edexcel

Pearson Edexcel Level 1 NVQ Certificate in Hospitality Services

Pearson Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking

Specification

Competence-based qualification

For first registration August 2010

Issue 2

Pearson

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. 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 1 NVQ Certificate in Hospitality Services (QCF)

Edexcel Level 1 NVQ Certificate in Accommodation Services (QCF)

Edexcel Level 1 NVQ Certificate in Food and Beverage Service (QCF)

Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking (QCF)

The QN(s) remain(s) the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of going to publication.

Summary of Pearson Edexcel Level 1 NVQ Certificate in Hospitality Services
Pearson Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	6 and 10
Guided learning definition updated	16
QCF references removed from unit titles and unit levels in all units	20-300

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.

Contents

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 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 1 NVQ Certificates in Hospitality Services and Food Preparation and Cooking:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 1 NVQ Certificate in Hospitality Services	500/9736/2	01/06/2010
Pearson Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking	500/9733/7	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 1 NVQ Certificates in Hospitality

These qualifications:

- are nationally recognised

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

The Pearson Edexcel Level 1 NVQ Certificate in Hospitality Services and the Pearson Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking 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, hotel/accommodation room attendants or waiters/waitresses, 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, maintaining customer care and maintaining food safety in a hospitality environment. Learners then have a choice of option units covering different hospitality areas such as hospitality services, accommodation services, food and beverage service or food preparation and cooking. There is a wide range of option units allowing learners to choose units to meet the needs of their own work role.

Who are these qualifications for?

These qualifications are 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.

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 hospitality services, accommodation services, food and beverage service or food preparation and cooking 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:

- chef
- fast food service assistant
- hotel porter
- hotel receptionist
- hotel/accommodation room attendant
- housekeeper
- kitchen assistant/porter
- waiter/waitress.

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

Learners will be able to progress onto the Pearson Edexcel Level 2 and 3 NVQs in the Hospitality suite and the Pearson BTEC Level 2 Firsts in Hospitality and Pearson BTEC Level 3 Nationals in Hospitality.

What is the qualification structure for the Pearson Edexcel Level 1 NVQ Certificate 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 180.

The Guided Learning Hours for this qualification are 157.

To achieve the full Pearson Edexcel Level 1 NVQ Certificate in Hospitality Services, learners must attain a minimum of 18 credits in total.

Learners must complete all mandatory units from Group A (6 credits) plus the remaining credits from optional units in sub-Groups B1, B2 and B3 within Group B (12 credits).

If learners take food and beverage service units from Group B2 they must do unit 'Maintain Food Safety When Storing, Holding and Serving Food'.
If learners take food preparation units from Group B3 they must do unit 'Maintain Food Safety When Storing, Preparing and Cooking Food'.
If learners take food preparation and food and beverage service units from Group B2 and Group B3 they must do unit 'Maintain Food Safety When Storing, Preparing and Cooking Food'.

	Units	Level	Credit	GLH
	A – mandatory units *Credit value required: minimum 6.*			
Unit 1	F/601/4218 – Maintenance of a Safe, Hygienic and Secure Working Environment	1	3	25
Unit 2	T/601/4216 – Working Effectively as Part of a Hospitality Team	1	3	22
	B – optional units *Credit value required: minimum 12.* **B1 – optional units – accommodation services units**			
Unit 3	F/601/5028 – Collect Linen and Make Beds	1	3	21
Unit 4	K/601/5024 – Clean Windows From the Inside	1	2	16
Unit 5	J/601/5032 – Service Bathrooms and Toilets	1	3	30
Unit 6	Y/601/7335 – Help to Clean and Maintain Furnished Areas	1	3	22
Unit 7	L/601/5128 – Process Information for Reception Function	1	3	26
Unit 8	L/601/5131 – Receive, Move and Store Customer and Organisation Property	1	3	23

	Units	Level	Credit	GLH
Unit 9	H/601/5054 – Service Public Areas at Front of House	1	3	26
Unit 10	D/601/5098 – Collect and Deliver Items for Customers and Staff	1	2	20
Unit 11	F/601/5126 – Prepare, Service and Clear Meeting and Conference Rooms	1	3	30
Unit 12	L/601/2455 – Assist in Handling Mail	1	2	10
Unit 13	F/601/2453 – Communicate in a Business Environment	1	4	21
Unit 14	K/601/2446 – Make and Receive Telephone Calls	1	3	10
Unit 15	Y/601/2460 – Use a Filing System	1	2	13
Unit 16	M/601/2450 – Solve Business Problems	1	3	14
Unit 17	H/601/5040 – Maintain Customer Care	1	3	25
Unit 18	M/601/5039 – Maintain and Deal with Payments	2	4	30
	B2 – optional units – food and beverage service units			
Unit 19	A/601/5030 – Maintain Food Safety When Storing, Holding and Serving Food	2	4	31
Unit 20	R/601/5003 – Prepare and Clear Areas for Drinks Service	1	3	28
Unit 21	T/601/5026 – Serve Drinks	1	4	37
Unit 22	M/601/5008 – Prepare and Clear Areas for Table and Tray Service	1	3	30
Unit 23	D/601/5022 – Provide a Table and Tray Service	1	3	30
Unit 24	F/601/4994 – Prepare and Clear Areas for Counter and Takeaway Service	1	3	25
Unit 25	L/601/5016 – Provide a Counter and Takeaway Service	1	3	30
Unit 26	M/601/5025 – Provide a Trolley Service	1	3	30
Unit 27	T/601/4992 – Assemble Meals for Distribution Via Conveyor Belt	1	3	30
Unit 28	A/601/5027 – Clean and Store Crockery and Cutlery	1	3	27
Unit 29	L/601/5033 – Maintain a Vending Machine	1	3	28

	Units	Level	Credit	GLH
Unit 30	T/601/4927 – Prepare and Serve Dispensed and Instant Hot Drinks	2	3	30
	B3 – optional units – food preparation and cooking			
Unit 31	D/601/6980 – Maintain Food Safety When Storing, Preparing and Cooking Food	2	4	32
Unit 32	A/601/5433 – Prepare Vegetables	1	3	25
Unit 33	A/601/5559 – Cook Vegetables	1	3	22
Unit 34	T/601/5561 – Prepare and Cook Fish	1	3	23
Unit 35	T/601/5575 – Prepare and Cook Meat and Poultry	1	4	33
Unit 36	H/601/5667 – Package Food for Delivery	1	3	24
Unit 37	H/601/4843 – Prepare and Finish Simple Salad and Fruit Dishes	1	2	16
Unit 38	K/601/4844 – Prepare Hot and Cold Sandwiches	1	2	20
Unit 39	A/601/5593 – Prepare and Cook Pasta	1	2	17
Unit 40	R/601/5633 – Prepare and Cook Rice	1	2	17
Unit 41	A/601/5643 – Prepare and Cook Eggs	1	2	18
Unit 42	K/601/5654 – Prepare and Cook Pulses	1	2	19
Unit 43	J/601/5659 – Prepare and Cook Vegetable Protein	1	2	19
Unit 44	J/601/5662 – Cook and Finish Simple Bread and Dough Products	1	3	25
Unit 45	Y/601/5665 – Prepare and Cook Grain	1	3	22

What is the qualification structure for the Pearson Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking?

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 180.

The Guided Learning Hours for this qualification are 156.

To achieve the full Pearson Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking, learners must attain a minimum of 18 credits in total.

Learners must complete all mandatory units from Group A (10 credits) plus the remaining credits from optional units in Group B (8 credits).

	Units	Level	Credit	GLH
	A – mandatory units – food preparation and cooking *Credit value required: minimum 10.*			
Unit 1	F/601/4218 – Maintenance of a Safe, Hygienic and Secure Working Environment	1	3	25
Unit 2	T/601/4216 – Working Effectively as Part of a Hospitality Team	1	3	22
Unit 31	D/601/6980 – Maintain Food Safety When Storing, Preparing and Cooking Food	2	4	32
	B – optional units – food preparation and cooking *Credit value required: minimum 8.*			
Unit 17	H/601/5040 – Maintain Customer Care	1	3	25
Unit 24	F/601/4994 – Prepare and Clear Areas for Counter and Takeaway Service	1	3	25
Unit 25	L/601/5016 – Provide a Counter and Takeaway Service	1	3	30
Unit 32	A/601/5433 – Prepare Vegetables	1	3	25
Unit 33	A/601/5559 – Cook Vegetables	1	3	22
Unit 34	T/601/5561 – Prepare and Cook Fish	1	3	23
Unit 35	T/601/5575 – Prepare and Cook Meat and Poultry	1	4	33
Unit 36	H/601/5667 – Package Food for Delivery	1	3	24
Unit 37	H/601/4843 – Prepare and Finish Simple Salad and Fruit Dishes	1	2	16

	Units	Level	Credit	GLH
Unit 38	K/601/4844 – Prepare Hot and Cold Sandwiches	1	2	20
Unit 39	A/601/5593 – Prepare and Cook Pasta	1	2	17
Unit 40	R/601/5633 – Prepare and Cook Rice	1	2	17
Unit 41	A/601/5643 – Prepare and Cook Eggs	1	2	18
Unit 42	K/601/5654 – Prepare and Cook Pulses	1	2	19
Unit 43	J/601/5659 – Prepare and Cook Vegetable Protein	1	2	19
Unit 44	J/601/5662 – Cook and Finish Simple Bread and Dough Products	1	3	25
Unit 45	Y/601/5665 – Prepare and Cook Grain	1	3	22

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 learners 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 Annexe 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 times			
	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			

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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.

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: 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	4.1	State why it is essential to understand the requirements of the work			
	4.2	List the benefits of planning and organising work			
	4.3	Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions			
	4.4	List the benefits of keeping everything needed for own work organised and available			
	4.5	State why it is important to keep work areas clean and tidy			
	4.6	State why it is important to keep waste to a minimum			
	4.7	State when to ask for help and who can be asked			

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: _____

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(*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 3: 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			

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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) pillow cases/sheet
  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
  h) pillowcases/sheets

- 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 4: 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			
	2.9 State why loose or damaged surfaces should be identified and reported			
	2.10 State the types of equipment and materials that should be used for loose dirt and dirt that is hard to remove			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
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.

Unit 5: Service Bathrooms and Toilets

Unit reference number:	J/601/5032
Level:	1
Credit value:	3
Guided learning hours:	30

Unit summary

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

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.

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Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to clean toilets and washrooms	1.1 Prepare the work area for cleaning			
	1.2 Clean drains and taps so that they are free of dirt and removable marks			
	1.3 Clean the inside of the toilet so that it is free of dirt and removable marks			
	1.4 Check that toilets are free flushing and draining			
	1.5 Clean the outside of the toilet so that it is free from dirt and removable marks			
	1.6 Clean the surrounding floors, walls and mirrors			
	1.7 Use cleaning equipment and materials in line with manufacturers' instructions			
	1.8 Clean cleaning equipment and materials after use and store them correctly			
2 Understand how to clean toilets and washrooms	2.1 State organisation's standards for cleaning toilets and bathrooms			
	2.2 State why protective clothing should be worn when cleaning			
	2.3 State why toilet and bathroom cleaning equipment should not be used in other areas			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.4	State why different cleaning materials should not be mixed and the health and safety implications of this			
	2.5	State why manufacturers' instructions should be followed when using cleaning equipment and materials			
	2.6	Outline the types of problems that may be encountered when cleaning toilets and bathrooms and how to deal with these			
	2.7	State what to do if a customer enters while cleaning is in progress of toilets or bathroom			
	2.8	Describe how to prepare toilet and washroom areas for cleaning			
	2.9	State why all traces of cleaning materials from toilet appliances should be removed			
	2.10	State which cleaning processes should be used for different types of surfaces, toilet appliances, toilet basins and level of spoilage			
	2.11	Explain how effective cleaning helps with infection control			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to clean bathrooms	3.1	Prepare the work area for cleaning			
	3.2	Clean bathroom appliances, surfaces, fixtures and fittings so that they are dry and free from dirt and removable marks			
	3.3	Clean the surrounding floors, walls, mirrors and other surfaces			
	3.4	Make sure that plug holes and over flows are free from blockages			
	3.5	Use cleaning equipment and chemicals in line with the manufacturers' instructions			
	3.6	Follow organisational procedures for dealing with the customers' personal property			
	3.7	Clean cleaning equipment and store it correctly after use			
4 Understand how to clean bathrooms	4.1	Describe how to prepare bathroom areas for cleaning			
	4.2	State which cleaning processes should be used for different types of surfaces, toilet appliances and level of soilage			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
5 Be able to restock customer supplies and accessories	5.1	Check and restock customer supplies and accessories			
	5.2	Arrange customer supplies and accessories as instructed			
	5.3	Make sure that customer supplies and accessories are clean and free from damage			
	5.4	Report any stock shortages to the appropriate member of staff			
	5.5	Make sure waste bins are empty, clean and ready for use			
	5.6	Identify waste and get it ready for dispatch			
6 Understand how to restock customer supplies and accessories	6.1	State the organisational standards for restocking customer supplies and accessories			
	6.2	State why waste should be handled and disposed of correctly			
	6.3	State why it is important to correctly identify waste			
	6.4	Outline the types of hazardous waste that may be encountered and how to deal with these			
	6.5	State why a constant stock of supplies and accessories should be maintained			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Assessment requirements/evidence requirements

Clean toilets and washrooms

The assessor **must** assess assessment criteria 1.1-1.8 by directly observing the learner's work.

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
  d) ensure the room is properly ventilated

- at least **one** from **surfaces**

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

- at least **one** from **toilets**

  a) WCs
  b) urinals

- at least **three** from **equipment and materials**

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

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

Clean bathrooms

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 **two** from **preparation** of work area

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

- at least **two** from **bathroom appliances**

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

- at least **two** from **surfaces**

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

- at least **two** from **cleaning equipment and chemicals**

  a) cloths
  b) cleaning chemicals
  c) abrasive pads

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

Restock customer supplies and accessories

The assessor **must** assess assessment criteria 5.1, 5.2, 5.3, 5.5 and 5.6 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 **one** from **customer supplies and accessories**

  a) disposable
  b) re-usable

- at least **one** from **waste**

  a) hazardous
  b) non-hazardous

- at least **two** from **dispatch methods**

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

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

Unit 6: Help to Clean and Maintain Furnished Areas

Unit reference number: Y/601/7335

Level: 1

Credit value: 3

Guided learning hours: 22

Unit summary

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

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 surfaces, furnishings, fixtures and fittings	1.1	Prepare the work area for cleaning			
	1.2	Check and prepare cleaning equipment in line with the manufacturers' instructions before using it			
	1.3	Clean surfaces, furnishings and fittings so that they are free from dust, debris and removable marks			
	1.4	Follow the manufacturers' instructions when using equipment and materials			
	1.5	Deal with cleaning equipment correctly after use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to clean surfaces, furnishings, fixtures and fittings	2.1 State why protective clothing should be worn when cleaning			
	2.2 Explain why cleaning materials should not be mixed			
	2.3 State why hazard signs should be put up and surrounding areas protected			
	2.4 State why all traces of cleaning materials from interior surfaces, furnishings, fixtures and fittings should be removed			
	2.5 Describe what precautions should be taken when using ladders or moving furniture during cleaning			
	2.6 State why surrounding areas should be protected when cleaning interior surfaces, furnishings, fixtures and fittings			
	2.7 Explain why the manufacturers' instructions should be followed when using cleaning equipment and materials			
	2.8 State how to deal with equipment once finished with			
	2.9 Describe how to identify and report equipment that needs repair or servicing			
	2.10 State the basic legal requirements about the use of cleaning equipment and materials			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to clean floors and floor coverings	3.1	Prepare the work area for cleaning			
	3.2	Check and prepare cleaning equipment and materials in line with the manufacturers' instructions before using it			
	3.3	Clean floor and floor coverings safely and systematically			
	3.4	Make sure that finished floors and floor coverings are dry and free from dust, dirt, debris and removable marks			
	3.5	Get rid of waste and dirty water correctly and safely			
	3.6	Clean and store cleaning equipment and materials correctly after use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to clean floors and floor coverings	4.1	State what dangers are caused by water coming into contact with electrical supplies or batteries when cleaning floors and floor coverings			
		4.2	Describe what precautions should be taken to avoid electrocution when cleaning floors and floor coverings			
		4.3	State why manufacturers' instructions need to be followed when using cleaning equipment and materials to clean floors and floor coverings			
		4.4	Describe how to avoid causing slips when cleaning floors and floor coverings			
		4.5	Describe how to get rid of used cleaning materials safely and correctly			
5	Be able to service furnished areas	5.1	Check that heating, lighting and ventilation systems are set correctly			
		5.2	Make sure that furnished areas are free from unpleasant smells			
		5.3	Empty waste bins and leave them clean and ready for use			
		5.4	Get waste ready for collection, sorting if necessary			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to service furnished areas	6.1 State why it is important to maintain the internal environment			
	6.2 State why waste should be handled and disposed of correctly			
	6.3 Describe the different ways of dealing with waste and why it is important to use the correct one			
	6.4 State why it is important to correctly identify waste and how to identify hazardous waste			

Learner name: _____   Date: _____

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Assessment requirements/evidence requirements

Clean surfaces, furnishings, fixtures and fittings
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 **preparation of work area**

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

- at least **four** from **surfaces, furnishings, fixtures and   fittings**

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

- at least **one** from **equipment and materials**

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

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

Clean floors and floor coverings

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 **two** from **preparation of work areas**

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

- at least **four** from **surfaces, furnishings, fixtures and fittings**

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

- at least **two** from **equipment and materials**

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

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

Service furnished areas

The assessor **must** assess assessment criteria 5.1-5.4 by directly observing the learner's work.

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

- at least **one** from **waste**

    a) hazardous
    b) non-hazardous

- 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 7:   Process Information for Reception Function

Unit reference number: L/601/5128

Level: 1

Credit value: 3

Guided learning hours: 26

Unit summary

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

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 and outgoing telephone calls	1.1 Answer the telephone promptly, using organisation's style			
	1.2 Identify the caller and what they need			
	1.3 Answer queries accurately according to own level of responsibility			
	1.4 Make outgoing calls using organisation's style and procedures			
	1.5 Give relevant information promptly and accurately			
	1.6 Refer any queries that are beyond own level of responsibility to the appropriate member of staff			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with incoming and outgoing telephone calls	2.1 State organisational style for answering and making telephone calls and why it is important to use it			
	2.2 State how to establish a rapport and goodwill with people on the telephone			
	2.3 State the different types of telephone equipment in the workplace and how to use them			
	2.4 State why it is important to communicate effectively and efficiently			
	2.5 Explain how to listen, interpret, extract and record information			
	2.6 State how quickly the telephone should be answered			
	2.7 State why it is important to establish a rapport and goodwill with customers			
	2.8 Describe how to compose messages accurately and effectively			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to give people the information they need	3.1	Find out what information is needed			
		3.2	Identify the right source for the information			
		3.3	Get the information and organise it clearly and logically			
		3.4	Give the information to the person who has asked for it within agreed time limits			
		3.5	Avoid giving out confidential information			
		3.6	Ask for help from an appropriate member of staff when the information cannot be found			
		3.7	Politely explain to the person asking for the information if there have been problems finding it			
4	Know how to give people the information they need	4.1	State why it is important to interpret information and instructions correctly			
		4.2	List sources of information that can be used to help deal with queries			
		4.3	State organisation's policies and procedures for confidentiality and why they must be followed			
		4.4	State the basic legal requirements for data protection			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Assessment requirements/evidence requirements

Deal with incoming and outgoing telephone calls
The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 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:
 	
 • **all** from **telephone calls**
 	
    a) to and from people inside your organisation
    b) to and from people outside your organisation

Give people the information they need
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 and 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 **information sources**
 	
    a) from within the organisation
    b) from external sources
    c) own notes
 	
 • at least **one** from **person requesting information**
 	
    a) inside your organisation
    b) outside your organisation
 	
 Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 8: Receive, Move and Store Customer and Organisation Property

Unit reference number:	L/601/5131
Level:	1
Credit value:	3
Guided learning hours:	23

Unit summary

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

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 customer property	1.1	Deal with customer quickly, politely and helpfully			
	1.2	Take customer property and issue a receipt when necessary			
	1.3	Keep customer property secure			
	1.4	Report any suspicious customer property to an appropriate member of staff			
2 Understand how to receive customer property	2.1	State organisational responsibilities for storing customer property			
	2.2	State why it is important to deal with customers quickly, politely and helpfully			
	2.3	Describe the right way to greet and deal with customers			
	2.4	Describe the right way to take property from the customer			
	2.5	State the importance of giving customers a proper receipt for their property			
	2.6	Describe how to recognise a suspicious item of property and what to do about it			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to handle, move, store customer and organisation property	3.1	Choose the safest and best way to move the property			
	3.2	Lift and move property safely without causing personal injury or to others or causing damage			
	3.3	Move property to the right place at the right time			
	3.4	Make sure no-one takes property without permission			
	3.5	Fill in any storage records correctly			
	3.6	Keep storage area secure, clean, tidy and hygienic			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to handle, move, store customer and organisation property	4.1 State how to decide whether to move property by carrying it or by using a trolley			
	4.2 List the types of injuries that could happen when lifting and moving different types of property			
	4.3 Describe lifting and handling techniques that should be used to stop injuries to self and others and damaging property			
	4.4 List appropriate clothing and footwear to wear when handling heavy or dirty property			
	4.5 State how to avoid losing property when moving and storing it			
	4.6 State how to avoid someone taking property without permission			
	4.7 State where customer's property should be stored			
	4.8 Outline the types of problems that may happen when moving property and what to do about these			
	4.9 State why it might be important to keep storage records and how to fill these in			
	4.10 State why storage areas should be kept secure, clean, tidy and hygienic and how to do this			
	4.11 Outline the types of problems that might occur with storage areas and what to do about these problems			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Assessment requirements/evidence requirements

Receive customer property
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 **customer property**
 	
   a) luggage
   b) coats and other items of clothing
   c) valuables
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Handle, move and store customer and organisation property
The assessor **must** assess assessment criteria 3.1, 3.2, 3.3, 3.5 and 3.6 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 **three** from **property**
 	
   a) customer property
   b) furniture
   c) electrical equipment
   d) luggage
   e) other property
 	
• at least **one** from **ways of moving property**
 	
   a) carrying it
   b) using a trolley
 	
• at least two from places to which property is moved
 	
   a) customer accommodation
   b) public areas
   c) storage areas
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 9: Service Public Areas at Front of House

Unit reference number: H/601/5054

Level: 1

Credit value: 3

Guided learning hours: 26

Unit summary

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

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 public areas	1.1	Choose the appropriate cleaning equipment and materials for the area to be cleaned			
	1.2	Put up hazards signs, when necessary			
	1.3	Wear protective clothing, when necessary			
	1.4	Clean off dust, dirt, debris and removable marks from surfaces to be cleaned			
	1.5	Store cleaning equipment correctly and safely after use			
	1.6	Get rid of cleaning materials safely			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to clean public areas	2.1 State the organisational standards for cleaning and tidying and why these should be followed			
	2.2 Describe how to acknowledge customers correctly when working front of house			
	2.3 State how to choose the right cleaning equipment and materials for the areas and surfaces to be cleaned			
	2.4 State when and how hazards signs should be used when cleaning			
	2.5 State when protective clothing should be worn and what type of protective clothing to wear			
	2.6 Describe how to dispose of used cleaning materials correctly and why			
	2.7 State the different chemical warning signs that may be used and what they mean			
	2.8 Outline the types of problems that may happen when cleaning and how to deal with these or report them			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to help keep public areas neat, tidy and in good order	3.1	Empty waste containers and get rid of waste correctly			
	3.2	Arrange furniture neatly			
	3.3	Keep displays neat, tidy and up-to-date			
	3.4	Spot and report faults in the area to the appropriate member of staff			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Know how to help keep public areas neat, tidy and in good order	4.1	State why front of house areas need to be clean, tidy and well maintained			
	4.2	State the types of waste to deal with and how to get rid of it correctly and safely			
	4.3	Describe how to arrange the furniture in front of house areas			
	4.4	Identify own responsibilities for different types of displays			
	4.5	State why it is important to keep displays neat and tidy and well-stocked			
	4.6	Describe how to keep displays neat, tidy and up-to-date			
	4.7	State the types of things that may need fixing in front of house areas and how to spot and report these			
	4.8	Outline the types of problems that may happen when working front of house and how to deal with these			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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Assessment requirements/evidence requirements

Clean public areas
The assessor **must** assess assessment criteria 1.1, 1.3, 1.4 and 1.5 by directly observing the learner's work. The assessor may assess assessment criteria 1.2 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 **three** from **public areas**

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

- at least **three** from **cleaning equipment**

    a) mops and buckets
    b) brooms and brushes
    c) vacuum cleaners and associated tools/fittings
    d) cloths

- at least **three** from **cleaning materials**

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

- at least **four** from **surfaces**

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

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

Keep public areas neat, tidy and in good order

The assessor **must** assess assessment criteria 3.1, 3.2 and 3.3 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 **waste containers**

  a) waste bins/recycling containers

- at least **two** from **furniture**

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

- at least **two** from **displays**

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

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

Unit 10: Collect and Deliver Items for Customers and Staff

Unit reference number: D/601/5098

Level: 1

Credit value: 2

Guided learning hours: 20

Unit summary

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

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 and deliver items for customers and staff	1.1	Follow instructions correctly			
	1.2	Collect and deliver the right items from the right place at the right time			
	1.3	Make sure items are not lost or damaged			
	1.4	Keep a record of the transaction, if necessary			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Know how to collect items for customers and staff	2.1	Describe how to follow spoken and written instructions			
	2.2	State the type of items that they may be asked to collect and deliver			
	2.3	State where items may be collected and delivered from and to			
	2.4	Describe how to handle items without injury or damaging the items			
	2.5	State why it is important to collect and deliver on time			
	2.6	State records of collection and delivery that may have to be kept up-to-date			
	2.7	Describe how to deal with customers and other staff when making collections and deliveries			
	2.8	Outline the types of problems that happen when collecting and delivering items 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

Collect items from customers and staff
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:
 	
• **both** from **instructions**
 	
    a) written
    b) spoken
 	
• at least **two** from **items**
 	
    a) customer belongings
    b) letters and parcels
    c) documents
    d) messages
 	
• at least **one** from **places**
 	
    a) inside your organisation
    b) outside your organisation
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Provide a delivery service

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 **items**

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

- at least **one** from **places**

    a) inside your organisation
    b) outside your organisation

- **both** from **instructions**

    a) written
    b) spoken

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

Unit 11: Prepare, Service and Clear Meeting and Conference Rooms

Unit reference number: F/601/5126

Level: 1

Credit value: 3

Guided learning hours: 30

Unit summary

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

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 service meeting and conference rooms	1.1	Check that heating and lighting systems are working			
	1.2	Follow instructions for arranging furniture and equipment			
	1.3	Make sure table items are clean, undamaged and laid out as the customer asked			
	1.4	Check that equipment is ready for the customer to use			
	1.5	Keep the room clean, tidy and well stocked			
	1.6	Make sure the room is secure during breaks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare and service meeting and conference rooms	2.1 State organisational standards for customer care and how to liaise with customers during conferences and meetings			
	2.2 State organisational security procedures			
	2.3 State where to get information about how to arrange the room			
	2.4 State why all furniture and furniture items must be checked for cleanliness and damage			
	2.5 State why correct lifting and handling techniques must be used when moving furniture and other heavy items			
	2.6 Describe how to control heating and lighting systems			
	2.7 Describe how to check equipment such as screens, projectors, flipcharts and other audio-visual equipment			
	2.8 State where to find items that might need replacing such as flipcharts, pens, paper and refreshments			
	2.9 State why conference and meeting rooms must be secure when not in use			
	2.10 Outline the types of problems that may happen when preparing and servicing meeting and conference rooms and how to deal with these			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to clear meeting and conference rooms	3.1	Neatly arrange the furniture, equipment and table items that should stay in the room			
		3.2	Store other furniture, equipment and table items in the right place			
		3.3	Leave the room ready for cleaning			
		3.4	Reset heating and lighting systems			
		3.5	Lock the room as required			
4	Know how to clear meeting and conference rooms	4.1	Describe how to arrange the room when a meeting or conference is over			
		4.2	State where to store furniture, equipment and other items that do not stay in the room			
		4.3	State how to make sure the room is ready for cleaning			
		4.4	Outline the types of problems that may happen when cleaning rooms 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

Prepare and service conference and meeting rooms

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6 by directly observing the learner's work.

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

- **both** from **instructions**

    a) spoken
    b) written

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

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

- at least **three** from **table items**

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

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

Clear conference and meeting rooms
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 **three** from **equipment**
 	
    a) screens
    b) projectors
    c) flipcharts
    d) other types of audio-visual equipment
 	
• at least **three** from **table items**
 	
    a) table covering
    b) glassware
    c) pens and paper
    d) refreshments
    e) decorations
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 12: Assist in Handling Mail

Unit reference number:	L/601/2455
Level:	1
Credit value:	2
Guided learning hours:	10

Unit summary

This unit is about assisting with receiving, distributing or collecting internal and external mail or packages.

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 how to receive, distribute and collect mail or packages to meet organisational procedures	1.1 Describe the purpose of receiving, distributing and collecting mail or packages within agreed timescales			
	1.2 State organisational procedures for receiving, distributing and collecting mail or packages			
	1.3 State the names, roles and locations of individuals and teams to whom mail is distributed			
2 Know how to identify and refer problems	2.1 State the problems that may occur with mail and packages			
	2.2 State when to refer problems			
3 Be able to assist with receiving, distributing and collecting mail or packages	3.1 Assist with: a) receiving and checking mail or packages b) sorting incoming mail or packages c) identifying and referring unwanted junk mail or damaged items d) identifying and referring suspicious items e) distributing mail f) collecting and sorting outgoing mail			
	3.2 Refer any problems to the appropriate colleague, if appropriate			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 13: Communicate in a Business Environment

Unit reference number: F/601/2453

Level: 1

Credit value: 4

Guided learning hours: 21

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 Know the purpose of planning communication	1.1 Identify the purpose of communication			
	1.2 State different methods of communication and when to use them			
2 Understand how to communicate in writing	2.1 Give reasons for using language that suits the purpose of the communication			
	2.2 Describe how to format information so that it is clear and accurate			
	2.3 Give reasons for accurate use of grammar, punctuation and spelling			
	2.4 Explain what is meant by plain English, and why it is used			
	2.5 Explain the need to check work			
	2.6 Outline ways of recognising work that is important and work that is urgent			
	2.7 Outline organisational procedures for saving and filing written communications			
3 Know how to communicate verbally	3.1 Identify methods of verbally presenting information and ideas clearly			
	3.2 Identify ways of contributing to discussions			
	3.3 Identify ways of listening actively			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the purpose of feedback in developing communication skills	4.1	Identify ways of getting feedback on communications			
		4.2	Describe the purpose of using feedback to develop communication skills			
5	Be able to plan communication	5.1	Identify the purpose of communications to be presented			
		5.2	Select methods of communication to be used			
		5.3	Confirm methods of communication, as required			
6	Be able to communicate in writing	6.1	Format information so that it is clear and accurate			
		6.2	Use language that suits the purpose of the communications			
		6.3	Use accurate grammar, spelling and punctuation, and plain English to make sure that the message is clear			
		6.4	Check communications and make amendments, as required			
		6.5	Agree what is important and what is urgent			
		6.6	Produce communications to meet agreed deadlines			
		6.7	Keep a file copy of communications sent			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
7 Be able to communicate verbally	7.1	Verbally present information to others so that it is clear and accurate			
	7.2	Contribute to discussion(s)			
	7.3	Actively listen to information given by other people			
	7.4	Ask relevant questions to clarify own understanding, as required			
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*)

Unit 14: Make and Receive Telephone Calls

Unit reference number: K/601/2446

Level: 1

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is about making and receiving telephone calls, and transferring calls when necessary, 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 how to make telephone calls	1.1 Describe the different features of telephone systems and how to use them			
	1.2 Give reasons for identifying the purpose of a call before making it			
	1.3 Describe different ways of obtaining the names and numbers of people that need to be contacted			
	1.4 Describe how to use a telephone system to make contact with people inside and outside an organisation			
	1.5 Explain the purpose of giving a positive image of self and own organisation			
	1.6 Explain the purpose of summarising the outcomes of a telephone conversation before ending the call			
	1.7 Describe how to identify problems and who to refer them to			
	1.8 Describe organisation structures and communication channels within an organisation			
	1.9 Describe how to follow organisational procedures when making a telephone call			
	1.10 Explain how to report telephone system faults			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Understand how to receive and transfer telephone calls	2.1	Describe how to identify callers and their needs			
	2.2	Explain the purpose of giving accurate and up-to-date information to callers			
	2.3	Explain the purpose of confidentiality and security when dealing with callers			
	2.4	Describe the types of information that could affect confidentiality and security and how to handle these			
	2.5	Describe ways of identifying the appropriate person to whom a call is transferred			
	2.6	Describe the information to be given when transferring calls or leaving messages			
	2.7	Describe how to identify problems and who to refer them to			
	2.8	Describe how to follow organisational procedures when receiving a telephone call			
	2.9	Explain how to report telephone system faults			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to make telephone calls	3.1	Identify the purpose of the call			
		3.2	Obtain the name and number of the person to be contacted			
		3.3	Make contact with the person			
		3.4	Communicate information to achieve the purpose of the call			
		3.5	Project a positive image of self and organisation			
		3.6	Summarise the outcomes of the conversation before ending a call			
		3.7	Report telephone system faults, if necessary			
4	Be able to receive telephone calls	4.1	Answer a phone following organisational procedures			
		4.2	Give a positive image of self and organisation			
		4.3	Identify the caller, where they are calling from, and what they need			
		4.4	Give accurate and up-to-date information whilst protecting confidentiality and security			
		4.5	Transfer calls, if required			
		4.6	Take and pass on messages according to the caller's needs			
		4.7	Summarise the outcomes of the conversation before ending the call			
		4.8	Report telephone system faults, if necessary			

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Unit 15: Use a Filing System

Unit reference number: Y/601/2460

Level: 1

Credit value: 2

Guided learning hours: 13

Unit summary

This unit is about using systems to store and retrieve 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 Know methods and procedures for storing and retrieving information	1.1 Describe methods of storing and retrieving information			
	1.2 Describe procedures to be followed for storing and retrieving information			
	1.3 Describe legal and organisational procedures for security and confidentiality of information			
2 Be able to store information	2.1 Identify and collect information to be stored			
	2.2 Follow procedures for security and confidentiality of information			
	2.3 Store information in approved locations			
	2.4 Refer problems, if required			
3 Be able to retrieve information	3.1 Identify information to be retrieved			
	3.2 Follow procedures for security and confidentiality of information			
	3.3 Locate and retrieve the required information			
	3.4 Provide information in the agreed format and timescale			
	3.5 Refer problems, if required			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 16: Solve Business Problems

Unit reference number: M/601/2450

Level: 1

Credit value: 3

Guided learning hours: 14

Unit summary

This unit is about recognising that there is a problem with the way work is being carried out in a business environment, and working with other people to help resolve the business problem.

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 how to identify business problems	1.1 Outline ways of identifying a problem in the business environment			
2 Understand techniques for solving straightforward business problems	2.1 Outline different ways of solving the business problem			
	2.2 Outline reasons for having support and feedback from others when solving business problems			
3 Be able to recognise business problems	3.1 Check own understanding of the business problem			
	3.2 Work with others to discuss and resolve the business problem			
4 Be able to carry out a solution to the business problem	4.1 Seek advice on how to deal with the business problem			
	4.2 Solve the business problem, involving others as required			
	4.3 Confirm that the business problem has been solved			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 17: Maintain Customer Care

Unit reference number:	H/601/5040
Level:	1
Credit value:	3
Guided learning hours:	25

Unit summary

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

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 customers	1.1	Follow organisational standards for dress and appearance			
	1.2	Establish and maintain a friendly and polite relationship with the customer			
	1.3	Maintain focus on the customer and their needs			
	1.4	Deal with customer requests according to organisational service standards			
	1.5	Anticipate and deal with any additional needs they may have			
	1.6	Give customers the information they need without giving them any confidential information			
	1.7	Provide the service correctly and check that the customer is satisfied			
	1.8	Find out if the customer needs any other help			
	1.9	Thank the customer when finished and give them a pleasant parting comment			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Understand how to deal with customers	2.1	Describe organisational standards for customer care and how to put these into practice			
	2.2	State the importance of customers and good customer care for self and organisation			
	2.3	State organisational standards for dress and appearance and why these are important			
	2.4	Describe how to make a good first impression on the customer and why this is important			
	2.5	State the importance of maintaining focus on the customer and their needs			
	2.6	Describe how to help customers feel welcome and at ease			
	2.7	Describe routine and special requests that customers may have and how to answer these			
	2.8	State the types of questions that customers may have and how to answer these			
	2.9	State the types of information that should not be given to customers			
	2.10	Describe how to show consideration to customers when providing a service			
	2.11	State the importance of finding out if there are any other ways to help the customer			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.12 Describe how to be polite and helpful to customers and behave in a way that makes them feel valued			
	2.13 Describe the types of non-routine needs that customers may have and how to deal with these			
3 Be able to deal with customers' problems	3.1 Recognise when something is a problem from the customer's point of view			
	3.2 Show concern for the customer's problem and apologise for any inconvenience			
	3.3 Reassure them that it will be dealt with quickly			
	3.4 Explain what has caused the problem, if appropriate			
	3.5 Deal with the customer's problems quickly and calmly, following the correct procedures			
	3.6 Ask an appropriate member of staff to help if problem cannot be solved by self			
	3.7 Let the customer know what is happening			
	3.8 Make sure the customer is satisfied with the way the problem has been dealt with			
	3.9 Report customer problems to the appropriate member of staff when this will help improve customer care			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand how to deal with customers' problems	4.1	State the importance of seeing the problem from the customer's point of view			
	4.2	State why it is important to show concern and apologise			
	4.3	Describe the types of problems that customers may have and how to deal with these			
	4.4	State the type of customer problems that should be passed on to another member of staff and who this should be			
	4.5	Describe situations where it is important to explain to the customer what has caused their problem			
	4.6	State the importance of letting the customer know what is happening to solve their problem			
	4.7	State the importance of making sure that the customer is satisfied with the outcome			
	4.8	Describe how reporting customer problems can help to improve customer care in the future			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
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Assessment requirements/evidence requirements

Deal with customers
The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8 and 1.9 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) customers with routine needs
   b) customers with non-routine needs
 	
 Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Deal with customers' problems
The assessor may assess **all** assessment criteria through questioning or witness testimony if no naturally occurring evidence is available.

Unit 18: 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/credit machine rolls			
	2.8 Describe the correct procedures for handling payments			
	2.9 Describe what to do if there are errors in handling payments			
	2.10 Describe the procedures for dealing with 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 they should 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 19: 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
1 Be able to maintain food safety	1.1 Describe what might happen if significant food safety hazards are not controlled			
	1.2 Describe the types of significant food safety hazards they are likely to come across when handling and storing food			
	1.3 Describe how these hazards should be controlled by personal hygiene, cleaning, safe storage and the avoidance of cross-contamination			
	1.4 State why some hazards are more important than others in terms of food safety			
	1.5 State who to report significant foods safety hazards to			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to keep self clean and hygienic	2.1 Wear clean and suitable clothes appropriate to the jobs to be done			
	2.2 Only wear jewellery and other accessories that do not cause food safety hazards			
	2.3 Change clothes when necessary to prevent bacteria spreading			
	2.4 Wash hands thoroughly at appropriate times			
	2.5 Avoid unsafe behaviour that could contaminate the food			
	2.6 Report any cuts, grazes, illness and infections promptly to the proper person			
	2.7 Make sure any cuts and grazes are treated and covered with an appropriate dressing			

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, or 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			
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 make them so			
		5.2	State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	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, ceiling, 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 whilst retaining important labelling information			
	7.5 State why food must be put in the correct storage area			
	7.6 State what temperature different foods should be stored at			
	7.7 State the importance of clean storage areas			
	7.8 Describe what do to if storage areas are not kept clean			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	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			

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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 temperature and times that must be used for the food			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Assessment requirements/evidence requirements

<table>
<tr><td>Keep yourself clean and hygienic</td></tr>
<tr><td>The assessor must assess assessment criteria 2.1, 2.2 and 2.4 by directly observing the learner's work.

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.</td></tr>
<tr><td>Understanding of why you must be clean and hygienic must be assessed through questioning.</td></tr>
</table>

<table>
<tr><td>Keep your working area clean and hygienic</td></tr>
<tr><td>The assessor must assess assessment criteria 4.1, 4.2 and 4.5 by directly observing the learner's work.

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.</td></tr>
<tr><td>There must be performance evidence, gathered through observing the learner's work for:

• both from surfaces and equipment

  a) surfaces and utensils used for displaying and serving food
  b) appropriate cleaning equipment

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</td></tr>
</table>

<table>
<tr><td>Store food safely</td></tr>
<tr><td>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.

The assessor may assess assessment criteria 6.7 and 6.8 through questioning or witness testimony if no naturally occurring evidence is available.</td></tr>
<tr><td>There must be performance evidence, gathered through observing the learner's work for:

• at least one from storage areas

  a) ambient temperature
  b) refrigerator
  c) freezer

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</td></tr>
</table>

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** from **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 20: Prepare and Clear Areas for Drinks Service

Unit reference number: R/601/5003

Level: 1

Credit value: 3

Guided learning hours: 28

Unit summary

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

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 areas	1.1 Maintain stocks for drinks service, restocking and rotating them in line with workplace procedures			
	1.2 Prepare and store the drink accompaniments, ready for service			
	1.3 Check that service and electrical equipment is clean, free from damage and displayed as required			
	1.4 Make sure that menus and promotional material are up-to-date, clean, free from damage and displayed as required			
	1.5 Make sure that service areas are clean, tidy and ready for service			
	1.6 Secure customer and service areas against unauthorised access			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare customer and service areas	2.1 Describe safe and hygienic working practices for preparing customer and service areas and why these are important			
	2.2 State why and to whom breakages should be reported			
	2.3 State why it is essential to check the expiry dates on stocked 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 secured from unauthorised access at all times			
	2.7 List types of maintenance that can be carried out and types that should not be attempted			
	2.8 State why constant stocks of drinks and accompaniments must be maintained			
	2.9 State why stocks of drinks must be rotated			
	2.10 Outline the types of unexpected situations that may occur when preparing customer and service areas and how to deal with them			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to clear customer and service areas	3.1 Store, stock or dispose of drink stocks and drink accompaniments and additional products, in line with workplace procedures			
	3.2 Make sure that service equipment is clean and stored correctly			
	3.3 Switch off electrical equipment and machines, in line with workplace procedures			
	3.4 Make sure that customer and service areas are tidy, free from rubbish and ready for cleaning			
	3.5 Secure customer and service areas against unauthorised access			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to clear customer and service areas	4.1 Describe safe and hygienic working practices when clearing customer and service areas and why these are important			
	4.2 State 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 customer service areas must be secured from unauthorised access after service			
	4.6 State why spillages and breakages must be reported to the appropriate person			
	4.7 State why correct storage procedures must be followed for food and drink stocks			
	4.8 Outline the type of unexpected situations that may occur when clearing customer and service areas 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, free from damage and ready for use			
	5.3 Clean glassware at the recommended temperature using an 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 Know how to clean and store glassware	6.1 Describe safe and hygienic working practices for handling glassware, cleaning equipment and materials and why these are important			
	6.2 State why glassware should be handled carefully			
	6.3 State why glassware should be cleaned at the correct temperature			
	6.4 State the proper procedure for disposing of broken glass			
	6.5 Outline the unexpected situations that may occur when handling and cleaning glassware and equipment 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

Prepare customer and service areas
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 **stocks of drinks for service**
 	
    a) bottled drinks
    b) draught drinks
    c) dispensed drinks
    d) hot drinks
 	
 • at least **two** from **drink accompaniments**
 	
    a) ice
    b) food garnishes for drinks
    c) accompaniments for hot drinks
    d) decorative items for drinks
 	
 • at least **three** from **service area**
 	
    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 3.1-3.5 by directly observing the learner's work.

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

- at least **two** from **drink stocks**

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

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

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

- at least **three** from **customer and 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 5.1-5.5, 5.7 and 5.8 by directly observing the learner's work.

The assessor may assess assessment criterion 5.6 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 **glassware**

  a) glasses
  b) water jugs

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

Unit 21:   Serve Drinks

Unit reference number: T/601/5026

Level: 1

Credit value: 4

Guided learning hours: 37

Unit summary

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

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 serve drinks and accompaniments	1.1	Greet and deal with customers promptly			
	1.2	Provide customers with accurate information about drinks and identify their requirements			
	1.3	Dispense and serve drinks in the correct measures and at the recommended temperature			
	1.4	Promote additional products as appropriate			
	1.5	Serve drinks in line with the appropriate service style and legal requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare and serve drinks and accompaniments	2.1 State basic legal requirements relating to the sale of alcoholic drinks on licensed premises			
	2.2 State standards for customer care and why these should be followed			
	2.3 State the organisation's service style			
	2.4 Describe safe and hygienic working practices when preparing and serving drinks and accompaniments and why these are important			
	2.5 State why correct storage and rotation procedures must be followed for food and drinks stocks			
	2.6 State why waste must be handled and disposed of correctly			
	2.7 State why spillages and breakages must be reported to the appropriate person			
	2.8 State why drinks must be served at the correct temperature			
	2.9 State why it is important to specify to customers the brand names of products on offer			
	2.10 Outline the types of unexpected situations that may occur when preparing and serving drinks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to maintain customer and service areas during drinks service	3.1 Store drinks, drink accompaniments and additional products for service correctly and maintain them at the required level			
	3.2 Keep service areas and equipment clean, hygienic, tidy and ready to use			
	3.3 Keep customer and service areas clean, tidy and free from rubbish			
	3.4 Empty waste bins and bottle containers as necessary			
	3.5 Secure service areas against unauthorised access			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain customer and service areas during drinks service	4.1 Describe safe and hygienic working practices when maintaining service areas and why these are important			
	4.2 State why correct storage and rotation procedures should be followed			
	4.3 State why service areas should be kept hygienic and tidy at all times			
	4.4 State why service areas must be secured from unauthorised access at all times			
	4.5 State why and to whom customer incidents should be reported			
	4.6 State why constant stock of drinks and accompaniments must be maintained			
	4.7 Outline the types of unexpected situations that may occur when maintaining service areas			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Assessment requirements/evidence requirements

Prepare and serve drinks and accompaniments

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 **one** from **customers**

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

- at least **two** from **drinks**

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

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

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

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

  a) at the table
  b) at the bar

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

Maintain customer and service areas during drinks 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 **one** from **customers**

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

- at least **two** from **drinks**

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

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

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

- **both** from **service style**

  a) at the table
  b) at the bar

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

Unit 22: Prepare and Clear Areas for Table and Tray Service

Unit reference number: M/601/5008

Level: 1

Credit value: 3

Guided learning hours: 30

Unit summary

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

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 clear areas for table/tray service	1.1 Check the service areas are hygienic, clean, free from damage and ready for use in line with service style			
	1.2 Check that service equipment is clean, free from damage, located where it should be and switched on ready for use			
	1.3 Check that sufficient stock of service items are clean, free from damage and stored ready for service			
	1.4 Prepare and store condiments and accompaniments for service			
	1.5 Check that refuse and waste food containers are hygienic, empty and ready for use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare and clear areas for table/tray service	2.1 Describe safe and hygienic working practices for preparing service areas and equipment for table/tray service			
	2.2 State organisational service style			
	2.3 State why waste must be handled and disposed of correctly			
	2.4 State why condiments and accompaniments should be prepared ready for service			
	2.5 State when to prepare service areas and equipment for table/tray service			
	2.6 State why a constant stock of food service items should be maintained			
	2.7 Outline the types of unexpected situations that may occur when preparing and clearing areas for service and how to deal with them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare customer dining areas for table/tray service	3.1	Check the service area ensuring that it is clean, free from damage and correctly laid out in line with the service style			
		3.2	Check that service items are clean, free from damage and located ready for customer use			
		3.3	Lay up tables and trays in line with service style			
		3.4	Check menus and promotional items and ensure that they are ready for customer use			
4	Know how to prepare customer dining areas for table/tray service	4.1	Describe safe and hygienic working practices for preparing customer service areas for table/tray service			
		4.2	State why all items should be checked before service			
		4.3	State why menus and promotional items should be checked before use			
		4.4	Outline the types of unexpected situations that may occur when preparing and clearing areas and equipment and how to deal with them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to clear dining and service areas after service	5.1	Collect all the service items for clearing or storage			
		5.2	Prepare used or soiled linen for laundry or dispose of it following recommended procedures			
		5.3	Store food items, condiments and accompaniments which will be used in the future as required			
		5.4	Dispose of rubbish and waste food following recommended procedures			
		5.5	Ensure that service equipment is clean, correctly stored and turned off where appropriate			
		5.6	Ensure that dining furniture is clean and ready for future use			
		5.7	Leave dining and service areas tidy and ready for cleaning			
6	Know how to clear dining and service areas after service	6.1	Describe safe and hygienic working practices for clearing dining and service areas after service			
		6.2	State why all food service areas should be left clean after service			
		6.3	State why certain electrical equipment should be turned off after service			
		6.4	Outline what types of unexpected situations may occur with areas after service 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

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

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

Prepare customer dining areas for table/tray service

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 **one** from **service style**

    a) table service
    b) tray service

- at least **five** from **service items**

    a) trays
    b) crockery
    c) promotional items
    d) disposable table coverings
    e) decorative items
    f) disposable napkins
    g) linen
    h) cutlery
    i) menu

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

Clear dining and service areas after service

The assessor **must** assess assessment criteria 5.1-5.7 by directly observing the learner's work.

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

- at least **five** from **service items**

  a) trays
  b) crockery
  c) cutlery
  d) glassware
  e) linen (table/service)
  f) disposable table coverings
  g) disposable napkins
  h) decorative items
  i) condiments and accompaniments

- at least **two** from **condiments and accompaniments**

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

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

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

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

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Unit 23: Provide a Table and Tray Service

Unit reference number:	D/601/5022
Level:	1
Credit value:	3
Guided learning hours:	30

Unit summary

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

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 greet customers and take orders	1.1 Help customers with dining arrangements as necessary, in line with the service style			
	1.2 Make sure customers have access to the correct menus			
	1.3 Answer any questions customers may have and give them information which meets their needs and promotes the organisation's products and services			
	1.4 Identify customers' orders and record and process them			
2 Know how to greet customers and take orders	2.1 Describe the organisation's standards for customer care and service style and why these should be followed			
	2.2 Describe the correct procedures when greeting and seating customers and why these are important			
	2.3 State why information given to customers should be accurate			
	2.4 State why it is important to promote the organisation to customers			
	2.5 Outline the types of unexpected situations that may occur when taking orders and how to deal with them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to serve customer orders	3.1	Serve customers in line with service style			
		3.2	Provide customers with the service items, condiments and accompaniments appropriate to their food			
		3.3	Serve food and drink items with clean, hygienic and undamaged equipment of the appropriate type			
		3.4	Keep customer dining and service areas tidy, hygienic and free from rubbish and food debris			
		3.5	Clear customer dining areas of soiled and unused service items at the appropriate times			
		3.6	Maintain sufficient stocks of clean service items, condiments and accompaniments throughout the service			
4	Know how to serve customer orders	4.1	Describe safe and hygienic working practices when serving customers and why these are important			
		4.2	List which condiments and accompaniments go with each dish			
		4.3	State why it is important to use the appropriate equipment when serving food and drink items to customers			
		4.4	State why it is important to check that food service equipment is clean and hygienic			
		4.5	Outline the types of unexpected situations that may occur when serving food and how to deal with these			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.6	Describe safe and hygienic working practices for maintaining dining and service areas and why these are important			
	4.7	State why dining and service areas must be kept tidy and free from rubbish and food debris			
	4.8	State why waste must be handled and disposed of correctly			
	4.9	State why a constant stock of table and service items should be maintained			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Assessment requirements/evidence requirements

Greet customers and take orders
The assessor **must** assess assessment criteria 1.1, 1.2 and 1.4 by directly observing the learner's work. The assessor may assess assessment criterion 1.3 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 **customers**
 	
  a) customers with routine needs
  b) customers with non-routine needs
 	
• at least **one** from **service styles**
 	
  a) table service
  b) tray service
 	
• at least **one** from **information**
 	
  a) items available
  b) dish composition
  c) prices, special offers and promotions
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Serve customer orders
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 **one** from **service style**
 	
    a) table service
    b) tray service
 	
 • at least **two** from **service items**
 	
    a) crockery
    b) cutlery
    c) glassware
 	
 • at least **two** from **condiments and accompaniments**
 	
    a) seasonings
    b) sugars, sweeteners
    c) prepared sauces, dressings
    d) prepared bread items
 	
 • at least **two** from **food and drink items**
 	
    a) hot plated items
    b) cold plated items
    c) cold drinks
    d) hot drinks
 	
 Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 24: 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/takeaway 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 workplaces 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 hygienic 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/takeaway 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: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*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 **re-usable 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 25:   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.

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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			

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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: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*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 26: Provide a Trolley Service

Unit reference number: M/601/5025

Level: 1

Credit value: 3

Guided learning hours: 30

Unit summary

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

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 a catering trolley for service	1.1 Check that the trolley is clean, undamaged and ready for use			
	1.2 Check that the service equipment and stock items are clean, undamaged and prepared correctly ready for use			
	1.3 Record stock levels prior to service, in line with relevant specifications			
	1.4 Make sure that refuse and waste food containers are clean and ready for use			
	1.5 Display food and drink products for service, in a way that will promote sales			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare a catering trolley for service	2.1 Describe safe and hygienic working practices when preparing a catering trolley for service and why these are important			
	2.2 State cleaning specifications for the trolley and related areas			
	2.3 State why waste must be handled and disposed of correctly			
	2.4 State why the trolley must be kept clean and free from damage			
	2.5 State why constant stock of food and drink products should be maintained			
	2.6 Outline the types of unexpected situations that may occur when preparing the trolley and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to serve products from a catering trolley	3.1 Greet and deal with customers promptly			
	3.2 Give customers accurate information that meets their needs and promotes organisation's products			
	3.3 Serve stock with appropriate, clean, undamaged service equipment			
	3.4 Work out how much stock has been sold, and record this in line with workplace procedures			
	3.5 Clean the trolley thoroughly after service so that it meets legal and organisational requirements			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Know how to serve products from a catering trolley	4.1	Describe safe and hygienic working practices when serving products from the catering trolley and why these are important			
	4.2	State organisations' standards for customer care and why these are important			
	4.3	State why the trolley must be handled safely and what the safety procedures for the trolley are			
	4.4	State which aspects of current health and safety legislation are relevant to the service of products from the catering trolley			
	4.5	Describe how to operate the catering trolley			
	4.6	State the prices and availability of products			
	4.7	State how to calculate and record the stock sold after service			
	4.8	Outline the types of unexpected situations that may occur when serving from the trolley and clearing away 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

Prepare a catering trolley for 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 **three** from **service equipment**

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

- at least **two** from **stock items**

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

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

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Serve products from a catering trolley

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 **three** from **service equipment**

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

- at least **two** from **stock**

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

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

Unit 27:	Assemble Meals for Distribution Via Conveyor Belt
Unit reference number:	T/601/4992
Level:	1
Credit value:	3
Guided learning hours:	30

Unit summary

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

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 the conveyor belt for run	1.1	Check that the conveyor belt is clean, undamaged and ready for use			
		1.2	Check that the service equipment is clean, undamaged and located correctly ready for use			
		1.3	Assemble sufficient stocks for the belt run and store them in line with food safety requirements			
		1.4	Select the correct menu display ready for use			
2	Understand how to prepare the conveyor belt for run	2.1	Describe safe and hygienic working practices for preparing the conveyor belt and why these are important			
		2.2	State why waste must be handled and disposed of correctly			
		2.3	Describe how to carry out food temperature control checks and why these are important			
		2.4	Describe how to clean the conveyor belt			
		2.5	State why constant stocks of food service items should be maintained			
		2.6	Outline the types of unexpected situations that may occur when preparing the conveyor belt and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to assemble sets on the conveyor belt	3.1 Put the quantity and type of food service equipment, cutlery and condiments on the trays, as specified			
	3.2 Make sure the trays fully meet menu specifications			
	3.3 Present food correctly on the plates/food containers			
	3.4 Maintain levels of stock and service equipment during belt run			
	3.5 Reject any trays that do not meet menu specifications, and report them to proper person			
	3.6 Transport food trolleys safely to the appropriate area for distribution			
	3.7 Store any surplus stock items correctly and safely			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to assemble sets on the conveyor belt	4.1 Describe safe and hygienic working practices for the assembly of trays on the conveyor belt and why these are important			
	4.2 State how to report faults with equipment			
	4.3 Describe how to operate conveyor belt machine			
	4.4 List what the production requirements are for the sessions ie number and type of meals to be assembled			
	4.5 Describe how to interpret specifications for tray layout, menus and special meal variations			
	4.6 Outline the types of unexpected situations that may occur when assembling and presenting meals 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

Prepare the conveyor belt for run
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) bain marie
   b) trolleys
   c) service utensils
   d) trays
   e) crockery
   f) cutlery
   g) napkins
 	
• at least **two** from **stocks**
 	
   a) food items
   b) drink items
   c) condiments
   d) accompaniments
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Assemble tray sets on the conveyor belt
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 **four** from **service equipment:**
 	
   a) bain marie
   b) trolleys
   c) service utensils
   d) trays
   e) crockery
   f) cutlery
   g) napkins
 	
• at least **two** from **stocks**
 	
   a) food items
   b) drink items
   c) condiments
   d) accompaniments
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 28: Clean and Store Crockery and Cutlery

Unit reference number:	A/601/5027
Level:	1
Credit value:	3
Guided learning hours:	27

Unit summary

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

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 crockery and cutlery	1.1	Prepare crockery and cutlery items ready for cleaning			
	1.2	Ensure that cleaning equipment and machinery is clean, undamaged and ready for use			
	1.3	Use cleaning materials according to manufacturers' instructions			
	1.4	Clean items using the appropriate cleaning methods at the recommended temperature			
	1.5	Ensure that finished items are clean, dry and free from damage			
	1.6	Dispose of damaged or broken items correctly			
	1.7	Dispose of waste or dirty water correctly			
	1.8	Leave cleaning equipment or machinery clean, undamaged and ready for future use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to clean crockery and cutlery	2.1 Describe the correct methods of preparing crockery and cutlery for cleaning			
	2.2 Explain how to check cleaning equipment and machinery			
	2.3 State dilution ratios for cleaning materials			
	2.4 Describe the correct methods of cleaning crockery and cutlery			
	2.5 Describe what the procedures are in the event of breakages of crockery			
	2.6 Explain the importance of leaving cleaning equipment ready for future use			
	2.7 Describe what types of unexpected situations may occur when cleaning crockery and cutlery and how to deal with these			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to store crockery and cutlery	3.1 Ensure that items to be stored are dry and clean			
	3.2 Keep storage areas clean, tidy and free from rubbish			
	3.3 Stack crockery carefully and store it in the correct location ready for use			
	3.4 Polish cutlery, where appropriate, and store it in the correct location ready for use			
	3.5 Dispose of damaged or broken crockery following recommended procedures			
4 Know how to store crockery and cutlery	4.1 State why items should be clean and dry before storage			
	4.2 State why storage areas should be clean, dry and free from rubbish			
	4.3 State the correct storage locations for crockery and cutlery			
	4.4 Explain why crockery and cutlery should be stored in the correct place			
	4.5 Describe what types of unexpected situations may occur when storing crockery and cutlery and how to deal with these			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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Assessment requirements/evidence requirements

Clean crockery and cutlery
The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.8 by directly observing the learner's work.   The assessor may assess assessment criteria 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 **one** from **cleaning methods**
 	
   a) by machine
   b) by hand
 	
 Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Store crockery and cutlery
The assessor **must** assess assessment criteria 3.1, 3.2, 3.3 and 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 **one** from **items to be stored**
 	
   a) crockery
   b) cutlery
 	
 Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 29: Maintain a Vending Machine

Unit reference number: L/601/5033

Level: 1

Credit value: 3

Guided learning hours: 28

Unit summary

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

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 a merchandising vending machine	1.1 Isolate the electricity supply in line with the manufacturers' instructions			
	1.2 Select cleaning equipment and materials that are appropriate to the task and prepare them for use			
	1.3 Wear protective clothing in line with the manufacturers' instructions			
	1.4 Clean the machine according to specified cleaning schedule			
	1.5 Leave interior and exterior of the machine clean, dry and smear free			
	1.6 Test the vending machine for normal operation			
	1.7 Complete all necessary records			
	1.8 Leave the area immediately around the machine clean, tidy and free from rubbish			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to clean a merchandising vending machine	2.1 Describe safe and hygienic practices to follow when cleaning a merchandising vending machine			
	2.2 Explain why it is important to check the electricity supply is safely isolated if applicable to the machine			
	2.3 State why it is important to wear protective clothing			
	2.4 Explain why it is important not to mix chemicals			
	2.5 Describe what the appropriate usage measures are for the cleaning agents			
	2.6 State why it is important that the interior and exterior of the machine are left clean, dry and free from smears			
	2.7 State why it is important to keep the area immediately around the vending machine clean and tidy			
	2.8 Explain why work routines and sequences need to be followed			
	2.9 Explain why it is important to conduct a test vend			
	2.10 Describe unexpected situations that may occur when cleaning a merchandising vending machine and how to deal with these			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to clean drinks vending machine	3.1	Isolate the electricity supply in line with the manufacturers' instructions			
	3.2	Select cleaning equipment and materials that are appropriate to the task and prepare them for use			
	3.3	Wear protective clothing in line with the manufacturers' instructions			
	3.4	Dismantle key internal working parts for cleaning			
	3.5	Clean the machine and its internal working parts in line with the specific cleaning schedules and the appropriate health and safety requirements			
	3.6	Leave the interior and exterior of the machine clean, dry and smear free			
	3.7	Complete all necessary records			
	3.8	Test the vending machine for correct operation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to clean drinks vending machine	4.1 Describe safe and hygienic working practices when cleaning a drinks vending machine			
	4.2 State why it is important to keep the area immediately around the vending machine clean and tidy			
	4.3 Explain why work routines and sequences need to be followed			
	4.4 State why it is important that the interior and exterior of the machine are left clean, dry and free from smears			
	4.5 Describe unexpected situations that may occur and why these are important			
5 Be able to fill a vending machine	5.1 Isolate the electricity supply in accordance with the manufacturers' instructions			
	5.2 Remove and dispose of any stock that is already in the machine and has passed its expiry date			
	5.3 Supply enough stock to meet demand, and position it correctly in the machine			
	5.4 Follow stock rotation procedures			
	5.5 Test vending machine for normal operation			
	5.6 Complete all necessary records			

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Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to fill a vending machine	6.1	Describe safe and hygienic working practices when filling a vending machine			
		6.2	Describe what procedures need to be followed if faults or problems are identified			
		6.3	Explain why it is important that the interior of the machine is clean prior to re-stocking			
		6.4	State why it is necessary to carry out temperature tests			
		6.5	Explain why stock rotation procedures need to be followed			
		6.6	State what documentation needs to be accurately completed			
		6.7	State the daily schedules			
		6.8	Describe unexpected situations that may occur when filling a vending machine and why these are important			
7	Be able to display vending goods	7.1	Place the correct quantity and type of items in the machine			
		7.2	Display the items using appropriate presentation methods that will maximise machine sales			
		7.3	Make information changes			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
8 Know how to display vending goods	8.1	Explain why merchandising plans are used			
	8.2	Describe how items should be presented to maximise sales			
	8.3	State why information changes should be accurate			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Assessment requirements/evidence requirements

Clean a merchandising vending machine
The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:
 	
• at least **one** from **cleaning materials**
 	
   a) sanitiser
   b) sterilant
 	
• at least **one** from **machine**
 	
   a) chilled food machine
   b) can machine
   c) ambient machine
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Clean a drinks vending machine
The assessor **must** assess assessment criteria 3.1 to 3.8 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:
 	
• at least **one** from **cleaning materials**
 	
   a) sanitiser
   b) sterilant
 	
• at least **one** from **working parts**
 	
   a) ingredient canister
   b) the brewer unit
   c) carbon dioxide gas cylinder
 	
• at least **one** from **machine**
 	
   a) in-cup/sachet/cartridge/dispenser
   b) instant machines
   c) fresh brew
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Fill a vending machine
The assessor **must** assess assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.5 by directly observing the learner's work. The assessor may assess assessment criterion 5.6 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 **machine**
 	
   a) chilled food machine
   b) drinks machine
   c) ambient machine
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Display vending goods
The assessor **must** assess assessment criteria 7.1 and 7.2 by directly observing the learner's work. The assessor may assess assessment criterion 7.3 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 **presentation methods**
 	
   a) label visibility
   b) product variety
 	
• at least **one** from **information changes**
 	
   a) computerised/manual
   b) menu information
   c) pricing information
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

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Unit 30: 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 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 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 31: 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 self 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 they are 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			
2 Know how to keep self 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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	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, and 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			
	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			

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

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 what 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 allergens			
	9.9	Describe how cross-contamination can happen between different food types			
	9.10	Describe how to avoid cross-contamination between different food types			
	9.11	Explain why thorough cooking and reheating methods should be used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	9.12 State cooking and 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 being 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) when 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, 3.7, 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 32: Prepare Vegetables

Unit reference number: A/601/5433

Level: 1

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is about preparing vegetables for use in cooked or uncooked 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 prepare vegetables	1.1 Check the vegetables are fit to be prepared			
	1.2 Choose and use the correct tools and equipment			
	1.3 Prepare the vegetables to meet the requirements			
2 Understand how to prepare vegetables	2.1 State what to look for to ensure each type of vegetable is fit to be prepared			
	2.2 Describe what to do if there are problems with the vegetables			
	2.3 State the correct tools and equipment to use to prepare vegetables			
	2.4 State the importance of using the correct tools and equipment			
	2.5 Describe how to carry out different preparation methods			
	2.6 State the importance of avoiding cross-contamination with meat and fish products			
	2.7 Describe how to avoid cross-contamination with meat and fish products			
3 Be able to store vegetables	3.1 Safely store any prepared vegetables not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to store vegetables	4.1 State how to store frozen and unfrozen vegetables before preparation			
	4.2 State how to store prepared vegetables not for immediate use			

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, 1.3 and 3.1 by directly observing the learner's work.

The assessor may assess assessment criterion 3.1 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) tubers
    b) roots
    c) flower heads
    d) leaves
    e) vegetable fruits
    f) stems
    g) bulbs
    h) basic fungi

- at least **four** from **prepare by,** which must include a minimum of **two** from **cutting**

    a) defrosting
    b) washing
    c) peeling
    d) re-washing
    e) cutting (slicing/chopping/shredding)
    f) blanching

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

Unit 33:　　　　　　Cook Vegetables

Unit reference number:　　A/601/5559

Level:　　　　　　　　1

Credit value:　　　　　3

Guided learning hours:　　22

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to cook vegetables.

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 cook vegetables	1.1	Choose and use the correct tools and equipment			
	1.2	Check vegetables meet quality standards			
	1.3	Cook vegetables to meet requirements			
	1.4	Finish vegetables as required			
	1.5	Make sure vegetables are at the correct temperature for holding and serving			
	1.6	Safely store any cooked vegetables not for immediate use			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to cook vegetables	2.1 Describe how to store frozen and unfrozen vegetables before cooking			
	2.2 Describe what to look for in vegetables before cooking			
	2.3 Describe what to do if there are any problems with the vegetables			
	2.4 State what tools and equipment to use for cooking vegetables			
	2.5 State why it is important to use correct tools and equipment			
	2.6 Describe how to carry out cooking methods for vegetables correctly			
	2.7 Describe why it may be necessary to avoid contamination from meat and fish products and how to do so			
	2.8 State how to store vegetables that are not for immediate use			

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, 1.3, 1.4 and 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 **vegetables**

  a) frozen
  b) pre-prepared fresh

- at least **two** from **cooking methods**

  a) boiling
  b) frying
  c) grilling
  d) microwaving

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

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Unit 34: 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 35: 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/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 36: Package Food for Delivery

Unit reference number: H/601/5667

Level: 1

Credit value: 3

Guided learning hours: 24

Unit summary

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

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 package food for delivery	1.1	Make sure all food has been prepared correctly			
	1.2	Pack and seal food to organisational and legal requirements			
	1.3	Accurately and clearly label all packed food			
	1.4	Load packed food into the correct containers ready for collection			
	1.5	Clean packaging areas and equipment to organisational and legal standards after use			
2 Understand how to package food for delivery	2.1	State the importance of ensuring food is prepared to the organisational standards for appearance and temperature before packing			
	2.2	State what quality points to look for in prepared meals			
	2.3	Describe how dishes should be labelled correctly and clearly			
	2.4	State why dishes should be correctly and clearly labelled			
	2.5	State the importance of keeping packing areas and equipment hygienic when packing food for delivery			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.6	State the importance of time and temperature when packing food for delivery			
	2.7	List the main contamination threats when packing for delivery			
	2.8	State the importance of ensuring that packaging materials are not damaged before packing food			
	2.9	State what problems can commonly occur with packing of food			
	2.10	State how to identify common problems with the packing of food			
	2.11	State what problems can commonly occur with the quality of packed food			
	2.12	State how to identify food quality problems with packed food			

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, 1.3, 1.4 and 1.5 by directly observing the learner's work.

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

- at least **one** from **food**

  a) hot food
  b) cold food

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

Unit 37: 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			
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*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 38: 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) un-sliced 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 39: Prepare and Cook Pasta

Unit reference number: A/601/5593

Level: 1

Credit value: 2

Guided learning hours: 17

Unit summary

This unit is about preparing and cooking pasta.

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 pasta	1.1	Check the pasta to make sure it is fit for preparation			
	1.2	Choose and use the correct tools and equipment			
	1.3	Prepare the pasta as required			
2 Know how to prepare pasta	2.1	List the different names and shapes of pasta that may be used			
	2.2	Describe how to check pasta to make sure it is fit for preparation			
	2.3	Describe what to do if there are problems with the pasta			
	2.4	List the correct tools and equipment to prepare pasta			
	2.5	State the importance of using the correct tools and equipment			
3 Be able to cook pasta	3.1	Check the pasta to make sure it is fit for cooking			
	3.2	Cook pasta as required			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Know how to cook pasta	4.1	Describe how to check pasta to make sure it is fit for cooking			
	4.2	List the correct tools and equipment to cook pasta			
	4.3	Describe how to identify when cooked pasta has the correct texture			
	4.4	State the importance of not over-cooking pasta			
	4.5	State the correct temperatures for holding and serving pasta			
5 Be able to store pasta	5.1	Safely store cooked pasta not for immediate use			
6 Know how to store pasta	6.1	Describe how to store cooked pasta			
	6.2	Describe the conditions which need to be met for effective storage of cooked pasta			

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, 1.3, 3.1 and 3.2 by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 **pasta**

  a) dried
  b) fresh bought in
  c) frozen

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

  a) blanch
  b) strain
  c) defrost

- at least **one** from **cooking methods**

  a) boil
  b) microwave

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

Unit 40: Prepare and Cook Rice

Unit reference number: R/601/5633

Level: 1

Credit value: 2

Guided learning hours: 17

Unit summary

This unit is about preparing, cooking and finishing simple rice 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 prepare rice	1.1	Check the rice to make sure it is fit for preparation			
	1.2	Choose the correct tools and equipment			
	1.3	Prepare the rice to meet requirements			
2 Understand how to prepare rice	2.1	Describe how to check rice is fit for preparation			
	2.2	Describe what to do if there are problems with the rice			
	2.3	State the correct tools and equipment to carry out different preparation methods			
	2.4	State the importance of using the correct tools and equipment			
	2.5	Describe how to use different preparation methods			
3 Be able to cook rice	3.1	Check rice to make sure it is fit for cooking			
	3.2	Cook the rice to meet requirements			
	3.3	Make sure the rice is at the correct temperature for holding and serving			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand how to cook rice	4.1	Describe how to check rice is fit for cooking			
	4.2	State the correct tools and equipment to carry out different cooking methods			
	4.3	Describe how to use different cooking methods			
	4.4	State the correct temperature for holding and serving cooked rice			
5 Be able to store rice	5.1	Safely store any cooked rice not for immediate use			
6 Know how to store rice	6.1	Describe how to store uncooked rice			
	6.2	Describe how to store cooked rice			
	6.3	Describe the conditions needed for effective storage of cooked rice			

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, 1.3, 3.1, 3.2 and 3.3 by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 **rice**

  a) long
  b) short
  c) round

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

  a) washing
  b) steaming
  c) boiling
  d) microwaving
  e) straining

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

Unit 41:   Prepare and Cook Eggs

Unit reference number: A/601/5643

Level: 1

Credit value: 2

Guided learning hours: 18

Unit summary

This unit is about preparing, cooking and finishing simple 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 prepare eggs	1.1	Check the eggs and other ingredients are fit for preparation			
	1.2	Choose and use correct techniques, tools and equipment			
	1.3	Prepare the eggs to meet requirements			
2 Understand how to prepare eggs	2.1	State what quality points to look for in raw eggs			
	2.2	Describe what to do if there are any problems with the eggs			
	2.3	State the correct techniques, tools and equipment to carry out different preparation methods			
	2.4	State the importance of using the correct tools and equipment			
	2.5	State how to store eggs prior to cooking that are not required immediately			
3 Be able to cook eggs	3.1	Check the eggs and other ingredients are fit for cooking			
	3.2	Cook eggs to meet requirements			
	3.3	Finish eggs as required			
	3.4	Make sure the dish is at the correct temperature for holding and serving			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to cook eggs	4.1	State the correct techniques, tools and equipment to carry out different cooking methods			
		4.2	Describe how to carry out different cooking methods according to product requirements			
		4.3	State how to identify when egg dishes have the correct colour, flavour, texture and quantity			
5	Be able to store eggs	5.1	Safely store eggs not for immediate use			
6	Know how to store eggs	6.1	State how to store eggs prior to cooking that are not required immediately			
		6.2	State how to store cooked eggs not required for immediate use			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

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Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 3.1, 3.2, 3.3 and 3.4 by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 **five** from **preparation and cooking methods**

  a) cracking
  b) beating
  c) seasoning
  d) boiling
  e) shallow frying
  f) griddling
  g) scrambling

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

Unit 42: Prepare and Cook Pulses

Unit reference number: K/601/5654

Level: 1

Credit value: 2

Guided learning hours: 19

Unit summary

This unit is about preparing and cooking simple pulse 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 prepare pulses	1.1 Check pulses to make sure they are fit to be prepared			
	1.2 Choose and use correct techniques, tools and equipment			
	1.3 Prepare pulses to meet requirements			
2 Understand how to prepare pulses	2.1 Describe how to check different pulses are fit to be prepared			
	2.2 Describe what to do if there are any problems with the pulses or other ingredients			
	2.3 State the correct techniques, tools and equipment to carry out different preparation methods			
	2.4 State the importance of using the correct tools and equipment			
	2.5 Describe how to carry out different preparation methods correctly			
3 Be able to cook pulses	3.1 Check pulses to make sure they are fit to be cooked			
	3.2 Cook pulses for the dish as required			
4 Understand how to cook pulses	4.1 State the correct techniques, tools and equipment to carry out different cooking methods			
	4.2 State how to decide when pulses are correctly cooked			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to store pulses	5.1 Safely store any prepared pulses not for immediate use			
6 Know how to store pulses	6.1 State how to store uncooked pulses before preparation			
	6.2 State how to store cooked pulses not for immediate use			

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, 1.3, 3.1 and 3.2, by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 **pulses**

  a) beans
  b) peas
  c) lentils

- at least **two** from **prepare and cook**

  a) washing
  b) soaking
  c) boiling

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

Unit 43: Prepare and Cook Vegetable Protein

Unit reference number:	J/601/5659
Level:	1
Credit value:	2
Guided learning hours:	19

Unit summary

This unit is about preparing and finishing products for vegetable protein 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 prepare vegetable protein	1.1 Check vegetable protein to make sure it is fit for preparation			
	1.2 Choose and use correct techniques, tools and equipment to prepare vegetable protein			
	1.3 Prepare the vegetable protein to meet requirements			
2 Understand how to prepare vegetable protein	2.1 State what quality points to look for in vegetable protein			
	2.2 Describe what to do if there are any problems with the vegetable protein			
	2.3 State the importance of avoiding contamination with meat and fish products			
	2.4 Describe how to avoid contamination of vegetable protein products with meat and fish products			
	2.5 State the correct techniques, tools and equipment to carry out different preparation methods			
	2.6 State the importance of using the correct tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to cook vegetable protein	3.1 Cook the vegetable protein to meet requirements			
	3.2 Make sure the vegetable protein has the correct flavour, colour, texture and quantity to meet dish requirements			
	3.3 Present the vegetable protein to meet requirements			
4 Understand how to cook vegetable protein	4.1 State the correct techniques, tools and equipment to carry out different cooking methods			
	4.2 State how to decide when vegetable protein is cooked			
5 Be able to store vegetable protein	5.1 Safely store any prepared vegetable protein products not for immediate use			
6 Know how to store vegetable protein	6.1 State how to store uncooked vegetable protein before cooking			
	6.2 State how to store cooked vegetable protein			

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, 1.3, 3.1, 3.2 and 3.3 by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 **vegetable protein**

  a) frozen
  b) chilled
  c) dried
  d) tinned

- at least **one** from **preparation and cooking methods**

  a) de-frosting
  b) frying
  c) grilling

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

Unit 44: Cook and Finish Simple Bread and Dough Products

Unit reference number: J/601/5662

Level: 1

Credit value: 3

Guided learning hours: 25

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to cook and finish simple bread and dough products.

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 cook simple bread and dough products	1.1	Check the products to make sure they are fit for cooking			
	1.2	Choose the correct tools and equipment to prepare and bake bread and dough products			
	1.3	Prepare the products as required			
2 Understand how to cook simple bread and dough products	2.1	State how to check to make sure bread and dough products are fit for preparation and baking			
	2.2	Describe what to do if there are any problems with the products			
	2.3	State the correct tools and equipment to use for different preparation methods			
	2.4	State the importance of using the correct tools and equipment			
	2.5	Describe how to carry out different cooking methods correctly			
3 Be able to finish simple bread and dough products	3.1	Finish the product as required			
	3.2	Make sure the bread and dough product is at the correct temperature for holding and serving			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to finish simple bread and dough products	4.1	State the correct tools and equipment for different finishing methods			
		4.2	Describe how to use different finishing methods correctly			
		4.3	State the correct temperature for holding and serving simple bread and dough products			
5	Be able to store bread and dough products	5.1	Safely store any cooked bread and dough product not for immediate use			
6	Understand how to store bread and dough products	6.1	State how to store uncooked bread and dough products			

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, 1.3, 3.1 and 3.2 by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 **bread and dough products**

  a) freshly made dough
  b) ready made par-cooked dough

- at least **two** from **preparation and finishing methods**

  a) baking
  b) re-heating
  c) glazing

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

Unit 45: Prepare and Cook Grain

Unit reference number: Y/601/5665

Level: 1

Credit value: 3

Guided learning hours: 22

Unit summary

This unit is about preparing, cooking and finishing simple grain 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 prepare grain	1.1	Check the grain to make sure it is fit for preparation			
	1.2	Choose and use correct techniques, tools and equipment			
2 Understand how to prepare grain	2.1	Describe how to check the grain to make sure it is fit for preparation			
	2.2	Describe what to do if there are any problems with the grain			
	2.3	State the correct tools and equipment to carry out different preparation methods			
	2.4	State the importance of using the correct tools and equipment			
	2.5	Describe how to carry out different preparation methods correctly			
3 Be able to cook grain	3.1	Cook the grain correctly for the dish			
	3.2	Make sure the grain is at the correct temperature for holding and serving			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand how to cook grain	4.1	Describe how to check the grain to make sure it is fit for cooking			
	4.2	State the correct tools and equipment to carry out different cooking methods			
	4.3	Describe how to carry out different cooking methods correctly			
	4.4	State the correct cooking times and processes for different types of grain			
	4.5	State the correct temperatures for holding and serving cooked grain			
5 Be able to store grain	5.1	Safely store any cooked grain not for immediate use			
6 Know how to store grain	6.1	State how to store uncooked grain			
	6.2	State how to store any cooked grain			
	6.3	Describe the conditions which need to be met to store cooked grain effectively			

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, 3.1 and 3.2 by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 **grain**

    a) barley (pearl and pot)
    b) buckwheat
    c) corn/maize (polenta)
    d) oats
    e) millet
    f) wheat (bulgar, semolina, couscous)
    g) quinoa

- at least **two** from **preparation and cooking methods**

    a) boiling
    b) leaving covered
    c) soaking
    d) straining

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

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: www.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 processes 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 and Credit 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 comes 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 qualifications 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 qualifications are consistently assessed to the National Occupational Standards, and

- promote continuous professional development amongst 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 is 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 advocate the integration of National Occupational Standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such, assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the learner's supervisors and/or line managers. People 1st recognise, 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 recognise 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

believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's/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 B. 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 B**.

(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 require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at **Appendix D**.

Sufficiency of evidence
There must be sufficient evidence to ensure that the learner can achieve the standard over a period of time in the workplace or approved realistic working environment. This must be achieved through direct assessment by the assessor or through the use of authentic witness testimony.

What learners must know
For those knowledge assessment criteria that relate to how the learner should do something, the assessor may be able to infer that the learner has the necessary knowledge from observing their performance or checking products of their work. In all other cases, evidence of the learner's knowledge and understanding must be gathered by oral or written questioning.

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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**
People 1st have 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.		
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**

Unit number	Unit title	Competence based qualifications that the unit is used in
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 A

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**	• 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**	• 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**	• Customers are not prompted to behave in a particular manner. • Customer feedback is maintained and acted upon.

Appendix A (Continued)

Hospitality		
4	**The RWE is underpinned by commercial principles and responsibilities**	• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. • There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. • 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**	• 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**	• 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**	• Customers are not prompted to behave in a particular manner. • Customer feedback is maintained and acted upon.

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Appendix A (*continued*)

Gambling		
4	**The RWE is underpinned by commercial principles and responsibilities**	• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. • There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. • 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 B

Occupational Expertise of Assessors and Verifiers

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

✓= mandatory

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
Have a good knowledge and understanding of the National Occupational Standards and competence based units and qualifications that are being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications. These should be achieved within 18 months of commencing their role. These are as follows:			
D35 or V2.			✓
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.		✓	
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.	✓		
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.	✓	✓	✓
Adhere to the awarding organisation's/body's assessment requirements and practise standardised assessment principles.	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, ie time and budget.	✓	✓	

Appendix B (*continued*)

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 C*).	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 C*).	3	3	3

Appendix C

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			
	Hospitality Supervision and Leadership (with food and drink units)	3		
		3		
Licensing	Food and Drink Service	3	Good Practice	
	Hospitality Supervision (with food and drink units)			

Appendix D

Continuous Professional Development for Assessors and Verifiers

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

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

Updating occupational expertise	- Internal and external work placements - Work experience and shadowing (eg within associated departments) - External visits to other organisations - Updated and new training and qualifications (www.uksp.co.uk) - Training sessions to update skills - Visits to educational establishments - Trade fairs
Keeping up to date with sector developments and new legislation	- Relevant sector websites - Membership of professional bodies - Papers and documents on legislative change - Networking events - Seminars, conferences, workshops, membership of committees/working parties (eg People 1st events) - Staff development days
Standardising and best practice in assessment	- Regular standardisation meetings with colleagues - Sharing best practice through internal meetings, news letters, email circulars - Comparison of assessment and verification in other sectors - Attending awarding organisation/body meetings/seminars

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

Sufficiency of Evidence

There must be sufficient evidence to ensure that the learner can achieve the standard over a period of time in the workplace or approved realistic working environment. This must be achieved through direct assessment by the assessor or through the use of authentic witness testimony.

What you must KNOW

For those knowledge assessment criteria that relate to how the learner should do something, the assessor may be able to infer that the learner has the necessary knowledge from observing their performance or checking products of their work. In all other cases, evidence of the learner's knowledge and understanding must be gathered by oral or written questioning.

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