be applied evenly 3.6 State the importance of reporting any stains that cannot be removed 3.7 State the importance of leaving the floor: <ul style="list-style-type: none"> - neutralised - free of ground-in soil - free of protective coatings 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to protect hard floors	4.1 State the range of protective coatings available 4.2 Describe how to select an appropriate protective coating 4.3 Explain how to decide on the number of protective coatings which should be applied 4.4 State the importance of applying the coating and burnishing evenly 4.5 Describe the correct method of disposing of unused protective coatings 4.6 State the importance of putting things back as you found them when cleaning is complete			
5 Be able to prepare to clean semi-hard and hard floors	5.1 Prepare the work area and equipment so that the task can be completed efficiently, correctly and safely 5.2 Select the appropriate personal protective equipment for use when cleaning floors 5.3 Select the correct equipment for the work area and the most effective treatment to use 5.4 Report damaged and deteriorated floor surfaces that may require restoration 5.5 Identify and note any factors that may affect how the floor is cleaned 5.6 Identify any additional requirements that need to be applied other than supervisors' instructions 5.7 Ventilate the area during cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to clean semi-hard and hard floors	<p>6.1 Remove large items of debris and loose dust carefully and safely without causing it to spread</p> <p>6.2 Report any bodily fluid or spillages that cannot be identified according to organisational requirements</p> <p>6.3 Select a method for clearing up spillages that is correct for:</p> <ul style="list-style-type: none"> - the floor - the size of the spillage - the type of spillage <p>6.4 Select equipment and cleaning agents that are right for the floor taking into account the amount of ground-in soil</p> <p>6.5 Soften ground-in soil and stains before attempting to remove them</p> <p>6.6 Conduct a test clean in an area where marks are least likely to be noticed</p> <p>6.7 Apply the treatment safely according to manufacturer's instructions without over wetting or damaging the surface</p> <p>6.8 Report stains that cannot be removed</p> <p>6.9 Dispose of unused cleaning treatments and waste products in line with organisational requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to protect hard floors	7.1 Select an appropriate protective coating and equipment for the floor surface 7.2 Apply the correct number of protective coatings evenly and systematically to the floor, following manufacturer's instructions 7.3 Leave the floor dry and free of dust 7.4 Dispose of unused materials correctly and return items to the correct place 7.5 Dispose of waste correctly 7.6 Reinstate the work area			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 40: Clean and Maintain Soft Floors and Furnishings

Unit reference number: H/600/6337

Level: 2

Credit value: 4

Guided learning hours: 21

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to clean soft floors and furnishings	1.1 Describe the importance of having an up-to-date cleaning specification and from where it can be obtained 1.2 State the importance of maintaining personal hygiene when cleaning 1.3 State the importance of removing personal items and where these should be stored 1.4 State the importance of wearing the appropriate personal protective equipment and for others to see it being worn 1.5 State the importance of checking health and safety instructions against organisational requirements 1.6 Explain why it is important to follow the checks and restrictions for use of deep cleaning equipment 1.7 Describe how to assess that the material is suitable for the planned treatment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to maintain soft floors and furnishings	2.1 State the importance of removing superficial dust and debris before commencing the cleaning process and how this is done 2.2 Describe the best methods and materials for carrying out deep cleaning identifying possible alternatives 2.3 Describe methods of softening ground-in soiling and stains to how to identify when the material is soft enough 2.4 Explain how to select the most appropriate place to carry out test cleans 2.5 Explain why test cleans should be carried out before applying treatments 2.6 Describe the circumstances in which equipment and surfaces should be pre-treated 2.7 Explain why treatments should be applied evenly 2.8 Describe how to clean methodically to reduce dust spreading 2.9 State ways to avoid damaging surfaces and the possible results of any damage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 State the importance of taking precautions in cleaning unsecured items such as rugs 2.11 State the possible dangers of working at heights and how to do so safely 2.12 Describe the importance of removing any excess moisture from the area which has been cleaned			
3 Be able to prepare to maintain soft floors and furnishings	3.1 Prepare the work area and equipment so that the task can be completed efficiently and safely 3.2 Examine the material to make sure it is suitable for the planned treatment given the: <ul style="list-style-type: none"> - type of soiling - position - amount of soiling 3.3 Identify whether the material is colourfast and shrink resistant 3.4 Identify and report damaged and deteriorated surfaces that may require restoration 3.5 Identify and note any factors that may affect how the material is cleaned 3.6 Identify any additional requirements that need to be applied other than supervisors' instructions 3.7 Identify and move any portable objects that may hinder working 3.8 Ventilate the area during deep cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to maintain soft floors and furnishings	4.1 Remove loose dust and debris before applying the cleaning agent or treatment 4.2 Soften ground-in soil and stains before attempting to remove them 4.3 Conduct a test clean in an area where marks are least likely to be noticed 4.4 Apply the treatment safely according to manufacturer's instructions without over wetting or damaging the material 4.5 Assess the treated area and apply more treatment to remove stains safely where necessary 4.6 Leave surfaces with an even appearance when work is completed 4.7 Leave the material free of excess moisture and ground-in soil when work is completed 4.8 Dispose of waste correctly 4.9 Reinstate the work area 4.10 Report stains that cannot be removed			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 41: Providing a Linen Service

Unit reference number: H/601/5037

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to receive and check linen	1.1 Match deliveries of linen supplies with orders and delivery notes 1.2 Complete delivery documentation accurately 1.3 Report discrepancies with deliveries to the appropriate person 1.4 Move clean linen safely to the storage area 1.5 Check linen meets presentation requirements and report any discrepancies to the appropriate person 1.6 Keep receiving areas clean, tidy, hygienic and secure			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to receive and check linen	2.1 State current legislation relating to safe working practices when handling and storing linen 2.2 State why damaged goods should not be accepted 2.3 State what procedures to follow if the amount delivered does not match orders and delivery notes 2.4 Describe what procedures to follow if the linen delivered does not meet the required standards of presentation 2.5 Describe what to do if bedbugs or other infestations are spotted in clean linen 2.6 State why receiving areas should be kept clean, tidy and free from rubbish 2.7 State why linen received should be checked to ensure it is correctly folded			
3 Be able to store and issue clean linen	3.1 Store linen supplies under the correct conditions 3.2 Follow stock rotation procedures 3.3 Issue correct type and quantity of linen to staff 3.4 Keep accurate and complete records of items received, stored and issued 3.5 Report signs of missing stock immediately 3.6 Keep storage areas clean, dry and secure 3.7 Report any signs of pest infestation immediately			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to store and issue clean linen	4.1 Explain why storage conditions are important and what effects they have on linen items in storage 4.2 Describe what procedures should be followed to store linen 4.3 Explain why stock rotation procedures are important 4.4 State what procedures should be followed to issue linen items to staff 4.5 Describe why accurate records of clean linen items received, stored and issued should be maintained 4.6 State why it is important to secure linen stores against unauthorised access 4.7 State what procedures should be followed to make sure pest infestation does not occur 4.8 Describe what to do if pest infestation is identified 4.9 Describe the types of problems that may happen when storing linen and how to deal with these			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Receive and check clean linen
<p>The assessor must assess assessment criteria 1.1, 1.2, 1.4, 1.5 and 1.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.3 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none">• at least one from deliveries<ul style="list-style-type: none">a internal linen supplyb external linen supply• at least three from presentation requirements<ul style="list-style-type: none">a cleanb free from stainsc free from fabric damaged folded correctly <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
Store and issue clean linen
<p>The assessor must assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.6 and 3.7 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.5 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none">• at least three from conditions<ul style="list-style-type: none">a lightingb ventilationc temperatured cleanliness <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

Unit 42: Carry Out Periodic Room Servicing and Deep Cleaning

Unit reference number: K/601/5010

Level: 2

Credit value: 3

Guided learning hours: 27

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to carry out periodic room servicing	1.1 Make sure necessary information about the schedule and requirements for periodic room servicing is available 1.2 Obtain the necessary stock to replace items in the room 1.3 Carry out the required periodic room servicing 1.4 Leave the room in the required condition 1.5 Follow the correct procedures for items that have been replaced 1.6 Identify and report anything that needs specialist maintenance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out periodic room servicing	2.1 Outline the schedule for periodic room servicing and deep cleaning in organisation 2.2 State why it is important to follow this schedule 2.3 State why the work area needs to be inspected on completion 2.4 State organisation's quality standards for the appearance and cleanliness of rooms 2.5 State areas and items that may need specialist maintenance and how to report these 2.6 State how to identify items that need replacing and obtain the correct items 2.7 State the correct procedures for dealing with items that have been replaced			
3 Be able to carry out periodic deep cleaning	3.1 Make sure necessary information about the schedule and requirements for periodic deep cleaning are available 3.2 Prepare areas for periodic deep cleaning 3.3 Choose the correct cleaning equipment and materials for each part of the area 3.4 Carry out periodic deep cleaning as required 3.5 Leave the room in the required condition 3.6 Identify and report any items that need specialist maintenance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to carry out periodic deep cleaning	4.1 Outline the preparations needed to carry out periodic deep cleaning and why these are important 4.2 State the equipment and materials needed for periodic deep cleaning and how to obtain them 4.3 Describe how to use the equipment and materials efficiently and safely 4.4 State health and safety requirements for high dusting			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Carry out periodic room servicing

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner's work.

The assessor may assess assessment criterion 1.6 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **one** from **periodic room servicing**
 - a turning mattresses
 - b changing curtains and drapes
 - c changing other soft furnishings as required

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

Carry out periodic deep cleaning

The assessor **must** assess assessment criteria 3.1–3.5 by directly observing the learner's work.

The assessor may assess assessment criterion 3.6 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **preparations**
 - a use of appropriate protective clothing
 - b move furniture to clean underneath
 - c protect vulnerable surrounding areas
- at least **five** from **periodic deep cleaning**
 - a high dusting
 - b vacuum under furniture and carpet edges
 - c clean shower rails, plug traps, drains, gulleys and behind pedestals
 - d clean pull cords, plugs and switches
 - e clean skirting boards and other paintwork
 - f clean air vents and extractors

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

Unit 43: Deal with Arrival of Customers

Unit reference number: D/601/5120

Level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to deal with the arrival of customers	1.1 Correctly identify customer requirements 1.2 Retrieve any customer booking details from the booking system and check them with the customer 1.3 Offer alternatives for any services that are not available as requested 1.4 Complete the registration document correctly 1.5 Give accurate information which meets customer needs 1.6 Promote the services and facilities of organisation when appropriate 1.7 Pass on customer details to the relevant departments in line with organisation's procedures			
2 Know how to deal with the arrival of customers	2.1 State organisation's standards for customer care and why these are important 2.2 State organisation's booking procedures, and why it is important to follow these correctly 2.3 State organisation's checking in procedures, and why it is important to follow these 2.4 State basic legal requirements relating to accommodation, goods and services for sale 2.5 Outline the types of unexpected situations and problems that may occur when customers arrive, and how to deal with these 2.6 State why registration documentation must be correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>completed by the customer</p> <p>2.7 State the specific requirements for registering overseas visitors</p> <p>2.8 State the organisation's procedure for allocation of rooms</p> <p>2.9 State why it is important to give accurate information to customers</p> <p>2.10 State why it is important to correctly identify customer requirements</p> <p>2.11 State what registration information must be obtained, in order to comply with legislation</p> <p>2.12 State why all correspondence relating to the booking should be available</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1–1.7 by directly observing the learner’s work.

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

- at least **one** from **customers**
 - a customers with routine requirements
 - b customers with special requirements
 - c customers without advanced bookings
- at least **one** from **booking systems**
 - a computerised system
 - b manual system
- at least **four** from **information to customers**
 - a location of room
 - b key security and safety procedures
 - c services and facilities available
 - d prices
 - e special offers and promotions available
- at least **one** from **services and facilities**
 - a business facilities
 - b leisure facilities
 - c food and beverage facilities

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

Unit 44: Deal with Bookings

Unit reference number: L/601/5100

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to deal with booking enquiries	1.1 Be polite and helpful when dealing with enquiries 1.2 Find out what the customer needs and give them accurate information 1.3 Take the opportunity to sell other products and services to the customer 1.4 Invite the customer to make a booking, and take and record their details correctly			
2	Know how to deal with booking enquiries	2.1 State the importance of dealing with customers politely and helpfully at all times 2.2 State why it is important to give accurate spoken and written information to customers 2.3 Outline the types of unexpected situations and problems that may occur with bookings, and how to deal with these 2.4 State basic legal requirements relating to goods and services for sale when receiving, confirming, amending and cancelling booking enquiries 2.5 Describe organisation's booking procedures and systems 2.6 State the importance of up-selling, room/product rates and yield management and how these apply to own work role			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 State why it is important to get and record booking details accurately 2.8 State why it is important to take the opportunity to sell products and services			
3 Be able to confirm, cancel and amend bookings	3.1 Deal with confirmations in the booking systems 3.2 Identify, check and follow up unconfirmed bookings in the booking system 3.3 Deal with booking amendments and cancellations and maintain records of bookings in line with organisation's procedures			
4 know how to confirm, cancel and amend bookings	4.1 State organisation's cancellation policies and procedures 4.2 State why confirmations and deposits are required from customers 4.3 State why it is essential to follow up unconfirmed bookings			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Deal with booking enquiries

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

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

- at least **one** from **customers**
 - a with routine requests
 - b with special needs
- at least **three** from **enquiries**
 - a face to face
 - b telephone
 - c letter or fax
 - d electronic communication
 - e online booking systems
- at least **two** from **information**
 - a services and facilities available
 - b features and benefits or services and facilities
 - c prices
 - d special offers and promotions available

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

Confirm, cancel and amend bookings

The assessor **must** assess assessment criteria 3.1, 3.2 and 3.3 by directly observing the learner's work.

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

- at least **one** from **customer**
 - a with routine requests
 - b with special needs
- at least **one** from **booking systems**
 - a computerised systems
 - b manual systems
 - c online systems
- at least **one** from **booking amendments and cancellations**
 - a change bookings
 - b cancel bookings

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

Unit 45: Prepare Customer Accounts and Deal with Departures

Unit reference number: A/601/5125

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about maintaining customer accounts by entering charges and adjustments into the account. It also covers dealing with departing customers by completing the relevant documentation and procedures, and recording customer comments.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare and maintain customer accounts	1.1 Enter charges regularly and accurately against customer accounts in the accounts system 1.2 Record any account adjustments accurately against customer accounts 1.3 File and store account documents correctly at all times 1.4 Present accounts to customer 1.5 Make sure customer accounts cannot be accessed by unauthorised people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare and maintain customer accounts	2.1 Describe organisational standards for customer care, and why it is important to follow these 2.2 State the basic legal requirements relating to preparing and maintaining customer accounts 2.3 Describe organisational procedures for customer accounts, and why it is important to follow these 2.4 Explain why customer accounts must be updated regularly with charges and adjustments 2.5 State why it is important to give accurate verbal and written information to customers 2.6 State why customer accounts must be secure from unauthorised access 2.7 Outline the types of unexpected situations and problems that may occur with customer accounts, and how to deal with these correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to deal with the departure of customers	3.1 Prepare documents and other necessary items before the customer departs 3.2 Present the account to the customer for confirmation 3.3 Check customer account details and request payment as required 3.4 Complete documentation and deal with it using the correct account or booking system 3.5 Complete all other procedures for customer departures 3.6 Record customer comments, complaints and suggestions and feed them back to appropriate person or department 3.7 Promote establishment services and facilities as appropriate			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to deal with the departure of customers	4.1 State the basic legal requirements relating to accommodation, goods and services for sale 4.2 Describe safe and hygienic working practices when dealing with the departure of customers 4.3 State organisational procedures for customer departures 4.4 State why complaints, comments and suggestions should be recorded and fed back to the appropriate person 4.5 State why details of any extra charges should be available to the customer 4.6 Outline the types of unexpected situations and problems that may occur with customer departures and how to deal with these correctly 4.7 Describe opportunities to promote the organisation when the customer is leaving			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Prepare and maintain customer accounts
<p>The assessor must assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work.</p>
<p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none">• at least one from account systems<ul style="list-style-type: none">a) computerised systemsb) manual systemsc) online systems• at least two from account adjustments<ul style="list-style-type: none">a) chargesb) allowances/discountsc) refundsd) deposits/pre-paymentse) transfers <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
Deal with the departures of customers
<p>The assessor must assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none">• at least two from customer account<ul style="list-style-type: none">a) those where part payment is requiredb) those where full payment is requiredc) those where the account does not require immediate settlement• at least one from account or booking system<ul style="list-style-type: none">a) computerisedb) manualc) online systems <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

Unit 46: Deal with Communications as Part of the Reception Function

Unit reference number: F/601/5109

Level: 2

Credit value: 3

Guided learning hours: 21

Unit summary

This unit is about dealing with incoming communications – for example taking telephone calls and emails – taking accurate messages and passing them on. It also covers dealing with outgoing communications – for example making telephone calls – and leaving messages where appropriate.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to deal with incoming communications	1.1 Deal with communications promptly, politely and in line with organisational style 1.2 Identify the person, find out what their needs are and deal with these correctly 1.3 Answer enquiries accurately without giving any confidential information 1.4 Record clear and accurate messages and pass them on as requested 1.5 Deal correctly with any problems			
2 Know how to deal with incoming communications	2.1 State the range of methods of communication that can be used to communicate with other organisations and people 2.2 Describe how to use the communication equipment in organisation 2.3 State organisational style when communicating with other organisations and people 2.4 State why it is important to deal with everyone politely and helpfully 2.5 Outline the types of unexpected situations and problems that may occur when communicating with others, and how to deal with these 2.6 State why it is important to give only accurate and non-confidential information 2.7 State organisational standards for answering telephone			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>calls, and why these are important</p> <p>2.8 State why it is important to identify people who make enquiries and establish their needs</p> <p>2.9 State why it is important to relay messages promptly to those concerned, and the procedures that should be followed</p>			
<p>3 Be able to deal with outgoing communications</p>	<p>3.1 Choose the best method of communication with the person concerned</p> <p>3.2 Use organisation's agreed style</p> <p>3.3 Communicate in a way that gives a positive impression of self and the organisation</p> <p>3.4 State personal identity and explain the reason why contact is being made</p> <p>3.5 Give only non-confidential and relevant information to the person that has been contacted</p> <p>3.6 Leave clear and accurate messages where needed</p> <p>3.7 Deal with any problems correctly</p>			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Deal with incoming communications
<p>The assessor must assess assessment criteria 1.1, 1.2, 1.3 and 1.4 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.5 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none">• all from communications<ul style="list-style-type: none">a by telephoneb by letter or faxc using email• both from enquiries<ul style="list-style-type: none">a those you can deal with yourselfb those that need to be passed/transferred to another person <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
Deal with outgoing communications
<p>The assessor must assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none">• all from methods of communication<ul style="list-style-type: none">a by telephoneb by letter or faxc using email <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

Unit 47: Produce Documents in a Business Environment

Unit reference number: T/601/2482

Level: 2

Credit value: 4

Guided learning hours: 15

Unit summary

This unit is about preparing high-quality and attractive documents to agreed layouts, formats and styles to meet agreed deadlines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the purpose of producing high-quality and attractive documents in a business environment	1.1 Outline different types of documents that may be produced and the different styles that could be used 1.2 Describe different formats in which text may be presented 1.3 Explain the purpose and benefits of producing high-quality and attractive documents			
2 Know the resources and technology available and how to use them when producing documents in a business environment	2.1 Describe the types of resources available for producing high-quality and attractive documents 2.2 Outline ways of using different resources to produce documents 2.3 Describe different types of technology available for inputting, formatting and editing text, and their main features			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand the purpose of following procedures when producing documents in a business environment	3.1 Explain the benefits of agreeing the purpose, content, style and deadlines for producing documents 3.2 Outline different ways of organising content needed for documents 3.3 Outline ways of integrating and laying out text and non-text 3.4 Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so 3.5 Explain the purpose of storing documents safely and securely, and ways of doing so 3.6 Explain the purpose of confidentiality and data protection when preparing documents 3.7 Explain the purpose and benefits of meeting deadlines			
4	Be able to prepare for tasks	4.1 Confirm the purpose, content, style and deadlines for documents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to produce documents to agreed specifications	5.1 Prepare resources needed to produce documents 5.2 Organise the content required to produce documents 5.3 Make use of technology, as required 5.4 Format and produce documents to an agreed style 5.5 Integrate non-text objects into an agreed layout, if required 5.6 Check texts for accuracy 5.7 Edit and correct texts, as required 5.8 Clarify document requirements, when necessary 5.9 Store documents safely and securely following organisational procedures 5.10 Present documents to the required format and within the agreed deadlines			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 48: Use Office Equipment

Unit reference number: H/601/2493

Level: 2

Credit value: 4

Guided learning hours: 18

Unit summary

This unit is about using a variety of different office equipment following manufacturers' and organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know about different types of office equipment and its uses	1.1 Identify different types of equipment and its uses 1.2 Describe the different features of different types of office equipment 1.3 Explain why different types of equipment are chosen for tasks			
2	Understand the purpose of following instructions and health and safety procedures	2.1 Explain the purpose of following manufacturers' instructions when using equipment 2.2 Explain the purpose of following organisational instructions when using equipment 2.3 Identify health and safety procedures for using different types of equipment 2.4 Explain the purpose of following health and safety procedures when using equipment 2.5 Explain the purpose of keeping equipment clean and hygienic			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to use equipment in a way that minimises waste	3.1	Give examples of waste when using equipment			
		3.2	Give examples of ways to reduce waste			
		3.3	Explain the purpose of minimising waste			
4	Know about the different types of problems that may occur when using equipment and how to deal with them	4.1	Give examples of equipment problems			
		4.2	Explain the purpose of following manufacturers' instructions and organisational procedures when dealing with problems			
		4.3	Give examples of how to deal with problems			
5	Understand the purpose of meeting work standards and deadlines	5.1	Explain the purpose of meeting work standards and deadlines when using equipment			
6	Understand the purpose of leaving equipment and the work area ready for the next user	6.1	Explain the purpose of leaving equipment and the work area ready for the next user			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to use office equipment	7.1 Locate and select equipment needed for a task 7.2 Use equipment following manufacturers' and organisational guidelines 7.3 Use equipment minimising waste 7.4 Keep equipment clean and hygienic 7.5 Deal with equipment problems following manufacturers' and organisational procedures 7.6 Refer problems, if required 7.7 Make sure final work product meets agreed requirements 7.8 Make sure that product is delivered to agreed timescale 7.9 Make sure equipment, resources and work area are ready for the next user			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 49: Handle Mail and Book External Services

Unit reference number: M/601/5123

Level: 2

Credit value: 3

Guided learning hours: 28

Unit summary

This unit is about collecting, sorting and distributing mail and booking external services such as transport.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to handle mail and messages	1.1 Collect mail and messages 1.2 Sort and distribute mail and messages to the correct person or place 1.3 Deal with mail and messages which have not been collected and distributed in line with workplace procedures 1.4 Make sure that mail and messages are kept secure			
2	Know how to handle mail and messages	2.1 State why it is important to communicate politely and helpfully 2.2 State the legal requirements for handling mail and messages 2.3 Describe safe and hygienic working practices when handling mail, messages and written communications 2.4 Describe organisation's procedures for handling and distributing mail and why these are important 2.5 State why suspicious items should be reported immediately 2.6 Explain why written communications should be secured against unauthorised access			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 State what the procedures are for recording delivery and registered mail 2.8 Outline the types of unexpected situations and problems that may occur and how to deal with these			
3 Be able to book external services	3.1 Identify customer needs and requirements 3.2 Identify organisations correctly and contact them as requested 3.3 Book services which meet customer needs 3.4 Provide customers with accurate details of the booking and of any alternatives 3.5 Follow organisation's procedures for booking services			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to book external services	4.1 State the types of services that they might be asked to book and the procedures that should be followed 4.2 State why it is important to give accurate verbal and written information to customers 4.3 State why confirmation and deposits are required from customers 4.4 Outline the types of unexpected situations and problems that may occur and how to deal with these			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Handle mail and messages
The assessor must assess assessment criteria 1.1, 1.2, 1.3 and 1.4 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: <ul style="list-style-type: none">• at least one from mail<ul style="list-style-type: none">a lettersb parcelsc registered or courier delivered postd electronic• at least two from messages<ul style="list-style-type: none">a faxesb emails (electronic communication)c typed/handwritten memos Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
Book external services
The assessor must assess assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: <ul style="list-style-type: none">• at least two from services<ul style="list-style-type: none">a transportb deliveriesc entertainment Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 50: Provide Reception Services

Unit reference number: K/601/2480

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the purpose of reception services in a business environment	<p>1.1 Explain the purpose of the receptionist role as the first point of contact between the public/client and an organisation</p> <p>1.2 Explain the purpose of presenting a positive image of self and the organisation</p> <p>1.3 Explain how to present a positive image of self and the organisation</p>			
2	Understand the procedures to be followed when providing reception services	<p>2.1 Describe the structure and lines of communication in an organisation</p> <p>2.2 Explain how the structure in an organisation affects lines of communication</p> <p>2.3 Explain the purpose of entry, departure, security and confidentiality procedures, including own responsibilities</p> <p>2.4 Explain how to carry out entry, departure, security and confidentiality procedures in a reception area</p> <p>2.5 Explain the purpose of health and safety procedures when providing a reception service, including own responsibilities</p> <p>2.6 Explain how to carry out health and safety procedures in a reception area</p>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.8 Make suggestions for improving a reception area, as required 4.9 Follow organisational procedures in the event of an accident or emergency, as required 4.10 Look for and complete additional task(s) during quiet periods, as required			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 51: Store and Retrieve Information

Unit reference number: R/601/2490

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit is about storing and retrieving information securely and within confidentiality requirements of the organisation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand processes and procedures for storing and retrieving information	1.1 Explain the purpose of storing and retrieving required information 1.2 Describe different information systems and their main features 1.3 Explain the purpose of legal and organisational requirements for the security and confidentiality of information 1.4 Explain the purpose of confirming information to be stored and retrieved 1.5 Describe ways of checking information for accuracy 1.6 Explain the purpose of checking information for accuracy 1.7 Explain the purpose of providing information to agreed format and timescales 1.8 Describe the types of information that may be deleted 1.9 Describe problems that may occur with information systems and how to deal with them, when necessary			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to store information	2.1 Identify, confirm and collect information to be stored 2.2 Follow legal and organisational procedures for security and confidentiality of information to be stored 2.3 Store information in approved locations 2.4 Check and update stored information, if required 2.5 Delete stored information, if required 2.6 Deal with, or refer problems, if required			
3 Be able to retrieve information	3.1 Confirm and identify information to be retrieved 3.2 Follow legal and organisational procedures for security and confidentiality of information 3.3 Locate and retrieve the required information 3.4 Check and update information, if required 3.5 Provide information in the agreed format and timescale 3.6 Deal with or refer problems if required			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 52: Provide Tourism Information Services to Customers

Unit reference number: R/601/5129

Level: 2

Credit value: 5

Guided learning hours: 50

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to work with customers on their tourism information needs	1.1 Politely welcome customers 1.2 Use open questioning techniques to identify customer needs 1.3 Use active listening skills when identifying customer needs 1.4 Make clear any areas of uncertainty with the customer if appropriate 1.5 Confirm customer requirements 1.6 Ensure that the customer is willing to pay for any external tourism information services, if appropriate 1.7 Focus on the customer's needs while recognising other customers that may be waiting			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to work with customers on their tourism information needs	2.1 State why it is important to be helpful and polite 2.2 Explain when and how to use open questioning techniques effectively 2.3 State why using active listening skills is helpful to the customer 2.4 State why it is essential to confirm customer needs 2.5 State why it is important to check the customer is happy with the service and how to deal with any dissatisfaction 2.6 State how to access information and sources 2.7 Describe what tourism information the organisation possesses and where this is stored 2.8 Describe arrangements organisations can negotiate with tourism organisations 2.9 State what information is available without charge and what information is available with a charge 2.10 Describe how to organise customers in manner that ensures all customers will be dealt with effectively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to seek tourism information and offer advice to customers	3.1 Identify sources that provide the information required by the customer 3.2 Ensure that the information identified is accurate, current and relates to the customer 3.3 Provide relevant information and advice to customers based on their needs 3.4 Clearly explain any restrictions with information and or products and services when appropriate 3.5 Offer information and advice that best fits customer needs if several options are available 3.6 Confirm politely with the customer that they have understood the information and advice that has been provided 3.7 Give customers written and/or printed confirmation of the information they have sought, where appropriate 3.8 Ensure that the customer is happy with the service provided and politely conclude the customer enquiry			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to seek tourism information and offer advice to customers	4.1 Describe how to access and use a range of different information sources 4.2 List a range of other external organisations that provide tourism information and how to contact them 4.3 Describe company procedures with regards to booking fees, liabilities and billing customers 4.4 Describe how to effectively structure advice and what limitations there are to the advice provided 4.5 State the relevant parts of the disability discrimination legislation and its implications when giving advice and information to customers 4.6 State the methods available for providing written or printed information to customers 4.7 Describe methods for politely concluding customer interactions			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Work with customers on their tourism information needs

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

The assessor may assess assessment criteria 1.4, 1.6 and 1.7 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **three** from **information sources**
 - a electronic sources
 - b brochures
 - c directories
 - d timetables
 - e maps
 - f guidebooks
 - g external organisations
 - h leaflets

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

Seek tourism information and offer advice to customers

The assessor **must** assess assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5 by directly observing the learner's work.

The assessor may assess assessment criteria 3.6, 3.7 and 3.8 through questioning or witness testimony if no naturally occurring evidence is available.

Unit 53: Resolve Customer Service Problems

Unit reference number: M/601/1511

Level: 2

Credit value: 6

Guided learning hours: 40

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Spot customer service problems	1.1 Listen carefully to customers about any problem they have raised 1.2 Ask customers about the problem to check their understanding 1.3 Recognise repeated problems and alert the appropriate authority 1.4 Share customer feedback with others to identify potential problems before they happen 1.5 Identify problems with systems and procedures before they begin to affect customers			
2 Pick the best solution to resolve customer service problems	2.1 Identify the options for resolving a customer service problem 2.2 Work with others to identify and confirm the options to resolve a customer service problem 2.3 Work out the advantages and disadvantages of each option for their customer and the organisation 2.4 Pick the best option for their customer and the organisation 2.5 Identify for their customer other ways that problems may be resolved if they are unable to help			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Take action to resolve customer service problems	3.1 Discuss and agree the options for solving the problem with their customer 3.2 Take action to implement the option agreed with their customer 3.3 Work with others and their customer to make sure that any promises related to solving the problem are kept 3.4 Keep their customer fully informed about what is happening to resolve the problem 3.5 Check with their customer to make sure the problem has been resolved to the customer's satisfaction 3.6 Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to resolve customer service problems	4.1 Describe organisational procedures and systems for dealing with customer service problems 4.2 Explain how to defuse potentially stressful situations 4.3 Describe how to negotiate 4.4 Identify the limitations of what they can offer their customer 4.5 Describe types of action that may make a customer problem worse and should be avoided			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 54: Promote Additional Services or Products to Customers

Unit reference number: D/601/0936

Level: 2

Credit value: 6

Guided learning hours: 40

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify additional services or products that are available	1.1 Update and develop their knowledge of their organisation's services or products 1.2 Check with others when they are unsure about new service or product details 1.3 Identify appropriate services or products that may interest their customer 1.4 Spot opportunities for offering their customer additional services or products that will improve the customer experience			
2 Inform customers about additional services or products	2.1 Choose the best time to inform their customer about additional services or products 2.2 Choose the best method of communication to introduce their customer to additional services or products 2.3 Give their customer accurate and sufficient information to enable them to make a decision about the additional services or products 2.4 Give their customer time to ask questions about the additional services or products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Gain customer commitment to using additional services or products	3.1 Close the conversation if the customer shows no interest 3.2 Give information to move the situation forward when their customer shows interest 3.3 Secure customer agreement and check customer understanding of the delivery of the service or product 3.4 Take action to ensure prompt delivery of the additional services or products to their customer 3.5 Refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to promote additional services or products to customers	4.1 Describe the organisation's procedures and systems for encouraging the use of additional services or products 4.2 Explain how additional services or products will benefit their customers 4.3 Explain how their customer's use of additional services or products will benefit their organisation 4.4 Identify the main factors that influence customers to use their services or products 4.5 Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products 4.6 State how to give appropriate, balanced information to customers about services or products			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 55: Deal With Customers Across a Language Divide

Unit reference number: A/601/1219

Level: 2

Credit value: 8

Guided learning hours: 53

Unit summary

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 to them. This language divide can present a real challenge to those who deliver customer service. This unit is about preparing to deliver customer service across a language divide and seeing through that delivery. The unit covers the steps that are needed to deal with customers with different language preferences without having full access to 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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Prepare to deal with customers with a different first language</p>	<p>1.1 Identify the language or languages other than their own that they are most likely to come across when dealing with customers</p> <p>1.2 Learn a greeting, an expression of thanks and a farewell phrase in the language they expect to encounter</p> <p>1.3 Identify a source of assistance with a language they expect to encounter when delivering customer service</p> <p>1.4 Agree with colleagues informal signing options that may be used for key aspects of their services or products when dealing with somebody with a different first language</p> <p>1.5 Log useful words and phrases to support their dealings with a customer with a different first language</p> <p>1.6 Learn an appropriate phrase to explain to a customer in their first language that they do not speak that language fluently</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Deal with customers who speak a different first language from their own	2.1 Identify their customer's first language and indicate to the customer that they are aware of this 2.2 Establish the expectations of the customer regarding whether they expect to deal in the learner's first language or theirs 2.3 Speak clearly and slowly if using a language which is not the first language for either them or their customer 2.4 Maintain a consistent tone and volume when dealing with somebody across a language divide 2.5 Listen closely to their customer to identify any words they may be using in a way that differs from the way the learner would generally use the same words 2.6 Check their understanding of specific words with their customer using questions for clarification 2.7 Seek appropriate assistance from colleagues if they are unable to complete a customer transaction because of language barriers 2.8 Reword a question or explanation if their customer clearly does not understand their original wording 2.9 Use a few words of their customer's first language to create a rapport			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to deal with customers across a language divide	3.1 List the languages that they are most likely to encounter among groups of their customers 3.2 State how to greet, thank and say farewell to customers in their first languages 3.3 Explain the importance of dealing with customers in their first language if possible 3.4 Describe how to explain to a customer that they cannot hold an extended conversation in their first language 3.5 Explain the importance of tone, pace and volume when dealing with customers across a language divide 3.6 Identify possible sources of assistance to use when a language barrier demands additional language skills			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 56: Maintain Customer Service Through Effective Handover

Unit reference number: Y/601/1227

Level: 2

Credit value: 4

Guided learning hours: 27

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Agree joint responsibilities in a customer service team	1.1 Identify services or products they are involved in delivering that rely on effective teamwork 1.2 Identify steps in the customer service delivery process that rely on exchange of information between them and their colleagues 1.3 Agree with colleagues when it is right to pass responsibility for completing a customer service action to another 1.4 Agree with colleagues on how information should be exchanged between them to enable another to complete a customer service action 1.5 Identify ways of reminding themselves when they have passed responsibility to a colleague for completing a customer service action			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Check that customer service actions are seen through by working together with colleagues	2.1 Access reminders to identify when to check that a customer service action has been completed 2.2 Ensure that they are aware of all details of customer service actions their colleague was due to complete 2.3 Ask their colleague about the outcome of them completing the customer service action as agreed 2.4 Identify the next customer service actions if their colleagues have been unable to complete the actions they had previously agreed 2.5 Work with colleagues to review the way in which customer service actions are shared			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to maintain customer service through effective handover	3.1 Explain their organisation's customer service procedures for the services or products they are involved in delivering 3.2 Identify the appropriate colleagues to pass responsibility to for completing particular customer service actions 3.3 Describe ways of ensuring that information is passed between them and their colleagues effectively 3.4 Identify ways to remind themselves of actions that need to be checked when they have passed on responsibility to a colleague 3.5 Explain the importance of checking tactfully with a colleague whether they have completed the customer service actions they were expecting 3.6 Identify opportunities for contributing to review the way customer service actions are shared in customer service processes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 57: Maintain and Deal With Payments

Unit reference number: M/601/5039

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain and deal with payments	1.1 Make sure payment point is working and that all materials needed are available 1.2 Maintain the payment point and restock it when necessary 1.3 Enter/scan information into the payment point correctly 1.4 Tell the customer how much they have to pay 1.5 Acknowledge the customer's payment and validate it where necessary 1.6 Follow correct procedure for chip and pin transactions 1.7 Put the payment in the right place according to organisational procedures 1.8 Give correct change for cash transactions 1.9 Carry out transactions without delay and give relevant confirmation to the customer 1.10 Make the payment point content available for authorised collection when asked to			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how maintain and deal with payments	2.1 State the legal requirements for operating a payment point and taking payments from customers 2.2 Describe organisational security procedures for cash and other types of payments 2.3 Describe how to set up a payment point 2.4 Describe how to get stocks of materials needed to set up and maintain the payment point 2.5 State the importance of telling the customer of any delays and how to do so 2.6 Describe the types of problems that might happen with a payment point and how to deal with these 2.7 Describe how to change till/debit card /credit card machine rolls 2.8 Describe the correct procedures for handling payments 2.9 Describe what to do if there are errors in handling payments			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 Describe the procedures for dealing with hand-held payment devices at tables 2.11 State what procedure must be followed with regards to a payment that has been declined 2.12 State what might happen if errors are not reported 2.13 Describe the types of problems that may happen when taking payments and how to deal with these 2.14 Describe the procedure for collecting the content of payment point and who to hand payments over to			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1 and 1.3–1.10 by directly observing the learner’s work.

The assessor may assess assessment criterion 1.2 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **materials**
 - a cash
 - b cash equivalents
 - c relevant stationery
 - d till/credit/debit rolls
- at least **two** from **payments**
 - a cash
 - b cheques
 - c credit cards
 - d debit cards
 - e cash equivalents

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

Unit 58: Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector

Unit reference number: T/601/7214

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standard to understand employment rights and responsibilities.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know employer and employee rights, responsibilities and own organisational procedures	1.1 State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health and Safety and other relevant legislation 1.2 State importance of having employment rights and responsibilities 1.3 Describe organisational procedures for health and safety, including documentation 1.4 Describe organisational procedures for equality and diversity, including documentation 1.5 Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know factors that affect own organisation and occupation	2.1 Describe the role played by own occupation within organisation and industry 2.2 Describe career pathways available to them 2.3 State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry 2.4 Identify sources of information and advice on own industry, occupation, training and career 2.5 Describe principles, policies and codes of practice used by own organisation and industry 2.6 Describe issues of public concern that affect own organisation and industry			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 59: Communicate in a Business Environment

Unit reference number: D/601/2475

Level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is about being able to communicate clearly and accurately, in writing and verbally, with other people in a business environment.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the purpose of planning communication	1.1 Explain reasons for knowing the purpose of communication 1.2 Explain reasons for knowing the audience to whom the communication is being presented 1.3 Describe different methods of communication 1.4 Describe when to use different methods of communication			
2 Understand how to communicate in writing	2.1 Identify different sources of information that may be used when preparing written communication 2.2 Describe the communication principles for using electronic forms of written communication in a business environment 2.3 Describe the reasons for using language that suits the purpose of written communication 2.4 Describe ways of organising, structuring and presenting written information so it meets the needs of an audience 2.5 Describe ways of checking for the accuracy of written information 2.6 Explain the purpose of accurate use of grammar, punctuation and spelling 2.7 Explain what is meant by plain English, and why it is used 2.8 Explain the need to proofread and check written work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 Explain how to identify work that is important and work that is urgent 2.10 Describe organisational procedures for saving and filing written communications			
3 Understand how to communicate verbally	3.1 Describe ways of verbally presenting information and ideas clearly 3.2 Explain ways of making contributions to discussions that help to move them forward 3.3 Describe methods of active listening 3.4 Explain the purpose of summarising verbal communications			
4 Understand the purpose of feedback in developing communication skills	4.1 Describe ways of getting feedback on communications 4.2 Explain the purpose of using feedback to develop communication skills			
5 Be able to plan communication	5.1 Identify the purpose of communications and the audience(s) 5.2 Select methods of communication to be used 5.3 Confirm methods of communication, as required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to communicate in writing	6.1 Find and select information needed for written communications 6.2 Organise, structure and present information so that it is clear, accurate and meets the needs of the audience 6.3 Use language that suits the purpose of written communication and the audience 6.4 Use accurate grammar, spelling and punctuation, and plain English to make sure that meaning is clear 6.5 Proofread and check written communications and make amendments, as required 6.6 Confirm what is important and what is urgent 6.7 Produce written communications to meet agreed deadlines 6.8 Keep a file copy of written communications sent			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to communicate verbally	7.1 Verbally present information and ideas to others clearly and accurately 7.2 Make contributions to discussion(s) that move the discussion forward 7.3 Actively listen to information given by other people, and make relevant responses 7.4 Ask relevant questions to clarify own understanding, as required 7.5 Summarise verbal communication(s) and agree that the correct meaning has been understood			
8 Be able to identify and agree ways of developing communication skills	8.1 Get feedback to confirm whether the communication has achieved its purpose 8.2 Use feedback to identify and agree ways of improving own communication skills			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

You can contact the Sector Skills Council (SSC) at:

People 1st
2nd Floor
Armstrong House
38 Market Square
Uxbridge
UB8 1LH

Telephone: 01895 817000
Email: info@people1st.co.uk
Website: people1st.co.uk

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres, and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications* for further details. qualifications.pearson.com.

Annexe C: Assessment requirements/strategy

Hospitality, Leisure, Travel and Tourism Sector Assessment Strategy for competence based units of assessment and qualifications (in England, Wales and Northern Ireland) and Scottish Vocational Qualifications (SVQs)

1 Introduction

The sector assessment strategy applies to all competence based units and qualifications that sit within the industries represented by People 1st. Competence based units and qualifications are those that are accredited to the Qualifications Framework, for England, Wales and Northern Ireland, which include National Vocational Qualifications (NVQs). In Scotland it applies to all sector Scottish Vocational Qualifications (SVQs). The sector assessment strategy came into force on the 1st August 2009 and will apply to any new competence based units and qualifications. It will also replace other assessment strategies, currently used for existing NVQs and SVQs, as and when they are updated and re-accredited. See www.people1st.co.uk for a list of all competence based units and qualification that are covered by the sector assessment strategy.

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

- **external quality control**
- **assessment principles**
- **occupational expertise of assessors and verifiers**
- **continuous professional development.**

The purpose of the sector assessment strategy is for People 1st and awarding organisations/bodies to work in partnership to:

- maximise the quality assurance arrangements for the sector's competence based units and qualifications and maintain standardisation across assessment practice
- assure employers and learners that the sector's competence based units and qualification are consistently assessed to the national occupational standards, and
- promote continuous professional development among assessors and verifiers.

The content of the assessment strategy has been reviewed in close consultation with employers, awarding organisations/bodies, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience are awarding organisations/bodies that offer competence based units and qualifications in the hospitality, leisure, travel and tourism industries. Prospective or approved centres should not need to work directly with this document as its requirements will be incorporated within the procedures of their chosen awarding organisation/body.

The strategy should be used alongside the assessment and quality assurance guidance published by the **regulatory authorities**. Further information about competence based units and qualifications can be found at www.people1st.co.uk. Feedback or comments on the sector assessment strategy can be emailed to qualifications@people1st.co.uk.

2 External Quality Control

2.1 Risk Assessment and Management of Centres

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions. Awarding organisations/bodies achieve this by operating their existing systems for quality monitoring, risk assessment and management of their approved centres, following guidance issued by the regulatory authorities.

As part of this process People 1st requires awarding organisations/bodies to:

- ensure that external verification, monitoring and support provided to centres takes into account their level of risk. For example new assessment centres, and those that are experiencing difficulty in meeting the assessment requirements, should be given additional support by their awarding organisation/body
- supply People 1st with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis. This data will remain confidential and no individual awarding organisation's/body's data will be published
- report annually on the outcomes of, and any issues arising from, external verification and quality control arrangements
- highlight specific issues relating to the assessment of the sector's competence based units and qualifications that require immediate attention, as and when they arise
- contribute to the awarding organisations'/bodies' forums to review and discuss matters relating to the assessment of the sector's competence based units and qualifications. The forum will meet at least biannually, or during key stages of projects and reviews
- resolve issues relating to the assessment and verification of the sector's competence based units and qualifications with the action(s), and in the timeframe, agreed.

3 Assessment

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

Within these parameters, People 1st expects that:

- the majority of assessment of the sector's competence based units and qualifications 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/body, (see section 3.4).
- opportunities to ascertain learner's **accreditation of prior learning** is maximised by early contact between the assessor and learner and during initial assessment/induction period.

Please note: External tests do not form part of People 1st's assessment strategy, other than linkage to IATA approved tests in Unit TT27, Sell Multi-Sector Air Travel, part of the Travel S/NVQ (where it may be a specific requirement and therefore applicable in that instance).

3.1 Witness Testimony

People 1st recognises the use of **witness testimony** and **expert witness testimony** as appropriate methods for assessors to collect evidence on learners' performance.

Witness testimonies can be obtained from people that are occupationally competent and whom may be familiar with the national occupational standards, such as the learner'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 learner'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/body's minimum observations requirements must be met.

Expert witnesses may be used where additional support relating 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 whom the awarding organisation/body agrees has current occupational competence, knowledge and expertise to make a judgement on a learner'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 learner's performance in relation to the unit being assessed. People 1st believes 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/body's requirements.

3.2 Professional Discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner'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 learner has a firm understanding of the standard being assessed.

3.3 Simulation

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

There are no People 1st 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.

See **Appendix A** for competence based units which permit the use of simulation.

Awarding organisations/bodies must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on learners are neither more nor less than they would encounter in a real work situation. In particular:

- a centre's overall strategy for simulation must be examined and approved by the external verifier
- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess
- ideally, there should be a range of simulations to cover the same aspect of the standard
- the physical environment for the simulation, and the nature of the contingency, must be realistic
- learners should carry out the simulation in a professional manner
- the learner should be given no indication as to what the simulation will present.

3.4 Realistic Working Environment

Assessment of the sector's competence based units and qualifications should ideally be carried out within the workplace, however, where this is not possible learners 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 **Appendix B**.

4 Occupational expertise of assessors and verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in **Appendix C**. Guidance on additional qualifications and/or training relevant to assessors and verifiers can be found in **Appendix D**.

4.1 Using employers' in-house training programmes to assess competence based units and qualifications (please note this section is not applicable for centres which are either colleges or training providers)

- a People 1st recognises that employers within the Sector provide robust in-house training, development and assessment programmes which meet the standards for Assessors and Verifiers. Where an employer maps its in-house training, development and assessment programme to the Assessor and Verifier standards and has this approved by their awarding organisation/body, People 1st fully supports the removal of the need to achieve the Assessor and Verifier Units. The individual assessing and verifying the qualifications must still meet the other mandatory requirements for occupational competence as specified in Appendix C.
- b It should also be noted that People 1st encourages employers and awarding organisations/bodies to examine in-house employer training, development and assessment programmes to see whether these provide robust evidence against the relevant competence based units and/or qualifications (England, Wales and Northern Ireland) or the SVQs (Scotland). Where a direct mapping of the in-house training, development and assessment programme can be made to the:
 - relevant Units (based on the National Occupational Standards), and assessment meets the requirements of the assessment strategy and awarding organisation/body evidence requirement, then awarding organisations/bodies should recognise this training for the purposes of achievement of the specified qualification or Unit.

In both instances specified in (a) and (b) above the awarding organisation/body will be required to ensure that a copy of the mapping is available to the Qualification Regulators.

5 Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1st requires all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at **Appendix E**.

Appendix A

Competence based units in Hospitality, Leisure, Travel and Tourism that permits simulation

Unit number	Unit title	Competence based qualifications that the unit is used in
1GEN1	Maintain a safe, hygienic and secure working environment	Level 1 and 2 NVQ/SVQ Hospitality and Catering
HSL4	Maintain the health, hygiene, safety and security of the working environment	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
GS3009	Maintain the health, hygiene, safety and security of the working environment (adapted from HS4)	Level 3 NVQ Gambling Operations
<p>People 1st has a special dispensation for the imported Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to People 1st's criteria specified in Appendix B of this Assessment Strategy. This would only apply to these Units when delivered as part of the L3 Diploma in Hospitality Supervision and Leadership (NVQ) and L3 Hospitality Supervision and Leadership SVQ.</p>		
CfA Unit 26	Improve the customer relationship	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
CfA Unit 32	Monitor and solve customer service problems	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
CfA Unit 42	Lead a team to improve customer service	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership

People 1st does not permit the use of simulation, other than as listed below:

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:

- **there is a high risk to the security or safety of the learner, individuals, key people in their lives and others**
- **the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that learners wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating learners**
- **there would otherwise be a breach of confidentiality or privacy.**

The following two units are the only accepted Realistic Working Environments, and no other Realistic Working Environments will be accepted.

TT09	Assist with travel and tourism problems and emergencies	Level 2 NVQ/SVQ in Travel Services and Level 2 NVQ/SVQ in Tourism Services
TT37	Deal with travel and tourism problems and emergencies	Level 3 NVQ/SVQ in Travel Services and Level 3 NVQ/SVQ in Tourism Services

Appendix B

Criteria for Realistic Working Environments

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 learners 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/body's criteria for this purpose. EVs are expected to ensure RWEs meet the criteria set out below on at least one visit.

Hospitality		
1	The work situation being represented is relevant to the competence based units and qualifications being assessed	<ul style="list-style-type: none"> The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations. 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 learner's work activities reflect those found in the situation being represented	<ul style="list-style-type: none"> Learners operate in a professional capacity with corresponding job schedules and/or descriptions. Learners are clear on their work activities and responsibilities.
3	The RWE is operated in the same manner as a real work situation	<ul style="list-style-type: none"> Customers are not prompted to behave in a particular manner. Customer feedback is maintained and acted upon.
4	The RWE is underpinned 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.

		<ul style="list-style-type: none"> • Learners are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising 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.
Gambling		
1	The work situation being represented is relevant to the competence based units and qualifications being assessed	<ul style="list-style-type: none"> • The type of work situation being represented mirrors the relevant setting eg betting shop, bingo hall, casino. • Appropriate industrial equipment, furnishings and resources that replicate the work situation are used, ensuring that assessment requirements can be covered. • Industry trends are considered in the work situation represented.
2	The learner's work activities reflect those found in the situation being represented	<ul style="list-style-type: none"> • Learners operate in a professional capacity with corresponding job schedules and/or descriptions. • Learners are clear on their work activities and responsibilities.
3	The RWE is operated in the same manner as a real work situation	<ul style="list-style-type: none"> • Customers are not prompted to behave in a particular manner. • Customer feedback is maintained and acted upon.
4	The RWE is underpinned 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. • Learners are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising wastage. • Legislative regulations are adhered to eg health and safety, equal opportunities, trade description.

Appendix C

Occupational Expertise of Assessors and Verifiers

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

3 = mandatory

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that are being assessed or verified.	3	3	3
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications. These should be achieved within 18 months of commencing their role. These are as follows:			
D35 or V2.			3
D34 or V1 - In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		3	
D32/D33 or A1/A2 - In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	3		
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.	3	3	3
Adhere to the awarding organisation's/body's assessment requirements and practise standardised assessment principles.	3	3	3
Have sufficient resources to carry out the role of assessor or verifier, ie time and budget.	3	3	

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
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.		3	3
Hold qualifications, or have undertaken training, that have legislative relevance to the competence based units and qualifications being assessed (See Appendix D).	3	Good practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Appendix E).	3	3	3

Appendix D

Qualifications and Training relevant to Assessors and Verifiers

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

3 = **mandatory**

Qualification/Training	Competence based unit/qualification	A	IV	EV
Health and Safety	All sector units and qualifications	3	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	3	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	3		
	Professional Cookery	3		
	Food and Drink Service	3		
	Hospitality Supervision and Leadership (<i>with food and drink units</i>)	3		
Licensing	Food and Drink Service	3	Good Practice	
	Hospitality Supervision (<i>with food and drink units</i>)			

Appendix E

Continuous Professional Development or 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 People 1st 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 organisation/body meetings/seminars

Downloadable guidance on CPD can be found at www.ifl.ac.uk

October 2017

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