SVQ in Hospitality Services at SCQF Level 5

Scottish Vocational Qualifications

Specification

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This specification is Issue 2. Key changes are listed in the summary table on the next page of the document. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website:qualifications.pearson.com

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Summary of SVQ in Hospitality Services at SCQF Level 5 specification

Issue 1 changes

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Updated credit points range	3
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Addition of Group F to structure	11-12
Unit 1 – correction of knowledge and understanding outcomes 1 and 10	26
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Earlier issue shows previous changes. If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 Introducing Scottish Vocational Qualifications

What are Scottish Vocational Qualifications?

Scottish Vocational Qualifications (SVQs) are work-based qualifications that give candidates the opportunity to develop and demonstrate their competence in the area of work or job role to which a particular qualification relates. SVQs are benchmarks of competence so they work as a guarantee that the person who holds an SVQ can do the job the qualification covers.

SVQs are based on national standards for the appropriate sector, which are drawn up by people from industry, commerce and education. These national standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

SVQs allow flexible delivery that meets the individual candidate's needs. They are suitable for those in employment and for those who are studying at college and have a part-time job or access to a substantial work placement in order to demonstrate the competencies required for work.

Most candidates 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.

Levels and sizes of SVQs

SVQs are recognised on the Scottish Credit and Qualifications Framework (SCQF), Scotland's national qualifications framework. The SCQF uses two measures to describe qualifications within the framework:

- level, and
- credit points.

'Level' indicates the level of difficulty and complexity of a qualification based on a single set of level descriptors that outline the general outcomes of learning at each SCQF level. The SCQF has 12 levels ranging from SCQF Level 1 up to SCQF Level 12. SVQs are available from SCQF Level 4 up to SCQF Level 11.

At SCQF Level 5 and above SVQs are recognised as the mandatory competence component of Modern Apprenticeships and, where appropriate, can also contribute to Graduate Level Apprenticeships. Full SVQs or units of SVQs from SCQF Level 4 are used within Foundation Apprenticeships which enable progression to Modern or Graduate Level Apprenticeships. For those who wish to take a work-based qualification, SVQs can be delivered as stand-alone qualifications outside of Apprenticeship frameworks.

‘Credit points’ indicate the size of a qualification by showing how much time it takes, on average, to complete. The number of credit points allocated is determined by the amount of time that an average candidate at a specified level might expect to take to achieve all the outcomes of a qualification. The SCQF works on the basis that one credit point represents the amount of learning achieved through a notional 10 hours of learning time, which includes everything a candidate has to do to achieve a qualification, including the assessment. There is no fixed number of credit points required for SVQs so they can be of varying sizes to reflect the specific needs of different sectors and occupations.

2 Qualification summary and key information

Qualification title	SVQ in Hospitality Services at SCQF Level 5
Qualification code	GM5K 45
Operational start date	01/07/2017
Minimum age	16
Number of required units	10
Credit points	23–43
Assessment	Portfolio of Evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before candidates register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7, Access and Recruitment*).
Funding	Details of funding approval are available from Skills Development Scotland at: www.skillsdevelopmentscotland.co.uk and the Scottish Funding Council at:www.sfc.ac.uk Information is also available on the Scottish Qualifications Authority (SQA) website: www.sqa.org.uk

The qualification title, unit titles and qualification code will appear on each candidate's final certificate. Centres should tell candidates this when recruiting them and registering them with Pearson. There is more information on certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

3 Qualification rationale

Qualification objectives

The SVQ in Hospitality Services at SCQF Level 5 is for candidates who work in or who want to work in the Hospitality sector.

The qualification gives candidates the opportunity to:

- develop and demonstrate competence as a cook, kitchen assistant, waiter, bar tender, housekeeper, room attendant, receptionist
- develop technical skills, knowledge and understanding related to the specified job roles such as maintaining food safety in a kitchen environment, know how to handle knives and prepare and cook vegetables, fish, pasta etc.; providing food and beverage services; maintaining housekeeping in a hospitality environment; dealing with customers and communications as part of a reception function
- have existing skills and knowledge recognised
- achieve a nationally-recognised Level 5 qualification
- develop personal growth and engagement in learning such as working effectively as part of a team.

Relationship with previous qualifications

The SVQ in Hospitality Services at SCQF Level 7 is a replacement for the SVQ 2 in Hospitality Services at SCQF Level 5 (GCH).

Apprenticeships

The SVQ in Hospitality Services at SCQF Level 5 is a mandatory component for the Modern Apprenticeship in Hospitality — Hospitality Services.

Progression opportunities

Candidates who achieve the SVQ in Hospitality Services at SCQF Level 5 can progress to the SVQ in Professional Cookery at SCQF Level 6 and the SVQ in Hospitality Supervision and Leadership at SCQF Level 7, and into employment in the hospitality sector.

Industry support and recognition

This qualification is supported by People 1st the Sector Skills Council for Hospitality.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Hospitality, which were set and designed by People 1st, the Sector Skills Council for the sector.

4 Qualification structure

SVQ in Hospitality Services at SCQF Level 5

The candidate will need to meet the requirements outlined in the table below before the qualification can be awarded. At least 50% of the credits achieved must be at SCQF Level 5 or above.

Minimum number of credits that must be achieved	23
Number of mandatory units that must be achieved	3
Number of optional units that must be achieved	7

Unit	SQA unit code	Mandatory units	Credit points	SCQF Level
1	PPL1GEN1	Maintain health and safety in hospitality	3	4
2	PPL1GEN4	Work effectively as part of a hospitality team	2	4
3	PPL2GEN1	Impact of personal behaviour in hospitality	3	5
Unit	**SQA unit code**	**Optional units** Select one of the options A through to E and complete seven units from your chosen option	**Credit points**	**SCQF Level**
Group A: (Food and Beverage) — Candidates must take 7 units *** If Group A is selected PPL2GEN5 MUST be chosen**.				
4	PPL1FBS1	Prepare and clear areas for food and beverage service	3	4
5	PPL1FBS2	Provide a food and beverage service	4	5
6	PPL2FBS1	Prepare and clear the bar area	3	5
7	PPL2FBS2	Serve alcoholic and soft drinks	5	5
8	PPL2FBS3	Prepare and serve cocktails [mixology]	4	5
9	PPL2FBS4	Prepare and serve beer/cider	4	5
10	PPL2FBS5	Prepare and serve wine	5	5
11	PPL2FBS6	Maintain cellars and kegs	2	5
12	PPL2FBS7	Clean drink dispense lines	4	5

Unit	SQA unit code	Optional units	Credit points	SCQF Level
13	PPL2FBS8	Prepare and serve dispensed and instant hot drinks	3	5
14	PPL2FBS9	Set up a specialist coffee station	3	5
15	PPL2FBS10	Prepare and serve beverages from a specialist coffee station	3	5
16	PPL2FBS11	Clean and close a specialist coffee station	4	5
17	PPL2FBS12	Receive, store and issue drinks stock	2	5
18	PPL2FBS13	Prepare and clear areas for table service	4	5
19	PPL2FBS14	Serve food at table (formal dining)	5	5
20	PPL2FBS15	Serve food at table (casual dining)	3	5
21	PPL2FBS16	Provide a silver service	4	5
22	PPL2FBS17	Provide a buffet service	2	5
23	PPL2FBS18	Convert an area for dining	4	5
24	PPL2GEN5*	Maintain food safety in a hospitality environment*	3	5
Unit	**SQA unit code**	**Optional units**	**Credit points**	**SCQF Level**
Group B (Housekeeping) — Candidates must take 7 units				
25	PPL1HK1	Collect linen and make beds	3	3
26	PPL1HK5	Work individually and follow reporting procedures in a cleaning environment	2	4
27	PPL2HK1	Clean and service a range of areas	3	5
28	PPL2HK2	Work using different chemicals, liquids and equipment	5	5
29	PPL2HK3	Maintain housekeeping supplies	3	5
30	PPL2HK4	Clean, maintain and protect hard floors	4	5
31	PPL2HK5	Clean and maintain soft floors and furnishings	4	5
32	PPL2HK6	Provide a linen service	3	5
33	PPL2HK7	Carry out periodic room servicing and deep cleaning	3	5
24	PPL2GEN5*	Maintain food safety in a hospitality environment	3	5

Unit	SQA unit code	Optional units	Credit points	SCQF Level
Group C (Front of House Reception) — Candidates must take 7 units				
34	PPL2FOH1	Deal with communications as part of the reception function	3	5
35	PPL2FOH2	Deal with the arrival of customers	4	5
36	PPL2FOH3	Deal with bookings	4	5
37	PPL2FOH4	Prepare customer accounts and deal with departures	3	5
38	PPL2FOH5	Produce documents in a business environment	4	5
39	PPL2FOH6	Use office equipment	2	4
40	PPL2FOH7	Communicate in a business environment	4	5
41	PPL2FOH8	Handle customer communications and book external services	3	5
42	PPL2FOH9	Provide reception services	3	5
43	PPL2FOH10	Store and retrieve information	3	5
44	PPL2FOH11	Provide tourism information services to customers	5	5
45	PPL2GEN7	Resolve customer service problems	5	6
46	PPL2GEN8	Promote additional services or products to customers	5	6
47	PPL2GEN9	Deal with customers across a language divide	5	6
48	PPL2GEN10	Deal with customers across a cultural divide	5	5
49	PPL2GEN11	Maintain customer service through effective handover	2	4
50	PPL2GEN12	Maintain and deal with payments	3	5
51	PPL2GEN13	Use social media in hospitality	3	6

Unit	SQA unit code	Optional units	Credit points	SCQF Level
Group D (Food Preparation and Cooking) — Candidates must take 7 units ** If Group D is selected PPL2GEN4 MUST be chosen.				
52	PPL1PC5	Prepare and finish simple salad and fruit dishes	2	4
53	PPL1PRD1	Prepare hot and cold sandwiches	3	5
54	PPL2GEN4**	Maintain food safety in a kitchen environment**	5	5
55	PPL2GEN14	Complete kitchen documentation	2	5
56	PPL2GEN15	Set up and close kitchen	2	5
57	PPL2PC28	Prepare and present food for cold presentation	3	5
58	PPL2PRD1	Produce basic fish dishes	5	5
59	PPL2PRD4	Produce basic vegetable dishes	5	5
60	PPL2PRD8	Produce basic cereal, pulse and grain dishes	5	5
61	PPL2PRD9	Produce basic pasta dishes	3	5
Group E (Multi-Skilled – including food preparation and cooking) — Candidates must take 7 units ** If Group E is selected PPL2GEN4 MUST be chosen.				
4	PPL1FBS1	Prepare and clear areas for food and beverage service	3	4
5	PPL1FBS2	Provide a food and beverage service	4	5
25	PPL1HK1	Collect linen and make beds	3	3
26	PPL1HK5	Work individually and follow reporting procedures in a cleaning environment	2	4
52	PPL1PC5	Prepare and finish simple salad and fruit dishes	2	4
53	PPL1PRD1	Prepare hot and cold sandwiches	3	5
6	PPL2FBS1	Prepare and clear the bar area	3	5
7	PPL2FBS2	Serve alcoholic and soft drinks	5	5
8	PPL2FBS3	Prepare and serve cocktails [mixology]	4	5
9	PPL2FBS4	Prepare and serve beer/cider	4	5
10	PPL2FBS5	Prepare and serve wine	5	5
11	PPL2FBS6	Maintain cellars and kegs	2	5
12	PPL2FBS7	Clean drink dispense lines	4	5

Unit	SQA unit code	Optional units	Credit points	SCQF Level
13	PPL2FBS8	Prepare and serve dispensed and instant hot drinks	3	5
14	PPL2FBS9	Set up a specialist coffee station	3	5
15	PPL2FBS10	Prepare and serve beverages from a specialist coffee station	3	5
16	PPL2FBS11	Clean and close a specialist coffee station	4	5
17	PPL2FBS12	Receive, store and issue drinks stock	2	5
18	PPL2FBS13	Prepare and clear areas for table service	4	5
19	PPL2FBS14	Serve food at table (formal dining)	5	5
20	PPL2FBS15	Serve food at table (casual dining)	3	5
21	PPL2FBS16	Provide a silver service	4	5
22	PPL2FBS17	Provide a buffet service	2	5
23	PPL2FBS18	Convert an area for dining	4	5
34	PPL2FOH1	Deal with communications as part of the reception function	3	5
35	PPL2FOH2	Deal with the arrival of customers	4	5
36	PPL2FOH3	Deal with bookings	4	5
37	PPL2FOH4	Prepare customer accounts and deal with departures	3	5
38	PPL2FOH5	Produce documents in a business environment	4	5
39	PPL2FOH6	Use office equipment	2	4
40	PPL2FOH7	Communicate in a business environment	4	5
41	PPL2FOH8	Handle customer communications and book external services	3	5
42	PPL2FOH9	Provide reception services	3	5
43	PPL2FOH10	Store and retrieve information	3	5
44	PPL2FOH11	Provide tourism information services to customers	5	5
54	PPL2GEN4**	Maintain food safety in a kitchen environment**	5	5
24	PPL2GEN5	Maintain food safety in a hospitality environment	3	5
45	PPL2GEN7	Resolve customer service problems	5	6

Unit	SQA unit code	Optional units	Credit points	SCQF Level
46	PPL2GEN8	Promote additional services or products to customers	5	6
47	PPL2GEN9	Deal with customers across a language divide	5	6
48	PPL2GEN10	Deal with customers across a cultural divide	5	5
49	PPL2GEN11	Maintain customer service through effective handover	2	4
50	PPL2GEN12	Maintain and deal with payments	3	5
51	PPL2GEN13	Use social media in hospitality	3	6
55	PPL2GEN14	Complete kitchen documentation	2	5
56	PPL2GEN15	Set up and close kitchen	2	5
27	PPL2HK1	Clean and service a range of areas	3	5
28	PPL2HK2	Work using different chemicals, liquids and equipment	5	5
29	PPL2HK3	Maintain housekeeping supplies	3	5
30	PPL2HK4	Clean, maintain and protect hard floors	4	5
31	PPL2HK5	Clean and maintain soft floors and furnishings	4	5
32	PPL2HK6	Provide a linen service	3	5
33	PPL2HK7	Carry out periodic room servicing and deep cleaning	3	5
57	PPL2PC28	Prepare and present food for cold presentation	3	5
58	PPL2PRD1	Produce basic fish dishes	5	5
59	PPL2PRD4	Produce basic vegetable dishes	5	5
60	PPL2PRD8	Produce basic cereal, pulse and grain dishes	5	5
61	PPL2PRD9	Produce basic pasta dishes	3	5

Unit	SQA unit code	Optional units	Credit points	SCQF Level
Group F (Multi-Skilled – excluding food preparation and cooking) — Candidates must take 7 units *** If Group F is selected PPL2GEN5 MUST be chosen.**				
4	PPL1FBS1	Prepare and clear areas for food and beverage service	3	4
5	PPL1FBS2	Provide a food and beverage service	4	5
25	PPL1HK1	Collect linen and make beds	3	3
26	PPL1HK5	Work individually and follow reporting procedures in a cleaning environment	2	4
6	PPL2FBS1	Prepare and clear the bar area	3	5
7	PPL2FBS2	Serve alcoholic and soft drinks	5	5
8	PPL2FBS3	Prepare and serve cocktails [mixology]	4	5
9	PPL2FBS4	Prepare and serve beer/cider	4	5
10	PPL2FBS5	Prepare and serve wine	5	5
11	PPL2FBS6	Maintain cellars and kegs	2	5
12	PPL2FBS7	Clean drink dispense lines	4	5
13	PPL2FBS8	Prepare and serve dispensed and instant hot drinks	3	5
14	PPL2FBS9	Set up a specialist coffee station	3	5
15	PPL2FBS10	Prepare and serve beverages from a specialist coffee station	3	5
16	PPL2FBS11	Clean and close a specialist coffee station	4	5
17	PPL2FBS12	Receive, store and issue drinks stock	2	5
18	PPL2FBS13	Prepare and clear areas for table service	4	5
19	PPL2FBS14	Serve food at table (formal dining)	5	5
20	PPL2FBS15	Serve food at table (casual dining)	3	5
21	PPL2FBS16	Provide a silver service	4	5
22	PPL2FBS17	Provide a buffet service	2	5
23	PPL2FBS18	Convert an area for dining	4	5
34	PPL2FOH1	Deal with communications as part of the reception function	3	5
35	PPL2FOH2	Deal with the arrival of customers	4	5
36	PPL2FOH3	Deal with bookings	4	5

Unit	SQA unit code	Optional units	Credit points	SCQF Level
37	PPL2FOH4	Prepare customer accounts and deal with departures	3	5
38	PPL2FOH5	Produce documents in a business environment	4	5
39	PPL2FOH6	Use office equipment	2	4
40	PPL2FOH7	Communicate in a business environment	4	5
41	PPL2FOH8	Handle customer communications and book external services	3	5
42	PPL2FOH9	Provide reception services	3	5
43	PPL2FOH10	Store and retrieve information	3	5
44	PPL2FOH11	Provide tourism information services to customers	5	5
24	PPL2GEN5	Maintain food safety in a hospitality environment*	3	5
45	PPL2GEN7	Resolve customer service problems	5	6
46	PPL2GEN8	Promote additional services or products to customers	5	6
47	PPL2GEN9	Deal with customers across a language divide	5	6
48	PPL2GEN10	Deal with customers across a cultural divide	5	5
49	PPL2GEN11	Maintain customer service through effective handover	2	4
50	PPL2GEN12	Maintain and deal with payments	3	5
51	PPL2GEN13	Use social media in hospitality	3	6
27	PPL2HK1	Clean and service a range of areas	3	5
28	PPL2HK2	Work using different chemicals, liquids and equipment	5	5
29	PPL2HK3	Maintain housekeeping supplies	3	5
30	PPL2HK4	Clean, maintain and protect hard floors	4	5
31	PPL2HK5	Clean and maintain soft floors and furnishings	4	5
32	PPL2HK6	Provide a linen service	3	5
33	PPL2HK7	Carry out periodic room servicing and deep cleaning	3	5

5 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets candidates' needs. Candidates must be in employment or working with a training provider on a work programme or placement so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that candidates have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website, qualifications.pearson.com

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to candidate recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Candidate recruitment, preparation and support

Good practice in relation to candidate recruitment, preparation and support includes:

- providing initial advice and guidance, including work tasters, to potential candidates to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that candidates are matched to the programme best suited to their needs
- carrying out a thorough induction for candidates to ensure that they completely understand the programme and what is expected of them. For example, the induction should include the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve the employer in the induction process. This helps employers to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the candidate to keep them engaged and motivated, and ensuring that there are open lines of communication between the candidate, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and candidate, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the candidate's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is, therefore, important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Candidates need to have structured time to learn and practise their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on candidates and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with the candidate and employer suitable times, dates and work areas where assessment will take place. Candidates and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs
- working with the employer to ensure that candidates are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor
- helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to candidates in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in *Annexe A.* Staff assessing candidates must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, see *Section 7, Access and recruitment*. For full details on the Equality Act 2010 go to www.legislation.gov.uk or www.scotland.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all candidates wishing to access the qualifications.

Centres must ensure that their candidate recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required before candidates register for this qualification.

Access to qualifications for candidates with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all candidates to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every candidate.

We are committed to making sure that:

- candidates with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to candidates who do not share that characteristic
- all candidates achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For candidates with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. For information on reasonable adjustments and special consideration, see *Section 8, Assessment*.

8 Assessment

To achieve a pass for the full qualification, the candidate must achieve all the units required in the stated qualification structure.

Language of assessment

Assessment of the units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of candidate registration.

A candidate taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy,* available on our website at: qualifications.pearson.com

Further information on access arrangements can be found in the *Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website, qualifications.pearson.com

Internal assessment

The competence units in this qualification are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the candidate's work.

Each unit has specified assessment outcomes and standards that outline the required skills and techniques and knowledge and understanding. To pass each unit the candidate must:

- achieve **all** the specified outcomes and standards
- satisfy **all** the outcomes and standards by providing consistent and valid and reliable evidence for each criterion
- prove that the evidence is their own.

The candidate must have an assessment record that identifies the outcomes and standards that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the performance, behaviour and knowledge outcomes and standards, is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the candidate
Consistent	achieved on more than one occasion
Current	usually not more than two years old
Sufficient	fully meets the requirements of the performance, behaviour and knowledge outcomes and standards.

Candidates can provide evidence of occupational competence 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 programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy
- the **Recognition of Prior Learning (RPL)** – where a candidate can demonstrate that they can meet a unit's outcomes and standards through knowledge, understanding or skills they already possess without undertaking a course of development. Candidates must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification
- further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com
- a combination of these.

Assessment requirements/strategy

The assessment strategy for this qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remain valid and reliable. It has been developed by People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the candidate must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below:

- direct observation of the candidate's performance by their assessor (O)
- products of the candidate's work (P)
- outcomes from simulation (S)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Candidates can use the abbreviations in their portfolios for cross-referencing purposes.

Candidates can also use one piece of evidence to prove their knowledge, skills and understanding across different outcomes and standards and/or across different units. It is not necessary for candidates to have each standard assessed separately. They should be encouraged to reference evidence to the relevant standard. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website, qualifications.pearson.com.

Appeals

Centres must have a policy for dealing with appeals from candidates. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after candidates have been given assessment decisions.

Centres must document all candidates' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy,* available on our website, qualifications.pearson.com

Dealing with malpractice

Centres must have a policy for dealing with malpractice by candidates. This policy must follow the Joint Council for Qualifications (JCQ) *General and Vocational qualifications: Suspected Malpractice in Examinations and Assessments Policies and Procedures*. Centres should follow their policy in dealing with candidate malpractice. There is no need to inform Pearson of candidate malpractice unless the candidate(s) in question have been certificated or their work quality assured.

Centres must report suspected malpractice by teachers or centres to the Investigations Team at Pearson before any investigation is undertaken by the centre. Centres should provide as much information as possible on the suspected malpractice in an email to pqsmalpractice@pearson.com. It is extremely important that malpractice is reported in a timely fashion; particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual candidates in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a candidate in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website, qualifications.pearson.com

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each candidate and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website, qualifications.pearson.com

Credit transfer

Credit transfer is a process whereby qualifications or part qualifications are given appropriate recognition to enable candidates to progress without having to repeat any learning they have already undertaken. Where appropriate, candidates can use the SCQF credit points gained from one qualification towards achieving all or part of another qualification. The amount of credit that a candidate is allowed to use is decided on by staff in colleges, universities and other educational institutions based on the notion of 'best curriculum fit' between the prior learning and the new learning content.

Further information on credit transfer can be found in the document *SCQF Credit Accumulation and Transfer policy,* available on our website, qualifications.pearson.com

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson SVQs need to apply for, and be granted, centre recognition and approval as part of the process for approval to offer individual qualifications. Centres already delivering Pearson NVQs will not need to apply for centre approval to deliver Pearson SVQs but will need to apply for qualification approval.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson SVQs is available on our website, qualifications.pearson.com

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions 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.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving candidates appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of candidates
- number and turnover of assessors
- number and turnover of internal verifiers.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *Quality Assurance Handbook NVQ/SVQ* and the *Pearson NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit title

The unit title is on the Scottish Credit and Qualifications Framework (SCQF) and this form of words will appear on the candidate's Notification of Performance (NOP).

Unit code

Each unit is assigned a unit code that appears with the unit title on the SQA accredited qualification structure.

SCQF level

All units and qualifications within Scottish qualifications have a SCQF level assigned to them. There are 12 levels of achievement which show the depth and complexity of learning/competence, skills and knowledge required to achieve the qualification.

Credit points

All units have credit points. Credit points show the volume of learning required to achieve a qualification. One SCQF credit point equals 10 notional learning hours.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements/evidence requirements

The SSC set the assessment/evidence requirements. Candidates must provide evidence according to each of the requirements stated in this section.

Terminology

Key terms and concepts that feature in the unit.

Assessment outcomes and standards

The requirements the candidate is expected to meet to achieve the unit. These requirements are under subheadings of 'knowledge and understanding' and 'performance criteria'.

Knowledge and understanding

The knowledge that the candidate needs to be able to understand what they are doing and why.

Performance criteria

The level of competence the candidate has to achieve.

Unit 1: Maintain health and safety in hospitality

Unit code: PPL1GEN1

SCQF level: 4

Credit points: 3

Unit summary

This unit is about basic health and safety in a hospitality environment. The unit covers following procedures to maintain a healthy and safe workplace, helping to spot workplace hazards promptly and dealing with them in line with workplace procedures, and following emergency procedures if incidents or accidents occur.

When you have completed this unit you will have demonstrated your understanding of and your ability to:

- maintain health and safety in hospitality.

Unit assessment requirements/evidence requirements

Partial simulation is permissible for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Safe; secure; working; environment

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole unit	
1	Your responsibilities under the Health and Safety at Work Act and COSHH
2	Why it is important to work in a healthy and safe way
3	The types of personal protective equipment to be worn
4	Where you can get information about health and safety in your workplace
Help to maintain a healthy and safe workplace	
5	The types of hazards that you may find in your workplace and how to deal with these within your limit of authority
6	How to warn other people about hazards and why this is important
7	Why and how you should report accidents and near accidents and who you should report these to
8	Types of incidents and emergencies that may happen in your workplace
9	How to follow your organisation's procedures for dealing with incidents and emergencies and why it is important to do so
10	Where to find first aid equipment and who the appointed first aider is in your workplace
11	Ways of working safely that are relevant to your job, including safe lifting and handling techniques, and why these are important
12	The possible causes of fire in your workplace and what you can do to minimise the risk of fire
13	Where to find fire alarms, when and how to set them off
14	Why you should never approach a fire unless it is safe to do so
15	Why it is important to follow fire safety regulations

Performance criteria	
Help to maintain a hygienic, safe and secure workplace	
1	Identify any hazards or potential hazards in your work area
2	Deal with identified hazards correctly
3	Report any accidents or near accidents quickly and accurately to the appropriate person
4	Follow your organisation's health and safety procedures in all your work
5	Practise emergency procedures correctly
6	Follow your organisation's security procedures

Scope/range related to performance criteria

1 Hazards

1 1 relating to equipment

1.2 relating to areas where you work

1.3 relating to personal clothing

2 Ways to deal with hazards

2.1 putting them right yourself

2.2 reporting them to appropriate colleagues

2.3 warning other people

3 Emergency procedures

3.1 fire

3.2 threat

3.3 security

Unit 2: Work effectively as part of a hospitality team

Unit code: PPL1GEN4

SCQF level: 4

Credit points: 2

Unit summary

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

When you have completed this unit you will have demonstrated your understanding of and your ability to:

- work effectively as part of a hospitality team.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Work; hospitality; team

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Plan and organise your work	
1	Why it is essential to understand the requirements of the work
2	The benefits to you and your team of planning and organising your work
3	How to make the most efficient use of your time and avoid things that may unnecessarily disrupt it
4	The benefits of keeping everything you need for your work organised and available
5	How working safely and hygienically contributes to effective teamwork
6	When to ask for help and who you can ask
Work effectively with team members	
7	Why effective teamwork is important
8	The people in your team and how they fit into the organisation
9	The responsibilities of the team and why it is important to the organisation as a whole
10	How to maintain good working relationships and co-operate with team members
11	How to determine if helping a team member will prevent you from completing your own work on time
12	The limits of your job role and what you can and cannot do when helping team members
13	What could be important information that needs to be passed on to a team member and why you need to pass it on as soon as possible

Knowledge and understanding	
14	The types of positive behaviour that help the team to work well and the types that do not
15	When, how and why you should report any problems with working relationships
16	How to communicate clearly and why it is important
Develop your own skills	
17	Why it is important to improve your knowledge and skills
18	How to get feedback and how this can help you
19	How a development plan should help to improve your work
20	Why it is important to review your development plan regularly

Performance criteria	
Plan and organise your work	
1	Check that you understand the requirements of the work
2	Ask questions about things you do not understand
3	Follow instructions accurately
4	Complete required tasks to the agreed level
5	Organise everything you need for your work
6	Keep your work area as clean and tidy as possible
7	Ask for help or support from the relevant person if you need it
Work effectively with team members	
8	Assist team members when they ask for help within the limits of your job role and if it does not prevent you from completing your own work on time
9	Pass on important information to team members as soon as possible
10	Maintain good working relationships with team members
11	Report any problems with working relationships to the relevant person
12	Communicate clearly and effectively with team members
Develop your own skills	
13	Seek feedback on your work, receive and deal with this feedback positively
14	Identify, with the relevant person, aspects of your work which are up to standard and areas that you could improve on
15	Agree what you have to do to improve your work
16	Agree a development plan with the relevant person
17	Review and develop your plan

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 3: Impact of personal behaviour in hospitality

Unit code: PPL2GEN1

SCQF level: 5

Credit points: 3

Unit summary

This unit is about how your own behaviour impacts on customers and the organisation you work for.

When you have completed this unit you will have demonstrated your understanding of and the ability to positively manage your:

- impact of personal behaviour in hospitality.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Behaviour; customer

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	What the brand/organisational values and guidelines are and why it is important to comply with them
2	How to organise own work and when to ask for guidance
3	What behaviour is acceptable both on and off the organisation's premises and why it is important to behave in this way
4	How your own behaviour impacts positively and negatively on customer experience and business reputation
5	How to promote brand/organisational values and guidelines both inside and outside the organisation
6	How social media can impact on brand/organisational values and guidelines
7	How to keep up to date with current technological developments in own area of responsibility

Performance criteria	
1	Present yourself professionally, in line with brand/organisational requirements
2	Organise own work and have the confidence to ask for guidance
3	Participate fully in performance reviews and training
4	Act on feedback relating to personal performance
5	Use feedback from customers to improve own customer service in line with brand/organisational standards
6	Use technology responsibly in line with organisational requirements and keep up to date with developments which relate to your role
7	Promote brand/organisational values and guidelines inside and outside the organisation
8	Work with integrity in a safe, honest and trustworthy way
9	Work in a fair and professional manner
10	Take responsibility for own role

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 4: Prepare and clear areas for food and beverage service

Unit code: PPL1FBS1

SCQF level: 4

Credit points: 3

Unit summary

This unit is about how you prepare the food service area ready for your customers and clear it down at the end of the service. This includes preparing the equipment such as trolleys and fridges, service items such as crockery and trays and ensuring that the food service area is set up correctly prior to service.

The unit concludes with the efficient clearing of the food service and dining areas and correct storage of equipment and condiments.

This unit focuses on the technical knowledge and skills required to prepare and clear areas for food and beverage service; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- prepare and clear areas food and beverage service.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; clear; food and beverage service

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare and clear areas and equipment for food and beverage service	
1	Safe and hygienic working practices for preparing service areas and the correct equipment for food and beverage service
2	Your workplace service style and standards
3	Why waste must be handled and disposed of correctly
4	Why condiments and accompaniments should be checked and prepared ready for service
5	When to prepare service areas and equipment ready for service
6	Why a constant stock of food service items should be maintained
7	Why presentation and food safety standards must be followed when displaying food
8	The types of unexpected situations that may occur when preparing and clearing areas for service and how to deal with these
Prepare customer areas for food and beverage service	
9	Safe and hygienic working practices for preparing customer areas for food and beverage service
10	Why all service items should be checked before service
11	Why menus and promotional items should be checked before use
12	The types of unexpected situations that may occur when preparing and clearing customer areas and how to deal with these

Knowledge and understanding	
Clear customer and service areas after food and beverage service	
13	Safe and hygienic working practices for clearing customer and service areas after food and beverage service
14	Why all food service and customer areas should be left clean after service
15	Why certain electrical equipment should be turned off after service
16	Why waste must be handled and disposed of correctly
17	Why perishable foods should be removed after service and stored correctly in the kitchen
18	What types of unexpected situations may occur when clearing areas after food and beverage service and how to deal with these

Performance criteria	
Prepare and clear areas and equipment for food and beverage service	
1	Check that the food service area is clean, undamaged and ready for use according to your workplace standard
2	Check that the service equipment is clean, undamaged, where it should be and switched on ready for use
3	Check that you have sufficient supply of service items clean, undamaged, ready for use and stored appropriately
4	Prepare condiments and accompaniments and store appropriately ready for service
5	Display food items according to your workplace standard in a way that will promote sales and appeal to your customers
Prepare customer areas for food and beverage service	
6	Check that the customer areas are clean, undamaged and set up according to your workplace standard
7	Check that service items are clean, undamaged and placed ready for customers
8	Check that menus and promotional items are clean, correct, current and ready for customers' use
9	Check the customer area is appealing and welcoming to customers according to your workplace standard
Clear customer and service areas after food and beverage service	
10	Check that service items, food items, condiments and accompaniments are assembled for cleaning or reusable items are stored according to your workplace standard and food hygiene regulations
11	Dispose of rubbish and waste food appropriately
12	Check that all service equipment is clean, turned off and stored away correctly
13	Check that the service area is clean and ready for the continuing service
14	Check that customer areas and furniture is clean, tidy and ready for the continuing service

Scope/range related to performance criteria

1 Service style

1.1 table service

1.2 tray service

1.3 counter/takeaway service

1.4 trolley service

1.5 buffet/carvery service

2 Work area

2.1 serving area

2.2 customer area

3 Service equipment

3.1 hot/cold beverage serving units

3.2 refrigerated units

3.3 heated units

3.4 service/display units

4 Service items (disposable/reusable)

4.1 trays

4.2 food containers/crockery

4.3 cutlery

4.4 table coverings

4.5 napkins

4.6 menus/promotional items

4.7 drinks containers

4.8 service utensils

4.9 decorative items

5 Condiments and accompaniments

5.1 seasonings

5.2 sugars/sweeteners

5.3 prepared sauces/dressings

5.4 prepared bread items

Unit 5: Provide a food and beverage service

Unit code: PPL1FBS2

SCQF level: 5

Credit points: 4

Unit summary

This unit is about providing customers with an excellent food and beverage service experience. It covers greeting and seating customers, providing customers with information to enhance their visit, the service and appealing display of food and beverages and the maintenance of a welcoming service area.

This unit focuses on the technical knowledge and skills required to provide a food and beverage service; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- provide a food and beverage service.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Provide; food and beverage service

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole standard	
1	Your workplace standard for customer care and service style and why you should follow these
Greet customers and take orders	
2	The correct procedures when greeting and determining customer requirements and why these are important
3	Why accuracy of the information given to customers is important
4	Why it is important to take customer orders accurately and how to make sure that you do so
5	Why it is important to give customers information that will enhance their visit and promote your workplace
6	The types of unexpected situations that may occur when greeting customers and taking orders and how to deal with these
Serve customers	
7	Safe and hygienic working practices when serving customers and why these are important
8	Why it is important to use appropriate, clean, undamaged service equipment when serving food and beverage items to customers
9	Why portions must be controlled when serving customers
10	Why food which is prepared first must be served first
11	The types of unexpected situations that may occur when serving food and beverage items and how to deal with these

Knowledge and understanding	
Maintain the customer service area	
12	Safe and hygienic practices for maintaining the customer service areas and why these are important
13	Why customer service areas must be kept tidy, free from rubbish and food debris
14	Why a constant stock of service items and the appropriate condiments and accompaniments must be maintained

Performance criteria	
Greet customers and take orders	
1	Acknowledge your customers on arrival and help with their requirements in line with your workplace service style
2	Ensure your customers have the correct menu to choose from
3	Provide your customers with information which enhances their experience, answering questions and promoting your company's products and services
4	Identify your customers' orders correctly and process them efficiently
Serve customers	
5	Serve your customers with the correct quality items, at the correct temperature and according to your workplace service style and standards
6	Provide your customers with appropriate, clean and undamaged service items, condiments and accompaniments
Maintain the customer service area	
7	Clear the customer area of soiled, used or unused service items at appropriate times according to your workplace service style and standard
8	Ensure the customer area is kept appealing and welcoming to customers according to your workplace standard
9	Restock, replenish, store and display food and beverage items when necessary during the service
10	Keep the customer service area clean and tidy and free from rubbish and food debris

Scope/range related to performance criteria

1 Customers

1.1 with routine needs

1.2 with non-routine needs

2 Service styles

2.1 table

2.2 tray

2.3 counter/takeaway

2.4 trolley

2.5 buffet/carvery

3 Information

3.1 items available

3.2 dish composition

3.3 prices, special offers, promotions

4 Service items

4.1 crockery

4.2 cutlery

4.3 napkins

4.4 trays

4.5 service cutlery

5 Condiments and accompaniments

5.1 seasonings

5.2 sugars/sweeteners

5.3 prepared sauces/dressings

5.4 prepared bread items

6 Food and drink items

6.1 hot food items

6.2 cold food items

6.3 hot drinks

6.4 cold drinks

Unit 6: Prepare and clear the bar area

Unit code: PPL2FBS1

SCQF level: 5

Credit points: 3

Unit summary

This unit is about how you prepare the bar area ready for service. It covers creating a welcoming environment for your customers, making sure that all the necessary service items and equipment are available and concludes with the efficient clearing of the bar area.

This unit focuses on the technical knowledge and skills required to prepare and clear the bar area; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- prepare and clear the bar area.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; clear; bar area

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare customer and bar service areas	
1	Safe and hygienic working practices when preparing the customer and bar service areas
2	Why it is essential to check expiry dates on stock items
3	Why a constant stock of drinks and accompaniments must be maintained
4	Why a stock rotation system must be used
5	Why service areas must be secured from unauthorised access at all times
6	Why electrical equipment must be properly maintained by experts
7	Why and to whom damaged equipment and breakages must be reported
8	The types of unexpected situations that may occur when preparing the customer and bar areas and how to deal with these
Clear customer and bar service areas	
9	Safe and hygienic working practices when clearing customer and bar service areas
10	Why customer and bar service areas should be left tidy and free from rubbish after service
11	Why waste must be handled and disposed of correctly
12	Why correct storage procedures must be followed for food and drink stock
13	The types of unexpected situations that may occur when clearing the customer and bar service areas and how to deal with these

Knowledge and understanding	
Clean and store glassware	
14	Safe and hygienic working practices when cleaning and storing glassware
15	What the proper procedure is for disposing of damaged or broken glass
16	How to maintain glass washing equipment
17	How to safely store glassware
18	The types of unexpected situations that may occur when cleaning and storing glassware

Performance criteria	
Prepare customer and bar service areas	
1	Check that the customer and bar service area is clean, undamaged and ready for use according to your workplace standard
2	Check that the service equipment (including waste containers) is clean, undamaged, where it should be and switched on ready for use
3	Prepare a sufficient supply of service equipment that is clean, undamaged, ready for use and stored appropriately
4	Prepare a sufficient supply of drinks stock ready for service and store appropriately and at the correct temperature
5	Ensure that bar menus and promotional items are available, clean and correct
6	Check that the customer area is appealing and welcoming to customers according to your workplace standard
Clear customer and bar service area	
7	Assemble service items ready for cleaning and store reusable food garnish items according to your workplace standard and food safety regulations
8	Dispose of rubbish and waste appropriately keeping all areas clean and tidy
9	Ensure that all service equipment is clean, turned off and stored away correctly
10	Ensure that the customer and bar service area is clean, welcoming and ready for the continuing service
Clean and store glassware	
11	Ensure that the glass washing equipment is clean, undamaged and ready for use
12	Stack glasswasher safely and clean glassware at the recommended temperature
13	Check the finished glassware is clean, undamaged and dry before storing according to your workplace standard
14	Dispose of broken or damaged glassware following the recommended procedures
15	Leave the glass washing equipment clean and ready for continuing use

Scope/range related to performance criteria

1 Stock for drinks service

1.1 bottled

1.2 draught

1.3 optic

1.4 free-poured

1.5 in cartons

1.6 in cans

1.7 hot drinks

2 Service equipment

2.1 bottle openers/corkscrews

2.2 optics/measures/pourers

2.3 glassware

2.4 drip trays/mats

2.5 ice bucket and tongs

2.6 chopping board/knife

2.7 coasters/drink mats

2.8 decorative items/stirrers

3 Condiments and accompaniments

3.1 ice

3.2 food garnishes

3.3 accompaniments for hot drinks

4 Electrical equipment

4.1 refrigerated units

4.2 ice machine

4.3 glass washer

4.4 hot beverage equipment

5 Service area

5.1 counters and shelves

5.2 floor

5.3 waste bins/bottle container

6 Glassware

6.1 glasses

6.2 jugs/pitchers

Unit 7: Serve alcoholic and soft drinks

Unit code: PPL2FBS2

SCQF level: 5

Credit points: 5

Unit summary

This unit is about how you provide your customers with a range of drinks during service. It covers alcoholic and non-alcoholic drinks served by a variety of methods including optics, draught and free-pouring. It also covers how you interact with customers to provide a professional and welcoming environment.

This unit focuses on the technical knowledge and skills required to serve alcoholic and soft drinks; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- serve alcoholic and soft drinks.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Serve; drinks; bar

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole standard	
1	Current, relevant legislation relating to licensing, weights and measures and trades description
Take customer orders	
2	Why all information given to customers must be accurate, particularly in relation to strength of drinks, special offers and promotions
3	Your workplace customer service standard
4	Why you should deal with customers in order of arrival where possible
Serve alcoholic and soft drinks	
5	Why it is important to check glassware for damage and cleanliness
6	Why drinks should be stored and served at the correct temperature
7	The correct techniques and equipment for opening drinks
8	The correct techniques and your workplace service standard for pouring and serving drinks
9	The correct glassware to use for each drink according to your workplace service standard
10	How to respond to someone who may be under the influence of excess alcohol or drugs and why it should be reported to the appropriate person
11	Why and to whom all customer incidents should be reported
12	Why and to whom all breakages should be reported
13	Why customer and service areas should be kept clean, tidy and free from rubbish
14	The types of unexpected situations which may occur when serving drinks and how to deal with these

Performance criteria	
Take customer drink orders	
1	Acknowledge your customers on arrival at the bar
2	Deal with customers in order of arrival at the bar where possible
3	Provide customers with assistance as necessary
4	Ensure your customers have the correct drinks menu to choose from
5	Provide your customers with information which enhances their experience, answering questions and promoting your company's products and services
6	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
7	Identify your customers' orders correctly and process them promptly and efficiently
Serve alcoholic and soft drinks	
8	Provide alcoholic drinks to permitted people only
9	Select the appropriate glass, making sure that is clean and undamaged
10	Pour the drink according to the product that you are serving and serve at the correct temperature with the appropriate garnish or accompaniment
11	Deal with customer incidents efficiently and inform the appropriate person where necessary
12	Keep the preparation/service areas clean

Scope/range related to performance criteria

1 Customer information

1.1 price

1.2 alcohol content/abv%

1.3 name and type of drink

1.4 style and characteristics

2 Drinks

2.1 bottled

2.2 draught

2.3 optic

2.4 free-poured

2.5 in cartons

2.6 in cans

2.7 hot

3 Drink accompaniments

3.1 ice

3.2 food garnishes

3.3 decorative items/stirrers

3.4 accompaniments for hot drinks

4 Customers

4.1 with routine needs

4.2 with non-routine needs

5 Service style

5.1 at the bar

5.2 at the table

6 Equipment

6.1 glassware

6.2 jugs/pitchers

6.3 crockery

6.4 cutlery

6.5 hot beverage containers

6.6 trays

Unit 8: Prepare and serve cocktails (mixology)

Unit code: PPL2FBS3

SCQF level: 5

Credit points: 4

Unit summary

This unit is about preparing and serving cocktails, or mixology (the art of preparing mixed drinks). The standard covers how you prepare equipment and ingredients, mixing methods and presentation methods used when providing your customer with an attractive mixed drink to suit their needs.

This unit focuses on the technical knowledge and skills required to prepare and serve cocktails (mixology); however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- prepare and serve cocktails (mixology).

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; serve; cocktails; mixology

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare service area and equipment for making cocktails	
1	Safe and hygienic working practices when preparing areas and equipment for making cocktails
2	Why it is important to follow food safety requirements when preparing cocktails
3	Why it is important to prepare ingredients and accompaniments in advance
4	The types of unexpected situations that may occur when preparing the area and equipment for making cocktails
Mix and serve cocktails	
5	Current relevant legislation relating to licensing and weights and measures
6	Safe and hygienic working practices when mixing and serving cocktails
7	Why and to whom all customer incidents should be reported
8	Where and from whom health and safety, food safety and licensing legislation can be obtained
9	Why it is important to give customers accurate information about the ingredients, basic characteristics and strength of their drink
10	Why is it important to give customers accurate information about special offers and promotions
11	What the techniques for making a range of alcoholic and non-alcoholic cocktails are
12	Why it is important to follow a recipe and use the correct measures when making cocktails

Knowledge and understanding	
13	When it is permissible to free-pour cocktail ingredients
14	What symptoms indicate that a customer has drunk excessive amounts or is under the influence of drugs and what your legal responsibilities are in relation to this
15	How to deal with violent or disorderly customers
16	The types of unexpected situations that may occur when mixing and serving cocktails and how to deal with these

Performance criteria	
Prepare service area and equipment for making cocktails	
1	Ensure that the service area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, undamaged, where it should be and switched on ready for use
3	Ensure that you have prepared sufficient ingredients and accompaniments ready for service and stored them appropriately
4	Ensure the customer area looks appealing and welcoming to customers according to your workplace standard
Mix and serve cocktails	
5	Acknowledge your customers and provide customers with assistance as necessary
6	Ensure your customers have the correct cocktail menu to choose from
7	Provide your customers with accurate information which enhances their experience, answering questions and promoting your company's products and services
8	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
9	Assemble cocktails using the recommended measures, techniques and equipment and finish with the appropriate accompaniments
10	Serve alcoholic cocktails to permitted people only
11	Keep the preparation/service area and equipment clean and tidy and free from rubbish and debris

Scope/range related to performance criteria

1 Equipment

1.1 blenders

1.2 shakers/mixers

1.3 pourers

1.4 stirrers

1.5 squeezers/strainers

1.6 chopping board and knife

1.7 glasses/jugs/pitchers

1.8 ice scoops

1.9 cocktail list menu

2 Ingredients

2.1 fruit

2.2 fruit juices/soft drinks/mixers

2.3 cream/milk

2.4 alcohol

2.5 syrup

3 Accompaniments

3.1 ice

3.2 food garnish

3.3 salt/sugar

3.4 decorative items/stirrers

4 Information

4.1 price

4.2 ingredients

4.3 measures/relative strength

5 Base ingredient

5.1 spirit based

5.2 cream based

5.3 champagne based

5.4 fruit based

6 Method

6.1 shaken/mixed

6.2 stirred

6.3 blended

6.4 muddled/churned

6.5 built/poured

6.6 layered

Unit 9: Prepare and serve beer/cider

Unit code: PPL2FBS4

SCQF level: 5

Credit points: 4

Unit summary

This unit is about preparing and serving a range of types of beer/cider. The standard covers how you prepare service equipment and ensure that there is fresh beer/cider available, in the correct condition for your customers. It also covers the pouring and service methods for each type of beer/cider.

This unit focuses on the technical knowledge and skills required to prepare and serve beer/cider; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- prepare and serve beer/cider.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Pour; serve; beer

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare service area and equipment for serving beer/cider	
1	Safe and hygienic working practices when preparing areas and equipment for serving beer/cider
2	Why it is important to follow food safety requirements when preparing beer/cider
3	Why it is important to prepare beer casks/kegs in advance
4	The types of unexpected situations that may occur when preparing the area and equipment for serving beer/cider
Pour and serve beer/cider	
5	Current relevant legislation relating to licensing and weights and measures
6	Safe and hygienic working practices when pouring and serving beer/cider
7	Why and to whom all customer incidents should be reported
8	Where and from whom health and safety, food safety and licensing legislation can be obtained
9	Why it is important to give customers accurate information about the ingredients, basic characteristics and strength of their drink
10	Why is it important to give customers accurate information about accompaniments, special offers and promotions
11	What the techniques for pouring and serving a range of beer/cider are
12	What symptoms indicate that a customer has drunk excessive amounts or is under the influence of drugs and what your legal responsibilities are in relation to this
13	How to deal with violent or disorderly customers
14	The types of unexpected situations that may occur when pouring and serving beer/cider and how to deal with these

Performance criteria	
Prepare service area and equipment for serving beer/cider	
1	Ensure that the service area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, undamaged and where it should be, switched on ready for use
3	Ensure restocked refrigerated units are stocked with sufficient supplies and accompaniments and store them appropriately ready for service
4	Ensure the customer area looks appealing and welcoming to customers according to your organisation/brand standard
Pour and serve beer/cider	
5	Acknowledge your customers and provide customers with assistance as necessary
6	Ensure your customers have the correct information relating to style and strength of beer/cider available to them
7	Provide your customers with accurate information which enhances their experience, answering questions and promoting your company's products and services
8	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
9	Pour beer/cider using the recommended measures, techniques and equipment and offering accompaniments when relevant
10	Serve alcoholic drinks to permitted people only
11	Keep the preparation/service area and equipment clean and tidy and free from rubbish and debris

Scope/range related to performance criteria

1 Equipment

1.1 barrels/kegs/casks

1.2 pumps

1.3 glasses/jugs/pitchers

1.4 refrigerated units

2 Accompaniments

2.1 ice

2.2 food garnish

3 Information

3.1 price

3.2 ingredients

3.3 measures/relative strength

4 Types of beer/cider

4.1 keg beer

4.2 lager

4.3 cask ale

4.4 cider

4.5 stout/porter

4.6 cream flow

5 Service style

5.1 draught

5.2 bottled

5.3 canned

Unit 10: Prepare and serve wine

Unit code: PPL2FBS5

SCQF level: 5

Credit points: 5

Unit summary

This unit is about how you prepare for the service of wine in your workplace, including organising the equipment and stock necessary. It also covers how you interact with your customer to determine their requirements and finally how you present and serve the wine.

This unit focuses on the technical knowledge and skills required to prepare and serve wine; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- prepare and serve wine.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Pour; serve; wines

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare service areas, equipment and stock for wine service	
1	Safe and hygienic working practices when preparing service areas, equipment and stock for wine service
2	What service equipment is required for different types of wine
3	What glassware is required for different types of wine
4	What temperature different types of wine should be stored and maintained at before service
5	The types of unexpected situations that may occur when preparing service areas, equipment and stock for wine service and how to deal with these
Determine customer requirements for wine	
6	Current, relevant legislation relating to licensing and trades description when selling wine
7	The basic characteristics of the wines on the wine list in your workplace, including grape varieties and styles
8	What factors to consider when providing advice to customers on choice of wine; food matching, meeting the customers' expressed requirements, maximising sales for your workplace
Present and serve wine	
9	Safe and hygienic practices when presenting and serving wine
10	Current, relevant legislation relating to licensing and trades description when serving wine
11	The appropriate glassware to use when serving wine

Knowledge and understanding	
12	The recommended temperatures required to maintain wine at its optimum quality
13	The correct method of service for different types of wines
14	What the indicators are in wine if unsuitable for drinking
15	The types of unexpected situations that may occur when serving wine and how to deal with these

Performance criteria	
Prepare service areas, equipment and stock for wine service	
1	Ensure that you have sufficient stock of clean, undamaged service linen, equipment and wine lists ready for use
2	Ensure that you have sufficient supply of wine bottles clean, undamaged, and stored at the appropriate temperature ready for use
Determine customer requirements for wine	
3	Greet your customers and provide with the correct wine list to choose from
4	Provide your customers with accurate information which enhances their experience, answering questions and promoting your company's products and services
5	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
6	Record your customers' order accurately
Present and serve wine	
7	Present the clean, undamaged wine to the customer at the correct temperature and according to your workplace service style
8	Open the wine using the appropriate method and equipment
9	Offer the customer the opportunity to taste the wine, then serve the wine to your customers
10	Refill customers' wine glasses as required in a professional yet unobtrusive manner

Scope/range related to performance criteria

1 Service equipment

1.1 glassware

1.2 trays

1.3 service cloths/linen

1.4 corkscrew/bottle opener

1.5 ice bucket/stands

1.6 chillers/coolers

2 Wine types

2.1 red

2.2 white

2.3 sparkling

2.4 fortified

3 Information

3.1 name and type of wine

3.2 price

3.3 characteristics

3.4 country of origin

3.5 abv%

4 Customer requirements

4.1 occasion

4.2 food matching

4.3 price

4.4 customer taste and style

5 Style of service

5.1 by the glass

5.2 by the bottle

5.3 by the carafe/decanter

Unit 11: Maintain cellars and kegs

Unit code: PPL2FBS6

SCQF level: 5

Credit points: 2

Unit summary

This unit is about how you maintain the condition of your cellar and kegs. It covers the maintenance of all equipment and how you retain the quality of the drinks for your customers.

This unit focuses on the technical knowledge and skills required to maintain cellars and kegs; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- maintain cellars and kegs.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Maintain; cellars; kegs

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Maintain cellars	
1	Safe and hygienic working practices when maintaining cellars
2	Why it is important to keep the cellar secure from unauthorised access
3	Why cellar temperature and environmental control is important and what ideal conditions are
4	The types of unexpected situations that may occur when maintaining the cellar and how to deal with these
Prepare kegs and gas for use	
5	Safe and hygienic working practices when preparing kegs and gas for use
6	What the risks of mishandling kegs and gas are and how to spot signs of leakage
7	Why and to whom any signs of damage to kegs or gas must be reported
8	What the safety considerations are when dealing with mixed gas and what your workplace procedure for dealing with an emergency is
9	How to tell if stock is out of condition or out of date and why this is important
10	The types of unexpected situations that may occur when preparing kegs and gas for use and how to deal with these

Performance criteria	
Maintain cellars	
1	Keep cellar surfaces free from dirt, rubbish, spillages and mould
2	Check that drains, gullies and sumps are clean and free-flowing
3	Keep all cellar equipment clean and in good working order
4	Use the correct cleaning equipment, personal protective equipment and chemicals and ensure that they are stored correctly
5	Maintain the temperature and environmental conditions of your cellar in accordance with your workplace standards
6	Secure the cellar from unauthorised access at all times
Prepare kegs and gas for use	
7	Store and position full kegs and gas supply safely and ensure that they are convenient for use
8	Follow safe and correct procedures when disconnecting kegs or gas supply
9	Check that the new keg or gas supply is the correct product and within date before connecting
10	Follow safe and correct procedures when connecting the new keg or gas supply
11	Store used kegs or gas safely and conveniently for dispatch
12	Deal with leakages in keg or gas supply immediately and efficiently making sure that you report any incidents to the appropriate person

Scope/range related to performance criteria

1 Environmental conditions

1.1 temperature

1.2 lighting

1.3 ventilation

1.4 humidity

2 Equipment

2.1 racks/shelves/cradles

2.2 refrigeration/cooling units

2.3 environmental conditioning units

2.4 cleaning systems equipment

3 Drinks/Gas

3.1 beer/lager

3.2 cider

3.3 ale

3.4 wine

3.5 soft drinks

3.6 gas cylinders

3.7 bulk gas

Unit 12: Clean drink dispense lines

Unit code: PPL2FBS7

SCQF level: 5

Credit points: 4

Unit summary

This unit is about how you safely clean and maintain the conduit of pipes and taps that are used to dispense a variety of drinks in your workplace, for example soft drinks, wine and beer.

This unit focuses on the technical knowledge and skills required to clean drink dispense lines; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- clean drink dispense lines.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Clean; drink; dispense lines

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Clean drink dispense lines	
1	Current legislation regarding safe and hygienic working practices when cleaning drink dispense lines
2	Why it is important to clean the drink dispense lines
3	What the dangers are of mishandling kegs and gas supplies
4	Why it is important to follow the correct procedures when handling chemicals
5	The specific equipment and techniques required to clean the drink dispense lines at your workplace
6	Why lines should be thoroughly rinsed after cleaning
7	The types of unexpected situations that may occur when cleaning drink dispense lines and how to deal with these

Performance criteria	
Clean drink dispense lines	
1	Prepare the drink dispense lines ready for cleaning, taking care to follow procedures for disconnecting kegs and gas supply
2	Use the correct procedures, measured chemicals and personal protective equipment to carry out the process of cleaning the drinks dispense lines
3	Follow the correct procedure and timings to soak the dispense lines and taps
4	Follow the correct procedures to flush the dispense lines, leaving them clean, undamaged, free from chemicals and in good working order
5	Make sure that you have pulled through the reconnected drink and that you have checked its quality before resuming service
6	Store all dispense line cleaning equipment and chemicals in the correct place according to your workplace standard
7	Check that the drinks service area is clean and tidy

Scope/range related to performance criteria

1 Drink dispense lines

1.1 beer/lager

1.2 stout

1.3 cider

1.4 ale

1.5 wine

1.6 soft drinks

Unit 13: Prepare and serve dispensed and instant hot drinks

Unit code: PPL2FBS8

SCQF level: 5

Credit points: 3

Unit summary

This unit is about how you prepare basic equipment such as dispensing machines, kettles, urns, and coffee and tea pots. It covers the preparation methods and how you serve hot drinks such as tea, coffee and hot chocolate.

This unit focuses on the technical knowledge and skills required to prepare and serve dispensed and instant hot drinks; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- prepare and serve dispensed and instant hot drinks.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; serve; dispensed; instant hot drinks

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare work area and equipment for hot drink service	
1	Safe and hygienic working practices when preparing the work area and equipment for the service of hot drinks
2	Why drinks and accompaniments must be ready for immediate use
3	Why it is important to check for damage in all work areas and equipment before service
Prepare and serve hot drinks	
4	Safe and hygienic working practices when preparing and serving hot drinks
5	Why information given to customers must be accurate
6	What the different techniques are for preparing different types of hot beverages
7	Why and to whom all customer incidents should be reported
8	Why and to whom all breakages should be reported
9	Why customer and service areas should be kept clean, tidy and free from rubbish
10	The types of unexpected situations which may occur when preparing and serving hot drinks

Performance criteria	
Prepare work area and equipment for hot drink service	
1	Ensure that the drink service area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the service equipment (including waste containers) is clean, undamaged, where it should be and switched on ready for use
3	Check that you have sufficient supply of service items clean, undamaged, ready for use and stored correctly
4	Prepare sufficient drink ingredients ready for service and store appropriately
5	Ensure the customer area looks appealing and welcoming to customers according to your workplace standard
Prepare and serve hot drinks	
6	Acknowledge your customers
7	Provide customers with assistance as necessary
8	Ensure your customers have the correct drinks menu to choose from
9	Provide your customers with information which enhances their experience, answering questions and promoting your company's products and services
10	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
11	Identify your customers' orders and process them promptly and efficiently
12	Keep the preparation/service area and equipment clean and tidy and free from rubbish and debris

Scope/range related to performance criteria

1 Preparation equipment

1.1 small vending machine

1.2 urn/kettle

1.3 filter (pour and serve)

1.4 coffee/tea pots

2 Service equipment

2.1 crockery

2.2 cutlery

2.3 glassware

2.4 trays

2.5 paper cups

2.6 filter papers

3 Other equipment

3.1 dishwasher

3.2 fridges/freezers

4 Drinks

4.1 coffee

4.2 tea

4.3 hot chocolate

5 Drink ingredients

5.1 coffee bags/pods/capsules

5.2 instant coffee

5.3 pre-ground coffee beans

5.4 syrup

5.5 chocolate powder

5.6 loose tea

5.7 tea bags

5.8 fruit/herbal infusions

6 Accompaniments

6.1 sugar

6.2 milk

6.3 cream

6.4 dusting powder

6.5 marshmallow/chocolate flakes

Unit 14: Set up a specialist coffee station

Unit code: PPL2FBS9

SCQF level: 5

Credit points: 3

Unit summary

This unit is about how you prepare for the service of specialist coffee in your workplace, including setting up the specialist equipment, such as espresso machine and grinder. It covers how you prepare the necessary stock for service and the checks that should be carried out to ensure the high quality of the coffee drinks that you will be producing.

This unit focuses on the technical knowledge and skills required to set up a specialist coffee station; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- set up a specialist coffee station.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; serve; hot drinks; specialist equipment; coffee; barista

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Set up a specialist coffee station	
1	Safe and hygienic working practices when preparing a specialist coffee station
2	The component parts of the espresso machine and how they fit together correctly
3	The correct water temperature and pressure required to set the espresso machine to produce a quality espresso coffee
4	The correct setting for the grinder and the effect this may have on the coffee drink and the espresso machine
5	The correct storage conditions for coffee beans and ground coffee
6	Why it is important to understand sales trends and demand when setting up a specialist coffee station
7	The types of unexpected situations that may occur when preparing a specialist coffee station
Check the extraction of an espresso coffee	
8	Safe and hygienic working practices when using an espresso coffee machine
9	The main types of coffee bean used and their characteristics
10	The production methods of coffee and the effect that these processes have on the end flavour of the coffee drink
11	The correct extraction time and flow of an espresso coffee and the characteristics you would expect in appearance, volume and flavour
12	The types of unexpected situations that may occur when using an espresso coffee machine and how to deal with these

Performance criteria	
Set up a specialist coffee station	
1	Ensure that the service area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, undamaged, where it should be and switched on ready for use
3	Stock service areas and refrigerated units with sufficient stock, service items and accompaniments and store them appropriately ready for service
4	Ensure the customer area looks appealing and welcoming to customers according to your workplace standard
Check the extraction of an espresso coffee	
5	Check that the grinder is at the correct setting and is dispensing the correct dose of coffee according to your workplace standard
6	Check that the espresso machine is displaying the correct water temperature and pressure
7	Test the quality of the espresso produced by checking the time of extraction, flow, flavour, volume and appearance meets your workplace standard
8	Report any problems with the equipment or the extraction to the proper person

Scope/range related to performance criteria

1 Equipment

1.1 espresso machine

1.2 grinder

1.3 knock box

1.4 tamp

1.5 refrigerated units

2 Stock

2.1 coffee beans

2.2 ground coffee sachets (decaf)

2.3 tea bags

2.4 loose tea

2.5 hot chocolate powder/syrup

2.6 fresh fruit items

3 Service items

3.1 crockery

3.2 cutlery

3.3 glassware

3.4 napkins

3.5 disposable cups/lids

3.6 stencils

4 Accompaniments

4.1 milk

4.2 sugar

4.3 dusting powder

4.4 marshmallows

4.5 cream

4.6 syrups

Unit 15: Prepare and serve beverages from a specialist coffee station

Unit code: PPL2FBS10

SCQF level: 5

Credit points: 3

Unit summary

This unit is about how you prepare and serve beverages from a specialist coffee station. It covers how you interact with your customer to determine their requirements, how you make and present a variety of drinks, such as coffee, tea, hot chocolate and smoothies.

This unit focuses on the technical knowledge and skills required to prepare and serve beverages from a specialist coffee station; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- prepare and serve beverages from a specialist coffee station.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Team member; waiter/waitress; bar staff; hot drinks; coffee; barista

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare and serve beverages from a specialist coffee station	
1	Safe and hygienic working practices when preparing and serving beverages from a specialist coffee station
2	Where and from whom health and safety and food safety legislation can be obtained
3	Why it is important to give customers accurate information about the ingredients, basic characteristics, appropriate accompaniments and strength of their drink
4	Why is it important to give customers accurate information about special offers and promotions
5	Why it is important to understand the range of beverages on your menu
6	The correct method and temperature for steaming milk and the techniques required to prepare a range of coffee based beverages
7	The range of tea products available, their production methods and how this affects their characteristics and flavours
8	What the techniques and temperatures are for preparing and serving the range of tea products
9	The correct method for preparing and serving hot chocolate
10	What a smoothie is and the techniques required to produce one
11	Why and to whom all customer incidents should be reported
12	The types of unexpected situations that may occur when preparing and serving beverages and how to deal with these

Performance criteria	
Prepare and serve beverages from a specialist coffee station	
1	Acknowledge your customers and provide them with assistance as necessary
2	Ensure your customers have the correct information and menu to choose from
3	Provide your customers with accurate information which enhances their experience, answering questions and promoting your company's products and services
4	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
5	Offer accompaniments appropriate to the beverage ordered
6	Prepare beverages using the recommended measures, techniques and equipment in a timely manner and according to your workplace standard
7	Keep the preparation/service area and equipment clean and tidy and free from rubbish and debris

Scope/range related to performance criteria

1 Coffee

1.1 espresso

1.2 Americano

1.3 cappuccino

1.4 latte

1.5 mocha

1.6 flat white

2 Tea

2.1 black tea

2.2 green tea

2.3 white tea

2.4 oolong tea

2.5 herbal/fruit infusions

3 Hot chocolate

3.1 powder

3.2 syrup

4 Smoothies

4.1 fresh fruit based

4.2 syrup based

5 Service items

5.1 crockery

5.2 cutlery

5.3 glassware

5.4 disposable cups/lids

5.5 napkins

5.6 stencils

6 Accompaniments

6.1 milk

6.2 cream

6.3 sugar

6.4 dusting powder

6.5 marshmallows

6.6 syrups

Unit 16: Clean and close a specialist coffee station

Unit code: PPL2FBS11

SCQF level: 5

Credit points: 4

Unit summary

This unit is about how you clean specialist equipment and close down the station after service.

This unit focuses on the technical knowledge and skills required to clean and close a specialist coffee station; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- clean and close a specialist coffee station.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Team member; waiter/waitress; bar staff; hot drinks; coffee; barista

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Clean and close down specialist coffee station after service	
1	Safe and hygienic working practices when closing station after service
2	Why all service items and equipment should be cleaned and stored correctly following use
3	The importance of following manufacturers' and workplace procedures for turning off, unplugging and cleaning equipment following use
4	The safe storage procedures for all food stock items
5	The correct disposal method for coffee grounds and tea products
6	Why and to whom any problems should be reported
7	The types of unexpected situations that may occur when closing the specialist coffee station after service and how to deal with these

Performance criteria	
Clean and close down specialist coffee station after service	
1	Prioritise work and carry it out in an efficient manner
2	Clean all specialist equipment in according to the manufacturer's and your workplace requirements
3	Ensure that all service items are cleaned and stored correctly ready for the next service
4	Check that specialist equipment is turned off and unplugged where necessary
5	Dispose of coffee grounds and used tea products according to your workplace standard
6	Check and record that food storage equipment meets your workplace and legal requirements and that food is stored correctly
7	Report any problems with equipment to the appropriate person
8	Complete work and documentation in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the station after service

Scope/range related to performance criteria

1 Equipment

1.1 espresso machine

1.2 grinder

1.3 knock box

1.4 tamp

1.5 refrigerated units

2 Stock

2.1 coffee beans

2.2 ground coffee sachets (decaf)

2.3 tea bags

2.4 loose tea

2.5 hot chocolate powder/syrup

2.6 fresh fruit items

3 Service items

3.1 crockery

3.2 cutlery

3.3 glassware

3.4 napkins

3.5 disposable cups/lids

3.6 stencils

4 Accompaniments

4.1 milk

4.2 sugar

4.3 dusting powder

4.4 marshmallows

4.5 cream

4.6 syrups

Unit 17: Receive, store and issue drinks stock

Unit code: PPL2FBS12

SCQF level: 5

Credit points: 2

Unit summary

This unit is about how you prepare for and check drinks deliveries, completing all necessary documents and safe storage of the stock. It also covers how you monitor and control storage conditions and stock levels.

This unit focuses on the technical knowledge and skills required to receive, store and issue drinks stock; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- receive, store and issue drinks stock.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Receive; store; issue; drinks stock

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Receive drinks deliveries	
1	Safe and hygienic working practices when receiving drinks deliveries
2	Where and from whom health and safety information can be obtained
3	Why receiving areas should be secured from unauthorised access
4	Why and to whom any discrepancies or damage should be reported
5	What records should be retained for audit purposes
6	The types of unexpected situations that may occur when receiving drinks stock and how to deal with these
Store and issue drinks stock	
7	Safe and hygienic working practices when storing and issuing drinks stock
8	Why storage areas should be secured from unauthorised access at all times
9	Why storage and stock rotation procedures should be followed
10	Why a minimum level of stock must be maintained and your workplace standard for reporting and deviance in these
11	Why the correct procedures should be followed and the correct documentation produced before stock may be issued
12	The types of unexpected situations that may occur when storing and issuing drinks stock and how to deal with these

Performance criteria	
Receive drinks deliveries	
1	Prepare for the delivery and ensure that the receiving and storage areas are clean, clear and secured against unauthorised access
2	Check that the delivery documents agree with the stock you are receiving and report any discrepancies to the appropriate person
3	Check that the stock is undamaged, of the correct quality and within date
4	Complete and retain any delivery records accurately and according to your workplace standard
5	Use safe procedures to transport the stock to the storage area taking care not to damage it on the way
Store and issue drinks stock	
6	Maintain the storage area conditions and use stock rotation procedures to ensure the quality of the stock is retained
7	Record details of stock received, stored and issued according to your workplace standard
8	Issue stock in line with your workplace requirements and inform the appropriate person if stock levels are low
9	Keep all storage areas clean, tidy, free from rubbish and secured against unauthorised access

Scope/range related to performance criteria

1 Deliveries

1.1 crated drinks

1.2 boxed drinks

1.3 kegs

1.4 gas

1.5 bar equipment

1.6 glasses

2 Storage conditions

2.1 lighting

2.2 ventilation

2.3 temperature

2.4 cleanliness

3 Drinks

3.1 crated bottles

3.2 boxed bottles

3.3 individual bottles

3.4 kegs

3.5 casks

3.6 cans

3.7 cartons

Unit 18: Prepare and clear areas for table service

Unit code: PPL2FBS13

SCQF level: 5

Credit points: 4

Unit summary

This unit is about how you prepare the customer dining areas ready for table service. It covers creating a welcoming environment for your customers, laying up the tables, making sure that all the necessary service items and equipment are available and concludes with the efficient clearing of the dining area.

This unit focuses on the technical knowledge and skills required to prepare and clear areas for table service; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- prepare and clear areas for table service.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; clear; table service

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare service areas and equipment for table service	
1	Safe and hygienic working practices when preparing service areas and equipment for table service
2	Your workplace service style standards and procedures for stock control
3	Why it is important to check expiry dates and how to do so
4	Why a constant stock of food service items and equipment must be maintained
5	Why service equipment must be switched on before service
6	Why waste must be handled and disposed of correctly
7	Where and from whom health and safety and food safety information can be obtained
8	The types of unexpected situations that may occur when you are preparing the service areas and equipment and how to deal with these
Prepare customer and dining areas for table service	
9	Safe and hygienic working practices when preparing customer and dining areas for table service
10	Why it is essential to check table coverings, napkins and table items before service
11	Why menus and promotional information must be checked before service
12	Why heating, air conditioning, ventilation and lighting should be checked before service
13	The types of unexpected situations that may occur when you are preparing the customer and dining areas for table service and how to deal with these

Knowledge and understanding	
Clear customer, dining and service areas after table service	
14	Safe and hygienic working practices when clearing customer, dining and service areas after table service
15	Why all customer, dining and service areas must be left clean after service
16	Why particular electrical equipment should be turned off after service
17	Why waste must be handled and disposed of correctly
18	How to dispose of broken glass and crockery correctly
19	The security procedures you should follow
20	The types of unexpected situations that may occur when you are clearing areas after table service and how to deal with these

Performance criteria	
Prepare service areas and equipment for table service	
1	Ensure that the food service area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the service equipment (including waste containers) is clean, undamaged, where it should be and switched on ready for use
3	Check that you have sufficient supply of service items clean, undamaged, ready for use and stored appropriately
4	Prepare condiments and accompaniments ready for service and store them appropriately
Prepare customer and dining areas for table service	
5	Ensure that customer and dining furniture, table coverings and table items are clean, undamaged and ready for use
6	Arrange the dining area furniture and lay up the tables according to the required service style and number of covers
7	Ensure that menus and promotional items are available, clean and correct
8	Check that condiments and the appropriate accompaniments are filled, clean and ready for customers' use
9	Ensure the customer area is appealing and welcoming to customers according to your workplace standard
Clear customer, dining and service areas after table service	
10	Assemble service items, food items, condiments and accompaniments for cleaning or store reusable items according to your workplace standard and food safety regulations
11	Dispose of rubbish and waste food appropriately
12	Check that all service equipment is clean, turned off and stored away correctly
13	Keep the service area clean and ready for the continuing service
14	Keep the customer areas and furniture clean, tidy and ready for the continuing service

Scope/range related to performance criteria

1 Service operation

1.1 restaurant table

1.2 function

2 Service equipment

2.1 service cutlery

2.2 service dishes/flats

2.3 refrigerated units

2.4 warmers

2.5 hot plates

2.6 sideboards/service stations

2.7 trays/trolleys

2.8 hot/cold beverage service containers

3 Condiments and accompaniments

3.1 dry seasonings/flavourings

3.2 sauces/dressings

3.3 prepared bread items

4 Table items

4.1 crockery

4.2 cutlery

4.3 glassware

4.4 menus and promotional items

4.5 table decorations

4.6 table coverings and napkins

4.7 condiments and accompaniments

5 Cover lay-up

5.1 à la carte menu

5.2 table d'hôte menu

5.3 function

6 Food service areas

6.1 customer dining

6.2 sideboards/service station/trolleys

6.3 service preparation

Unit 19: Serve food at table (formal dining)

Unit code: PPL2FBS14

SCQF level: 5

Credit points: 5

Unit summary

This unit is about providing customers with a formal dining service experience. It covers greeting, seating and assisting customers, providing customers with information to enhance their visit, serving food at the table and the maintenance of a welcoming customer dining area.

This unit focuses on the technical knowledge and skills required to serve food at the table (formal dining); however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- serve food at table (formal dining).

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Serve; food; table; formal

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Greet customers and take orders	
1	Your workplace standard for customer service
2	Why menus and promotional items should be checked before service
3	Why information regarding the menu, availability, dish composition, ingredients and cooking methods given to the customer should be accurate
4	The types of assistance that customers may need and how to deal with these
5	The types of unexpected situations which may occur when greeting customers and processing their orders and how to deal with these
Serve customers and maintain the dining area	
6	Safe and hygienic working practices when serving customers and maintaining the dining area
7	Which service equipment is appropriate for different menu items and food service methods
8	Which condiments and accompaniments are appropriate for each menu item
9	Why a constant stock of service and table items must be maintained
10	Why food should be presented in line with the menu specifications
11	Why and to whom all customer incidents should be reported
12	Why customer dining and service areas must be kept free from rubbish and food debris
13	Why waste must be handled and disposed of correctly
14	The types of unexpected situations which may occur when serving food at the table and how to deal with these

Performance criteria	
Greet customers and take orders	
1	Acknowledge your customers on arrival, check any booking records and help with their requirements in line with your workplace service standard
2	Provide customers with assistance as necessary
3	Ensure your customers have the correct choice of menu(s) available
4	Provide your customers with information which enhances their experience, answering questions and promoting your company's products and services
5	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
6	Identify your customers' orders correctly and process them promptly and efficiently
Serve customers and maintain the customer dining area	
7	Provide your customers with correct, clean and undamaged table items, at the appropriate times
8	Serve your customers using clean, undamaged and appropriate service equipment
9	Serve your customers with the correct quality food items, at the correct temperature and according to your workplace service style and standards
10	Carry out your work with the minimum of disturbance to customers, whilst remaining available to assist your customers where necessary
11	Clear finished courses from the table at the appropriate time according to your workplace standards
12	Clear the customer area of soiled, used or unused table items at appropriate times according to your workplace service style and standard
13	Keep the customer area appealing and welcoming to customers according to your workplace standard
14	Restock and replenish table items when necessary during the service
15	Keep the customer service area clean and tidy and free from rubbish and food debris

Scope/range related to performance criteria

1 Customers

1.1 with special requirements

1.2 without special requirements

2 Customer requirements

2.1 number of place settings

2.2 special seating requirements

2.3 nominated seating

2.4 dietary requirements

3 Service operation

3.1 restaurant

3.2 formal function

4 Information

4.1 dishes available

4.2 dish composition, ingredients and method of cooking

4.3 prices

4.4 special offers and promotions

5 Table items

5.1 crockery

5.2 cutlery

5.3 glassware

5.4 napkins

5.5 condiments and accompaniments

6 Service equipment

6.1 cutlery

6.2 dishes, flats

6.3 service cloths, linen, gloves

6.4 trays, trolleys

7 Service method

7.1 plated

7.2 served

Unit 20: Serve food at table (casual dining)

Unit code: PPL2FBS15

SCQF level: 5

Credit points: 3

Unit summary

This unit is about providing customers with an excellent food and beverage service experience in a casual dining environment. It covers greeting and assisting customers, providing customers with information to enhance their visit, serving food at the table and the maintenance of a welcoming customer dining area.

This unit focuses on the technical knowledge and skills required to serve food at the table (casual dining); however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- serve food at table (casual dining).

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Serve; food; casual

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Greet customers and take orders	
1	Your workplace standard for customer service
2	Why menus and promotional items should be checked before service
3	Why information regarding the menu, availability, dish composition, ingredients and cooking methods given to the customer should be accurate
4	The types of assistance that customers may need and how to deal with these
5	The types of unexpected situations which may occur when greeting customers and processing their orders and how to deal with these
Serve customers and maintain the dining area	
6	Safe and hygienic working practices when serving customers and maintaining the dining area
7	Which service equipment is appropriate for different menu items and food service methods
8	Which condiments and accompaniments are appropriate for each menu item
9	Why a constant stock of service and table items must be maintained
10	Why food should be presented in line with the menu specifications
11	Why and to whom all customer incidents should be reported
12	Why customer dining and service areas must be kept free from rubbish and food debris
13	Why waste must be handled and disposed of correctly
14	The types of unexpected situations which may occur when serving food at the table and how to deal with these

Performance criteria	
Greet customers and take orders	
1	Acknowledge your customers on arrival, check any booking records and help with their requirements in line with your workplace service operation
2	Provide customers with assistance as necessary
3	Ensure your customers have the correct menu to choose from
4	Provide your customers with information which enhances their experience, answering questions and promoting your company's products and services
5	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
6	Identify your customers' orders correctly and process them promptly and efficiently
Serve customers and maintain the customer dining area	
7	Provide your customers with correct, clean and undamaged table items, at the appropriate times
8	Serve your customers using clean, undamaged and appropriate service equipment
9	Serve your customers with the correct quality food items, at the correct temperature and according to your workplace service style and standards
10	Carry out your work with the minimum of disturbance to customers, whilst remaining available to assist your customers where necessary
11	Clear the customer area of soiled, used or unused table items at appropriate times according to your workplace service style and standard
12	Keep the customer area appealing and welcoming to customers according to your workplace standard
13	Restock and replenish table items when necessary during the service
14	Keep the customer service area clean and tidy and free from rubbish and food debris

Scope/range related to performance criteria

1 Customers

1.1 with special requirements

1.2 without special requirements

2 Customer requirements

2.1 number of place settings

2.2 special seating requirements

2.3 dietary requirements

3 Service operation

3.1 restaurant

3.2 function

4 Information

4.1 dishes available

4.2 dish composition, ingredients and method of cooking

4.3 prices

4.4 special offers and promotions

5 Table items

5.1 crockery

5.2 cutlery

5.3 glassware

5.4 napkins

5.5 condiments and accompaniments

6 Service equipment

6.1 cutlery

6.2 dishes/flats

6.3 service cloths/linen/paper alternatives

6.4 trays, trolleys

7 Service method

7.1 plated

Unit 21: Provide a silver service

Unit code: PPL2FBS16

SCQF level: 5

Credit points: 4

Unit summary

This unit is about the silver service of a variety of food items. It covers the equipment that you will need to provide a silver service, the types of foods that may be served in this way from soups and sauces to meat, poultry, vegetables and desserts. This unit also covers how you clear the table in between finished courses in order to maintain an appealing environment for your customers.

This unit focuses on the technical knowledge and skills required to provide a silver service; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- provide a silver service.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Silver service

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Silver serve food	
1	Safe and hygienic working practices when providing a silver service
2	Why it is important to have correct information regarding the menu, availability, dish composition, ingredients and cooking methods
3	What your workplaces procedures for the serving of each courses are
4	The importance of correctly portioning food
5	The importance of food presentation
6	Why and to whom all customer incidents should be reported
7	The types of unexpected situations that may occur when providing a silver service and how to deal with these
Clear finished courses	
8	Safe and hygienic working practices when clearing finished courses
9	Your workplace procedure for clearing finished courses
10	Why customer dining and service areas must be kept free from rubbish and food debris
11	Why waste must be handled and disposed of correctly
12	The types of unexpected situations that may occur when clearing finished courses and how to deal with them

Performance criteria	
Silver serve food	
1	Ensure that your prepared, clean and undamaged service equipment is ready for service according to your workplace service standards
2	Ensure that the food you are going to serve is the correct type, quantity and quality required and that it is arranged in a way that allows easy service
3	Portion, serve and present the food items in an appealing manner, using the appropriate service equipment
4	Handle and dispose of surplus food items and equipment appropriately in order to maintain the appearance and ambience of the customer dining area
5	Carry out your work with the minimum of disturbance to customers, whilst remaining available to assist your customers as required
Clear finished courses	
6	Clear finished courses from the table at the appropriate time, systematically, with the assistance of other staff members and according to your workplace service standards
7	Check crockery, cutlery and other table items in between courses. Replace or remove items as necessary
8	Maintain the appearance of the table by clearing waste and food debris according to your workplace service standards

Scope/range related to performance criteria

1 Service equipment

1.1 dishes/liners/flats

1.2 service cutlery

1.3 service cloths/linen/gloves

2 Service operation

2.1 function

2.2 restaurant

2.3 buffet/carvery

3 Food items

3.1 soups

3.2 sauces/gravies

3.3 solid items (meat/poultry/potatoes/bread rolls)

3.4 small chopped items (vegetables/rice)

3.5 sliced meat/poultry

3.6 wedged items (pies/tarts/gateaux)

3.7 spooned desserts/puddings

3.8 cheese

4 Courses

4.1 starter

4.2 main course

4.3 dessert/cheese

5 Cleared table items

5.1 crockery

5.2 cutlery

5.3 glassware

5.4 condiments and accompaniments

5.5 table items/napkins

Unit 22: Provide a buffet service

Unit code: PPL2FBS17

SCQF level: 5

Credit points: 2

Unit summary

This unit is about how you prepare a buffet food display area. It covers the preparation of items such as crockery, cutlery, napkins and display equipment. Serving of the food follows, which includes your interaction with customers and how you enhance their dining experience, portioning and product knowledge. Finally, the unit is completed by maintaining the food display area to uphold food safety standards and an appealing display for your customers

This unit focuses on the technical knowledge and skills required to provide a buffet service; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- provide a buffet service.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Buffet

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare a buffet display	
1	Safe and hygienic working practices when preparing a buffet display
2	Why service equipment should be turned on before use
3	Why heating, air conditioning, lighting, ventilation should be checked before service
4	Why table items should be checked for damage and cleanliness before service
5	The types of unexpected situations that may occur when preparing a buffet display and how to deal with these
Serve customers at the buffet	
6	Safe and hygienic working practices when serving customers at a buffet area
7	Why information given to customers should be correct
8	Why portions should be controlled when serving food to customers
9	Why and to whom all customer incidents should be reported
10	The types of unexpected situations that may occur when serving food to customers and how to deal with these
Maintain the buffet	
11	Safe and hygienic working practices when maintaining a buffet display area
12	Why maintaining food at the correct temperature is important and how you can achieve this
13	Why food items should be replenished and displayed correctly throughout service

Knowledge and understanding	
14	Why buffet areas should be kept free from rubbish and food debris

Performance criteria	
Prepare a buffet display	
1	Clean the buffet display area ensuring it is undamaged and positioned in a way that meets your workplace service standard as well as giving the customers the best view of the food on offer
2	Check that heated / refrigerated units are switched on in time ready for service
3	Ensure that table items are clean, undamaged and readily accessible to your customers
4	Clean service equipment ensuring it is undamaged and positioned ready for use
5	Display food items in an appealing manner and in accordance with food safety requirements
Serve customers at the buffet	
6	Acknowledge your customers on arrival at the buffet and provide them with assistance as necessary
7	Acknowledge your customers on arrival at the buffet and provide them with assistance as necessary
8	Provide your customers with information which enhances their experience, answering questions and promoting your company's products and services
9	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
10	Identify your customers' choices correctly, serve them promptly and efficiently while taking care to portion and present food according to your workplace standards
Maintain the buffet area	
11	Replenish food items according to your workplace standards and following food safety requirements
12	Keep the buffet area free from food debris or unwanted items

Scope/range related to performance criteria

1 Service style

1.1 served

1.2 self-service

2 Table items

2.1 crockery

2.2 cutlery

2.3 napkins

3 Service equipment

3.1 dishes/flats/plates

3.2 service cutlery

3.3 service cloths/linen

4 Food items

4.1 hot

4.2 cold

4.3 accompaniments

Unit 23: Convert an area for dining

Unit code: PPL2FBS18

SCQF level: 5

Credit points: 4

Unit summary

This unit is about how you can convert any appropriate space so that it may be used for dining. This might be a day conference suite into an evening dining room, an outside terrace into a lunch venue or a space beside a bar into an intimate dining area. It also covers returning the space to its original state.

This unit focuses on the technical knowledge and skills required to convert an area for dining; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a hospitality environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- convert an area for dining.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Convert; room; dining

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Set up a dining area	
1	Why it is important to use the approved safe lifting and moving techniques and what these techniques are
2	How to work out how many staff are needed to move each item and if there are specific storage requirements for them
3	What equipment commonly needs to be moved
4	Which layouts are commonly used by your workplace for dining areas
5	What your workplace service structure is and how you fit into it
6	Why and to whom any problems with equipment need to be reported
7	The types of unexpected situations that may occur when setting up a dining area and how to deal with these
Return a dining area to its original state	
8	Safe and hygienic working practices when cleaning different surfaces and equipment in dining areas
9	Why it is important to inspect the area on completion of the work

Performance criteria	
Set up a dining area	
1	Identify which items need to be moved, the number of people you will need to do this and the amount of time it will take
2	Ensure that you have the appropriate number of staff available to prepare the room in the required manner, within the required time
3	Prioritise your work to make sure that you carry it out efficiently
4	Move any items not required and make sure that they are stored in the correct manner
5	Handle and dispose of refuse in the correct manner
6	Set up the necessary dining and service equipment in a safe manner
7	Check that the dining and service equipment is clean and in the correct place to meet the customer requirements
8	Ensure that the space is welcoming and appealing to customers as a dining environment
Return the dining area to its original state	
9	Prioritise your work to make sure that the area may be returned to its original state as efficiently as possible
10	Ensure that you have the necessary number of staff to clear the area and return the dining and service equipment
11	Clean all equipment before safely moving it and storing in the appropriate place
12	Handle and dispose of refuse in the correct manner
13	Leave the area in the appropriate condition for its original use

Scope/range related to performance criteria

1 Dining equipment

1.1 tables

1.2 chairs

1.3 service surfaces

2 Table items

2.1 cutlery

2.2 crockery

2.3 table coverings and napkins

2.4 condiments

2.5 table decorations and menus

3 Service equipment

3.1 service cutlery

3.2 warmers

3.3 dishes/flats/bowls

Unit 24: Maintain food safety in a hospitality environment

Unit code: PPL2GEN5

SCQF level: 5

Credit points: 3

Unit summary

This unit reflects current food safety guidance in the UK and integrates the key themes of cleaning and preventing contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard based procedures to maintain food safety in their department.

Separate standards 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.

When you have completed this unit you will have demonstrated your understanding of and your ability to:

- maintain food safety in a hospitality environment.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Food safety; hazards; cleaning

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Risks to food safety	
1	The types of contamination and cross-contamination of food and surfaces and how they can occur
2	Vehicles of contamination including surfaces
3	The types of food poisoning and how food poisoning organisms can contaminate food
4	The common symptoms of food poisoning
5	The factors which enable the growth of food poisoning organisms
6	How personal hygiene and behaviour affect the safety of food
7	Your role in spotting and dealing with hazards, and in reducing the risk of contamination
8	The importance of identifying food hazards promptly
9	The potential impact on health if hazards are not spotted and dealt with promptly
10	The importance of risk assessments
11	Types of unsafe behaviour that may impact on the safety of food and why it is important to avoid this type of behaviour when working with food
12	The legal and regulatory requirements for food safety, the importance of complying with them, the implications of non-compliance and the role of enforcement officers

Knowledge and understanding	
How to control risks to food safety	
13	The importance of, and methods for, separation of raw and cooked foods, separation of finished dishes
14	The temperature danger zone, why food needs to be kept at specified temperatures and how to ensure this
15	What procedures to follow when dealing with stock including deliveries, storage, date marking and stock rotation, and why it is important to consistently follow them
16	Why it is important to keep work areas and environment clean and tidy, and tools, utensils and equipment in good order, clean condition and stored correctly
17	How the methods and frequency of cleaning and maintenance of equipment, surfaces and environment affect food safety in the workplace
18	The actions that should be taken in response to spotting a potential hazard, including the correct person to whom issues should be reported
19	The types of food waste which can occur in the workplace and how it should be safely handled in the workplace
20	The main types of pests and infestation that may pose a risk to the safety of food, how they can occur, how to recognise them, how to prevent them
Keep your working area clean and hygienic	
21	Why surfaces and equipment must be clean before beginning a new task and how to do so
22	Why it is important only to use clean and suitable cloths and equipment when cleaning between tasks and how to do so
23	Why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety
24	The types of damaged surfaces and equipment that can cause food safety hazards and what to do about them
25	Why it is important to clear and dispose of waste promptly and safely and how to do so
26	How damage to walls, floors, ceilings, furniture and fittings can cause food safety hazards and the type of damage you should look for
27	The types of pests that you may find in catering operations and how to identify the signs that they may be there

Performance criteria	
Keep yourself and your working area clean and hygienic	
1	Comply with legal and organisational requirements for personal hygiene and behaviour
2	Ensure surfaces and equipment are clean and in good condition
3	Use clean and suitable cloths and equipment for wiping and cleaning between tasks
4	Remove from use any surfaces and equipment that are damaged or have loose parts and report them to the person responsible
5	Dispose of waste promptly, hygienically and appropriately
6	Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings, furniture and fittings
7	Identify, take appropriate action on and report to the appropriate person any signs of pests
8	Keep necessary records accurate and up-to-date

Scope/range related to performance criteria

1 Hazards/Sources of contamination

1.1 microbial

1.2 chemical

1.3 physical

1.4 allergenic

2 Vehicles of contamination

2.1 hands

2.2 cloths and equipment

2.3 hand contact surfaces

2.4 food contact surfaces

2.5 contamination routes

3 Personal hygiene and behaviour

3.1 wearing protective clothing and headgear

3.2 keeping direct handling of food should be kept to a minimum

3.3 following recommended procedures for washing hands, including when to wash your hands (after going to the toilet, when going into food preparation, cooking and service areas, after touching raw food and waste, and before serving food)

3.4 reporting cuts, boils, grazes and injuries

3.5 treating and covering cuts, boils, skin infections and grazes

3.6 reporting illnesses and infections, particularly stomach illnesses, before entering the food preparation, cooking and service areas

3.7 having clean hair, skin, nails and clothing

3.8 wearing jewellery only in line with organisational procedures

3.9 recording incidents

3.10 avoid behaviours including: touching face, nose or mouth; chewing gum; eating; smoking – when you are working with food

4 Surfaces and equipment

4.1 surfaces and utensils used in the department

4.2 appropriate cleaning equipment

Unit 25: Collect linen and make beds

Unit code: PPL1HK1

SCQF level: 3

Credit points: 3

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. It is for people who regularly service bedrooms and make beds such as room attendants.

The way a bed is presented can assist in creating a welcoming atmosphere across all types of establishments including hotels, residential homes or bed and breakfasts. Depending on the establishment customers or guests may now be given more choice in terms of pillows or bed linen further expanding on the guest experience.

When you have completed this unit you will be able to demonstrate your understanding of and ability to:

- collect linen and make beds.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Beds; linen and bed covers

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole unit	
1	Safe lifting and handling techniques and why you should always use them
2	Your organisation's standards for linen and bed coverings
3	Why you should keep soiled linen separate from clean linen
Collect clean linen and bed coverings	
4	Why you must keep your linen and linen store secure
5	Why it is important to check linen to make sure it is clean and up to standard
6	The types of problems that may happen when you are choosing and collecting linen from the linen store and how to deal with these
Strip and make beds	
7	The correct way to deal with soiled linen
8	The right way to sort different fabrics
9	Your organisation's procedures for making and re-sheeting beds
10	Why it is important to use the right sized linen
11	Why it is important to use the correct type of pillow or bed linen for individual customers or guests
12	The types of problems or unexpected situations – including customer incidents – that may happen when stripping and making beds and how to deal with these

Knowledge and understanding	
13	How to spot and what procedures to use, if encountering bedbugs or other infestations
14	What the environmental implications connected to the use of bed and bathroom linen are
15	What the procedures are for reporting damage

Performance criteria	
Collect clean linen and bed coverings	
1	Check timescales for planned workload and plan work accordingly
2	Choose and collect the bed and bathroom linen and bed coverings that you need for your work schedule
3	Ensure the linen and bed coverings meet your organisation's standards
4	Handle and move the linen and bed coverings safely
5	Keep your linen store safe and secure
Strip and make beds	
6	Check timescales for planned workload and plan work accordingly
7	Strip all linen and bed covering from the beds
8	Handle and store soiled linen and bed coverings correctly
9	Prepare the bed ready for making
10	Check the bed base, bed head, linen and bed coverings are clean and not damaged
11	Make the bed with the right linen and bed coverings depending on the type of customer and their personal requirements if known
12	Leave the bed neat, smooth and ready for use
13	Deal with customers’ personal property according to your organisation's procedures

Scope/range related to performance criteria

1 Linen and bed coverings

1.1 sheets/duvet covers

1.2 blankets/duvets

1.3 bedspreads/throws

1.4 pillow cases/sheets

1.5 waterproof sheets

1.6 valances/mattress protectors

1.7 pillows

1.8 bathroom linen

1.9 cushions/cushion covers

2 Beds

2.1 double/single beds

2.2 cots/folding beds

2.3 zip and link

2.4 sofa beds

3 Customer

3.1 new

3.2 stay over

Glossary

Customer incidents

For example, the customer is still in the room or entering the room when you are working.

Unit 26: Work individually and follow reporting procedures in a cleaning environment

Unit code: PPL1HK5

SCQF level: 4

Credit points: 2

Unit summary

This unit is about working on your own and ensuring your own safety whilst doing so. It is for people that carry out cleaning duties whilst working alone. It could be a housekeeping assistant or cleaner. When working individually you might have to deal with team workers from other occupational areas or the general public by providing them with information, or interacting with them in another way. In these situations it is important to act appropriately to create a positive impression of your employer and/or workplace.

When you have completed this you will be able to demonstrate your understanding of and ability to:

- work individually and follow reporting procedures in a cleaning environment.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Cleaning

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Know how to ensure own safety when working individually when cleaning	
1	Arrangements for contacting the appropriate person
2	How often contact should be made when carrying out work
3	Procedures for entering the workplace
4	Types of risks present in the workplace
5	The importance of taking action to reduce risks in the workplace
6	Own level of responsibility for controlling access to the workplace
7	The importance of following procedures for access to the workplace
8	Types of other authorised persons who can enter the workplace
Know expected standards of behaviour in the workplace	
9	Standards of behaviour expected in the workplace
10	The importance of giving a positive impression to others
11	Different ways of communicating with others
12	Why it is important to check that you have been understood

Knowledge and understanding	
Know how to follow procedures when working individually	
13	Organisational requirements for reporting to own employer or customer
14	Employer procedures and rules, including emergency procedures and contacts that apply to the work area
15	Organisational requirements for recording damage, breakages and disruption
16	The importance of reporting any damage, breakages and disruption caused
17	Organisational requirements for leaving the workplace
18	The importance of leaving the workplace secure
Know how to carry out work individually	
19	Where to obtain the work schedule and instructions
20	Areas in which you are authorised to carry out work
21	The importance of assessing how own work is progressing
22	The importance of identifying any tasks that you will be unable to complete individually

Performance criteria	
Be able to ensure own safety when working individually when cleaning	
1	Maintain agreed levels of contact with the appropriate person when carrying out work
2	Follow the correct procedure for entering and leaving the workplace
3	Identify risks present in the workplace
4	Take action to reduce risks in the workplace
5	Control access to the workplace within the limits of own responsibility
6	Respond to customers and others and provide information that meets their needs
Be able to carry out work individually	
7	Use the work schedule to complete work
8	Identify tasks you are not able to complete individually and report to the appropriate person
9	Report any problems to the appropriate person which you are unable to deal with alone, affect health and safety or the reputation of the workplace
10	Record and report any breakages, damage and disruption in the workplace
11	Report any work that is incomplete and agree arrangements for finishing the work with the appropriate person

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 27: Clean and service a range of areas

Unit code: PPL2HK1

SCQF level: 5

Credit points: 3

Unit summary

This unit is about daily cleaning routines in order to maintain high standards and potentially avoid complaints. It covers cleaning toilet and bathroom areas, floors, walls and mirrors. It also covers cleaning furnished areas and disposing of both hazardous and non-hazardous waste. It is for housekeeping assistants and cleaning staff. The cleanliness and maintenance of any establishment is an area that guests or customers can be very quick to comment on, particularly on social media platforms.

When you have completed this unit you will be able to demonstrate your understanding of and ability to:

- clean and service a range of areas.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Clean; service; range of areas

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole unit	
1	Why it is important to consider timescales when cleaning and servicing a range of areas
2	What to do if customers are present when you are cleaning rooms
3	Why it is important to prepare the area and yourself before cleaning and disposing of waste
4	The types of items in bathrooms and bedrooms that may need maintenance and repair
5	Why it is important to report items needing repair and who to report them to
6	Types of records you may need to keep in relation to cleaning
7	Why the work area needs to be inspected on completion
8	Why environmental conditions should be maintained appropriately
Clean and service toilet and bathroom areas	
9	Your organisation's standards for cleaning toilet and bathroom areas
10	Why hazard signs are sometimes needed in preparing the work area
11	What materials and equipment are used for cleaning different areas of the bathroom and how to choose the correct one
12	The types of unexpected situations that may happen when you are cleaning bathrooms and toilets and how to deal with these

Knowledge and understanding	
Clean and service furnished areas	
13	Your organisation's standards for cleaning in furnished areas
14	Safe lifting and carrying techniques and why you should always use these
15	What materials and equipment are used for cleaning different furnished areas and how to choose the correct one
16	Why certain areas need to be kept secure from unauthorised access
17	The types of unexpected situations that may happen when you are cleaning furnished areas and how to deal with these
Dispose of waste	
18	How to identify different sorts of waste and how different sorts of waste should be disposed of
19	What materials and equipment are used for waste disposal
20	The types of problems and unexpected situations that may happen when you are disposing of waste and how to deal with these

Performance criteria	
Clean and service toilet and bathroom areas	
1	Check timescales for planned workload
2	Prepare the bathroom and toilet area for cleaning
3	Choose the correct cleaning equipment and materials for each part of the toilet and bathroom area
4	Clean the toilet and surrounding areas correctly
5	Clean the bathroom appliances and surrounding areas correctly
6	Clean the floors, walls, mirrors and other areas correctly and leave the whole area tidy
7	Check environmental conditions are correct according to workplace requirements
8	Identify and report anything that needs maintenance or repair
9	Complete and pass on any records of your work correctly
10	Carry out a final check of the area to make sure it will satisfy the customer

Performance criteria	
Clean and service furnished areas	
11	Check timescales for planned workload
12	Prepare furnished areas for cleaning
13	Choose the correct cleaning equipment and materials for each part of the area
14	Clean the floor covering according to workplace procedures
15	Clean the furniture according to workplace procedures
16	Clean mirrors, wall coverings and any other surfaces and leave the whole area tidy
17	Identify and report anything that needs maintenance or repair
18	Complete and pass on any records of your work correctly
19	Carry out a final check of the area to make sure it will satisfy the customer
Dispose of waste	
20	Wear appropriate clothing
21	Prepare the waste for despatch making sure you handle it carefully
22	Sanitise the waste containers following your workplace procedures

Scope/range related to performance criteria

1 Preparations

1.1 use of personal protective equipment

1.2 use hazard signs

1.3 protect vulnerable surrounding areas

2 Waste

2.1 hazardous

2.2 non-hazardous

3 Collection methods

3.1 external collection

3.2 incineration/compression

3.3 recycling

4 Checking methods

4.1 self check

4.2 supervisory check

Glossary

Protective clothing

For example, uniform and gloves

Hazardous waste

For example, chemicals and sharp objects

Non-hazardous waste

For example, paper

Unit 28: Work using different chemicals, liquids and equipment

Unit code: PPL2HK2

SCQF level: 5

Credit points: 5

Unit summary

This unit is about choosing the right cleaning chemicals or liquids, using the chemicals correctly and disposing of them safely. This unit also covers using equipment. It is for housekeeping assistants and cleaning staff. The use of chemicals, liquids and equipment requires thorough training and understanding to ensure your safety and equally important, your guests and customers safety. During your induction at your workplace you may have received COSHH training which will help you in your understanding and achievement of this unit.

When you have completed this unit you will be able to demonstrate your understanding of and ability to:

- work using different chemicals, liquids and equipment.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Chemicals; equipment

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole unit	
1	Basic legal requirements relating to safe working practices when using cleaning chemicals
2	The warning signs used on cleaning chemical containers and what they mean
Work using different chemicals	
3	How to select appropriate chemicals/liquids for the full range of cleaning jobs
4	Why it is important to wear personal protective equipment when using chemicals/liquids
5	Why it is dangerous to mix certain types of chemicals/liquids together
6	Why it is important to follow manufacturers' instructions on cleaning chemicals/liquids
7	What might happen if you do not follow the relevant legal requirements for this sort of work
8	Why work routines and sequences need to be followed
9	What preparations should be made to the work area before using chemicals
10	Documents you need to complete when using chemicals
11	The types of problems and unexpected situations that may happen when you are preparing and using chemicals and how to deal with these

Knowledge and understanding	
Work using manual equipment	
12	Basic legal requirements relating to safe working practices when using manual cleaning equipment
13	How to choose manual cleaning equipment for the types of cleaning you carry out
14	Why it is important to follow the manufacturers' instructions for manual equipment
15	Why the equipment should be cleaned and stored correctly after use
16	The types of problems and unexpected situations that may happen when you are preparing and using manual cleaning equipment and how to deal with these
Work using electrical equipment	
17	Current relevant legislation relating to safe working practices when using cleaning chemicals and electrical equipment
18	The main dangers when using electrical equipment and how to avoid these
19	Safe handling and lifting techniques
20	Why safe carrying and lifting techniques should be used
21	What factors need to be taken into account when using electrical equipment
22	The types of problems and unexpected situations that may happen when you are preparing and using electrical cleaning equipment and how to deal with these

Performance criteria	
Work using different chemicals	
1	Choose the right chemicals or liquids for the area you are going to clean
2	Wear the appropriate personal protective equipment as required
3	Prepare and use the chemical or liquid in line with the manufacturers' instructions, using the correct equipment
4	Store the chemicals or liquids securely or appropriately to organisational procedures
5	Complete any relevant documentation in line with organisational procedures
Work using manual equipment	
6	Choose the correct piece of equipment for the area that you are going to clean
7	Prepare the area for cleaning
8	Use the equipment safely, correctly and where required using appropriate chemicals
9	Leave the area clean and tidy and free from debris
10	Store equipment in line with your organisation's procedures
Work using electrical equipment	
11	Choose the correct equipment and chemicals for the area you are going to clean
12	Check that the equipment is safe to use
13	Select and use the correct attachments for the equipment
14	Use the equipment, attachments and chemicals in line with manufacturers' instructions
15	Store the equipment and attachments correctly and in line with the manufacturers' instructions
Unexpected situations	
16	Deal with any unexpected situations according to your organisational procedures

Scope/range related to performance criteria

1 Chemicals

1.1 multi-surface cleaner

1.2 toilet cleaner

1.3 glass cleaner

1.4 air freshener

1.5 polish

1.6 sanitizer

1.7 chemicals for use on carpets/floors

1.8 stain and grease removers

1.9 other

2 Equipment

2.1 mop systems for wet use

2.2 mop systems for dry use

2.3 colour coded cloths

2.4 duster

2.5 bucket

2.6 sponge/non-abrasive pad

2.7 brushes

2.8 dustpan

2.9 abrasive pad

3 Equipment

3.1 vacuum cleaners

3.2 suction dryers

3.3 polishers/burnishers

3.4 scrubbers

3.5 spray extractors

4 Attachments

4.1 hard/soft floor attachments

4.2 upholstery attachments

4.3 brushes/pads

4.4 crevice tools

4.5 spray extractors/nozzles

4.6 hoses

Glossary

Protective clothing

For example, gloves and overalls

Relevant documentation

Any records of the use of chemicals required in your organisation

Unit 29: Maintain housekeeping supplies

Unit code: PPL2HK3

SCQF level: 5

Credit points: 3

Unit summary

This unit is about receiving housekeeping supplies and checking for any discrepancies in deliveries. It also covers storing housekeeping supplies correctly and issuing the right supplies to other staff. It is for housekeeping assistants and linen store staff that would take in deliveries and issue supplies.

When you have completed this unit you will be able to demonstrate your understanding of and ability to:

- maintain housekeeping supplies.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Housekeeping; supplies

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole unit	
1	Basic legal requirements relating to safe working practices when handling housekeeping supplies
2	The importance of working effectively and efficiently whilst remaining polite and professional
Receive and check housekeeping supplies	
3	Why you should not accept damaged goods and what you should do if they are delivered
4	Safe lifting and handling techniques and why they are important
5	Why it is important to keep receiving areas clean and tidy
6	Why receiving areas need to be secure from unauthorised access
7	What procedures to follow when you identify discrepancies in deliveries/delivery documentation
8	What procedures to follow to handle and transport goods safely to storage areas
Store and issue housekeeping supplies	
9	Why storage conditions are important and what effect they have on housekeeping supplies
10	What procedures to follow to correctly and safely store goods
11	Why it is important to store housekeeping supplies under the correct conditions – including clean and tidy
12	Why storage areas need to be secured from unauthorised access

Knowledge and understanding	
13	What procedures to follow to proof storage areas for pest infestation
14	Why a constant stock of housekeeping supplies should be maintained
15	What the minimum and maximum stock levels are
16	Why it is important to maintain accurate and complete records of items received, stored and issued
17	Why correct stock rotation procedures are important
18	Why it is important to separate different kinds of stock, for example food and chemicals
19	The types of problems and unexpected situations that may happen when you are storing goods and how to deal with these

Performance criteria	
Receive and check housekeeping supplies	
1	Present yourself positively to external and internal delivery staff
2	Receive deliveries of housekeeping supplies and check that they are not damaged and are within their use-by-date
3	Ensure that deliveries match orders and delivery notes
4	Complete delivery documents accurately
5	Handle and move housekeeping supplies to storage areas safely and without damage or loss
6	Keep receiving areas clean, tidy, hygienic and secure
Store and issue housekeeping supplies	
7	Store housekeeping supplies under the correct storage conditions
8	Issue housekeeping supplies ensuring that they are handled in line with manufacturers' instructions
9	Follow stock rotation and issuing procedures
10	Report low levels of housekeeping supplies to the appropriate person
11	Keep storage areas clean, tidy and hygienic, reporting signs of pest infestation immediately
12	Secure storage areas against unauthorised access
13	Refer all tasks outside your area of responsibility to the appropriate person

Scope/range related to performance criteria

1 Deliveries

1.1 internal suppliers

1.2 external suppliers

2 Housekeeping supplies

2.1 equipment

2.2 materials

2.3 customer supplies

3 Storage conditions

3.1 lighting

3.2 ventilation

3.3 temperature

3.4 cleanliness

Glossary

Internal deliveries

For example, from other departments in your organisation

Pest infestation

For example, rats, mice, cockroaches

Receiving area

Anywhere in your workplace where you receive deliveries

Unit 30: Clean, maintain and protect hard floors

Unit code: PPL2HK4

SCQF level: 5

Credit points: 4

Unit summary

This unit is about cleaning, maintaining and protecting semi- hard floors using manual equipment such as brushes, mops and vacuum cleaners. It is for staff that have specialist training in this area of work and carry it out regularly.

When you have completed this unit you will be able to demonstrate your understanding of and ability to:

- clean, maintain and protect hard floors.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Clean; maintain; protect; hard floors

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare to maintain hard floors	
1	Examples of hard and semi-hard floors
2	How to prepare for cleaning hard floor
3	The level of personal hygiene required for the area in which you are working and why it is important to maintain personal hygiene
4	Why it is necessary to remove your personal items and where they should be stored during cleaning
5	Organisational health and safety instructions and why these should be checked against workplace procedures
6	Why there are checks and restrictions in place for the use of deep cleaning equipment and why these must be adhered to
7	What might happen if you do not take the right safety measures
8	What colour coding means and why it is important
9	The factors that will affect how you clean the floor
Clean hard floors	
10	Why you should clear large items of debris by hand first of all
11	Safe handling techniques for large items of debris
12	Different methods of removing loose dust and debris and how to choose the right one
13	The correct container in which to put dust and debris

Knowledge and understanding	
14	How to identify different types of spillage
15	Why it is important to report any spillages you cannot identify and bodily fluids and not clear these up until you have instructions on how to do so safely
16	Different methods of removing spillages and how to choose the right one
17	The available methods of treatment and the most effective and economical to use
18	How to identify the most appropriate place to carry out test cleans and why this should be done before applying treatments
19	The circumstances under which equipment and surfaces should be pre-treated
20	Why treatments should be applied to surfaces evenly and the effects of not doing this
21	Why it is important to report any stains that cannot be removed
22	Why it is important to dispose of left-over cleaning solutions correctly and how to do so
23	Why the floor must be left free of ground-in soil and protective coatings and what might happen if it is not
24	The importance of leaving the floor neutralised and what might happen if it is not
Protect hard floors	
25	Range of protective coatings available and how to choose one that is right for the floor surface
26	How to decide what is the right number of protective coatings
27	How to apply the coating evenly and systematically and why
28	How to burnish the floor systematically, obtaining the required degree of shine
29	How to dispose of unused protective coatings correctly
30	The importance of putting things back as you found them

Performance criteria	
Prepare to maintain hard floors	
1	Prepare your working area and your equipment so that you can do the job efficiently, correctly and safely
2	Check that your level of personal hygiene meets the organisation's standards and is maintained throughout the cleaning process
3	Check that the required personal protective equipment is available for use and is used when undertaking cleaning of floors
4	Identify the correct equipment/work area for treatment and decide on the most effective and economical treatment to provide
5	Identify and report damaged or deteriorating surfaces and/or those which may require restorative work
6	Look for and note any factors that will affect how you clean the floor
7	Follow any standards that need to be applied to the work from sources other than your supervisor's instructions
8	Check that there is sufficient ventilation in the work area for your comfort when carrying out cleaning and to aid any drying process
9	Choose equipment and cleaning agents that are right for the floor, the amount of ground-in soil and the protective coating
Clean hard floors	
10	Clear any large items of debris by hand first of all
11	Remove the loose dust and debris carefully and safely without causing the dust to spread
12	Report any bodily fluid or other spillages that you cannot identify to the person in charge, and only clear them up when they tell you
13	Choose a method of clearing up the spillage that is right for the floor and the size and type of spillage
14	Soften ground-in soil and stains before trying to remove them
15	Carry out test cleans in an area where marks are least likely to be noticed
16	Apply the treatment safely, according to the manufacturer's instructions and without over-wetting or damaging the surface
17	Report any stains that you cannot remove

Performance criteria	
18	Leave the floor free of ground-in soil and protective coating, neutralised, dry and free of smears
19	Put the area back as you found it
20	Dispose of any unused cleaning treatments and waste products according to workplace, environmental and sustainability guidelines
Protect hard floors	
21	Choose a protective coating and equipment that is right for the floor surface
22	Apply the required number of protective coatings evenly and systematically, following manufacturer's instructions
23	Leave the floor dry, with an even finish
24	Leave the floor free of dust
25	Dispose of any unused materials correctly and put everything back in the right place

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 31: Clean and maintain soft floors and furnishings

Unit code: PPL2HK5

SCQF level: 5

Credit points: 4

Unit summary

This unit is about cleaning soft floors or furnishings, including the removal of stains and applying independent treatments to carpets and soft furnishings. It is for staff who have been specially trained to carry out these tasks with regard to soft floors and furnishings regularly. They could be housekeeping or cleaning staff.

When you have completed this unit you will be able to demonstrate your understanding in and ability to:

- clean and maintain soft floors and furnishings.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Clean; maintain; soft floors; furnishings

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare to maintain soft floors or furnishing	
1	Why it is important to have an up-to-date cleaning specification and from whom it can be obtained
2	The level of personal hygiene required for the area in which you are working and why it is important to maintain personal hygiene
3	Why it is necessary to remove your personal items and where they should be stored during cleaning
4	Why there are checks and restrictions in-place for the use of deep cleaning equipment and why these must be adhered to
5	Organisational health and safety instructions and why these should be checked against workplace procedures
6	The available methods of treatment and the most effective and economical to use
7	How to assess whether the material is suitable for the planned treatment and what factors to take into account
Maintain soft floors or furnishings	
8	Why it is important to remove superficial dust and debris before commencing the deep cleaning process
9	How to soften ground-in soil and/or stains, when it is soft enough and why it is necessary and important to do this
10	How to identify the most appropriate place to carry out test cleans and why this should be done before applying treatments
11	The circumstances under which equipment and surfaces should be pre- treated
12	Why treatments should be applied to materials evenly and the effects of not doing this
13	How to clean methodically, how you can reduce spreading dust and why this is important

Knowledge and understanding	
14	How to avoid damaging the surface and the possible results of damaging the surface
15	Why it is important to take precautions in cleaning unsecured items such as rugs
16	The dangers of working at height using step ladders and how to do so safely
17	Why it is important to remove any excess moisture

Performance criteria	
Prepare to maintain soft floors or furnishing	
1	Check your level of personal hygiene meets the standards of the specification and is maintained throughout the cleaning process
2	Identify the correct material for treatment and decide on the most effective and economical treatment to provide
3	Examine the material to make sure that it is suitable for the planned treatment, given the nature of the material and the type, position, form and amount of soiling
4	Identify whether the material is colourfast and shrink-resistant
5	Identify and report damaged or deteriorating surfaces and/or those which may require restorative work
6	Look for and note any factors that will affect how you clean the material
7	Follow any standards that need to be applied to the work other than your supervisor's instructions relative to the material you are to treat
8	Check there is enough ventilation in the work area for your comfort when carrying out deep cleaning, and to aid any drying process
9	Move portable objects which may get in the way while you are working
10	Prepare your working area and your equipment so that you can do the job efficiently, correctly and safely

Performance criteria	
Maintain soft floors or furnishings	
11	Remove dust and debris before you apply the cleaning agent or treatment
12	Soften ground-in soil and stains before trying to remove them
13	Apply the treatment safely, according to the manufacturer's instructions and without over-wetting or damaging the material
14	Examine the treated area and apply more treatment if it will help to remove the stain safely
15	Check that surfaces have an even appearance when you have finished your work
16	Leave the material free of excess moisture and ground-in soil when you have finished
17	Put everything back as you found it
18	Dispose of waste away according to workplace guidelines
19	Tell the relevant person about any stains you cannot remove

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 32: Provide a linen service

Unit code: PPL2HK6

SCQF level: 5

Credit points: 3

Unit summary

This unit is about taking delivery of linen supplies, checking deliveries and completing any relevant forms. The unit also covers storing linen under the correct conditions and using stock rotation procedures. This unit could be for a linen keeper, one of the housekeeping or cleaning staff or the owner of a small establishment.

When you have completed this unit you will be able to demonstrate your understanding of and ability to:

- provide a linen service.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Provide; linen; service

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole unit	
1	Current relevant legislation relating to safe working practices when handling and storing linen
2	The importance of conveying a positive image to internal and external customers/visitors
Receive and check clean linen	
3	Why you should not accept damaged goods
4	What procedures you should follow if the amount delivered does not match order and delivery notes
5	What procedures you should follow if the linen delivered does not meet the required standards of presentation
6	What you should do if you spot bedbugs or other infestation in clean linen
7	Why you should keep receiving areas clean, tidy and free from rubbish
8	Why you should check that linen you receive is correctly folded
Store and issue clean linen	
9	Why storage conditions are important and what effect they have on linen items in storage
10	What procedures you should follow to store linen
11	Why stock rotation procedures are important
12	What procedures you should follow to issue linen items to staff

Knowledge and understanding	
13	Why you should maintain accurate records of clean linen items received, stored and issued
14	Why it is important to secure linen stores against unauthorised access
15	What procedures you should follow to make sure pest infestation does not occur
16	What you should do if you identify pest infestation
17	The types of problems that may happen when storing linen, and how you should deal with these

Performance criteria	
Receive and check clean linen	
1	Convey a positive image of your organisation to external and internal customers
2	Check deliveries of linen supplies to ensure that they match orders and delivery notes
3	Complete delivery documentation accurately
4	Report any discrepancies with deliveries to the appropriate member of staff
5	Move clean linen safely to the storage area
6	Check linen meets presentation requirements and report any discrepancies to the appropriate member of staff
7	Keep receiving areas clean, tidy, hygienic and secure
Store and issue clean linen	
8	Store linen supplies under the correct conditions
9	Follow stock rotation procedures
10	Issue the correct type and quantity of linen to staff
11	Convey a positive image of your organisation to internal customers
12	Keep accurate and complete records of items received, stored and issued
13	Report signs of missing stock immediately
14	Keep storage areas clean, dry and secure
15	Report signs of pest infestation immediately

Scope/range related to performance criteria

1 Deliveries

1.1 internal linen supply

1.2 external linen supply

2 Presentation requirements

2.1 clean

2.2 free from stains

2.3 free from fabric damage

2.4 folded correctly

3 Conditions

3.1 lighting

3.2 ventilation

3.3 temperature

3.4 cleanliness

Glossary

Internal linen supply

For example, from other departments in your organisation

Pest infestation

For example, bed bugs, rats, mice, cockroaches

Receiving area

Anywhere in your workplace where you receive deliveries

Unit 33: Carry out periodic room servicing and deep cleaning

Unit code: PPL2HK7

SCQF level: 5

Credit points: 3

Unit summary

This unit is about carrying out periodic room servicing and deep cleaning. Examples of this could be turning mattresses, changing curtains, or high dusting. It is for housekeeping assistants and cleaning staff. They are important tasks that if not done could be identified by customers who can be very quick to comment, particularly on social media platforms.

When you have completed this unit you will be able to demonstrate your understanding of and ability to:

- carry out periodic room servicing and deep cleaning.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Room servicing; deep cleaning

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole unit	
1	The schedule for periodic room servicing and deep cleaning in your organisation and why timescales are important
2	Why it is important to follow this schedule
3	Why the work area needs to be inspected on completion
4	Your organisation's quality standards for the appearance and cleanliness of rooms
5	Areas and items that may need specialist maintenance, and how to report these
Carry out periodic room servicing	
6	How to identify items that need replacing and obtain the correct items
7	The correct procedures for dealing with items you have replaced
Carry out periodic deep cleaning	
8	The preparations that you need to carry out for periodic deep cleaning, and why these are important
9	The equipment and materials that you need for periodic deep cleaning, and how to obtain them
10	How to use the equipment and materials efficiently and safely
11	Health and safety requirements for high dusting

Performance criteria	
Carry out periodic room servicing	
1	Check timescales for planned room servicing and work out how much time you have for each task and room
2	Check you have the necessary information about the schedule and requirements for periodic room servicing
3	Request assistance for tasks that require more than one person to complete
4	Obtain the necessary stock to replace items in the room
5	Carry out the required periodic room servicing
6	Leave the room in the required condition
7	Follow the correct procedures for items you have replaced
8	Identify and report anything that needs specialist maintenance
9	Check the room according to organisation procedures
Carry out periodic deep cleaning	
10	Check timescales for planned deep cleaning and work out how much time you have for each task and room
11	Obtain the necessary information about the schedule and requirements for periodic deep cleaning
12	Request assistance for tasks that require more than one person to complete
13	Prepare areas for periodic deep cleaning
14	Choose the correct cleaning equipment and materials for each part of the area
15	Carry out periodic deep cleaning as required
16	Leave the room in the required condition
17	Identify and report any items that need specialist maintenance
18	Check the room according to organisational procedures

Scope/range related to performance criteria

1 Periodic room servicing

1.1 turning mattresses

1.2 changing curtains and drapes

1.3 changing other soft furnishings as required

1.4 any other organisational room servicing cleaning activity

2 Preparations

2.1 use of appropriate protective clothing

2.2 move furniture to clean underneath

2.3 protect vulnerable surrounding areas

3 Periodic deep cleaning

3.1 high dusting

3.2 vacuum under furniture and carpet edges

3.3 clean shower rails, plug traps, drains, gulleys and behind pedestals

3.4 clean pull cords, plugs and switches

3.5 clean skirting boards and other paintwork

3.6 clean air vents and extractors

3.7 any other organisational periodic deep cleaning activity

4 Checking

4.1 self-checking

4.2 supervisory checking

Glossary

Protective clothing

For example, uniform and gloves

High dusting

For example, lamp shades, light bulbs, picture rails

Specialist maintenance

For example, replacing faulty items

Soft furnishings

Including blankets, bedspreads and cushions

Curtains and drapes

Including net curtains and shower curtains

Unit 34: Deal with communications as part of the reception function

Unit code: PPL2FOH1

SCQF level: 5

Credit points: 3

Unit summary

This unit is about dealing with incoming and outgoing communications and deciding on the most appropriate method to use with customers. It is for anyone that works as part of the reception team who has to directly communicate with customers. The way in which they now communicate with organisations is varied and can range from a letter to interaction through social media.

When you have completed this unit you will be able to demonstrate your understanding of and ability to:

- deal with communications as part of the reception function.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Communications; reception

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole unit	
1	The range of methods you can use to communicate with other organisations and people
2	How to use the communications equipment in your organisation
3	Your organisation's style when communicating with other organisations and people
4	Why it is important to deal with everyone you communicate with politely and helpfully
5	The type of unexpected situations and problems that may occur when communicating with others, and how to deal with these
6	Why it is important to give only accurate and non-confidential information
7	Why it is important to choose the most appropriate method of communication
Deal with incoming communications	
8	Your organisation's standards for answering incoming communications, digital and non-digital, and why these are important
9	Why it is important to identify people who make enquiries and establish their needs
10	Why it is important to relay messages promptly to those concerned, and the procedures that you should follow
Deal with outgoing communications	
11	Why it is important to identify yourself and explain the purpose of making contact
12	Why it is important to give only accurate and non-confidential information
13	Why it is important to communicate clearly, using a tone and pace which can be easily understood both verbally and non-verbally
14	How to communicate both orally and in writing, in a way that gives a positive impression of you and your organisation

Performance criteria	
Deal with incoming communications	
1	Deal with communications promptly, politely and in line with your organisation's style and procedures
2	Identify the person, find out what their needs are and deal with these correctly
3	Answer enquiries accurately without giving any confidential information
4	Record clear and accurate messages and pass them on as requested
5	Deal with any problems correctly
Deal with outgoing communications	
6	Choose the best method of communicating with the person concerned in a prompt and polite way
7	Use your organisation's agreed style of communication
8	Communicate in a way that gives a positive impression of yourself and your organisation
9	Identify yourself and explain the reason why you are making contact
10	Give only non-confidential and relevant information to the person you have contacted
11	Leave clear and accurate messages where needed
12	Deal with any problems correctly

Scope/range related to performance criteria

1 Methods of communication

1.1 by telephone

1.2 by letter or fax

1.3 digital/online

1.4 face to face

2 Enquiries

2.1 those you can deal with yourself

2.2 those that need to be passed/transferred to another person/department

Glossary

Communicating in a way that gives a positive impression

For example, by speaking clearly, avoiding jargon and slang, by avoiding spelling mistakes and simple grammatical errors

Unit 35: Deal with the arrival of customers

Unit code: PPL2FOH2

SCQF level: 5

Credit points: 4

Unit summary

This unit is about dealing with the arrival of customers, assisting with self-service check in where present, processing registration documents and promoting the products and services of the organisation. It is for people that deal with checking in customers on a regular basis. Dealing with the arrival of customers is a vital part of the front of house role.

You are likely to be one of the first people the customer will meet and you need to portray a professional, efficient and welcoming image from the start. That first impression could be the only impression a customer gains of your organisation so it is imperative it is a positive experience even if you offer a self-service check in.

When you have completed this unit you will be able to demonstrate your understanding of and ability to:

- deal with the arrival of customers.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Deal; arrival; customers

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Your organisation's standards for customer care and why these are important
2	Your organisation's booking procedures, and why it is important to follow these correctly
3	Your organisation's checking in procedures, and why it is important to follow these correctly including self-service check in where available
4	Basic legal requirements relating to accommodation, goods and services for sale
5	The types of unexpected situations and problems that may occur when customers arrive, and how to deal with these
6	Why registration documentation must be correctly completed by the customer
7	The specific requirements for registering overseas visitors
8	Your organisation's procedure for allocation of rooms
9	Why it is important to give accurate information to customers
10	Why it is important to correctly identify customer requirements
11	What registration information must be obtained in order to comply with legislation
12	Why all correspondence relating to the booking should be available
13	Your organisation’s procedures on customers negotiating the rates upon arrival

Performance criteria	
1	Identify customer requirements correctly
2	Retrieve any customer booking details from the booking system and check them with the customer
3	Offer alternatives for any services that are not available as requested
4	Complete the registration document correctly
5	Check in the customer accurately and efficiently following all organisational procedures including taking payments where applicable
6	Give accurate information which meets customer needs
7	Promote the services and facilities of your organisation where appropriate
8	Transfer customer details to the relevant department in line with the organisation's procedures
9	Protect the confidentiality of customers when issuing keys
10	Assist with self-service check in when requested

Scope/range related to performance criteria

1 Customers

1.1 with routine requirements

1.2 with special requirements

1.3 without advanced bookings

2 Booking systems

2.1 computerised system

2.2 manual system

3 Information to customers

3.1 location of room

3.2 key security and safety procedures

3.3 services and facilities available

3.4 prices

3.5 special offers and promotions available

4 Services and facilities

4.1 business facilities

4.2 leisure facilities

4.3 food and beverage facilities

Unit 36: Deal with bookings

Unit code: PPL2FOH3

SCQF level: 5

Credit points: 4

Unit summary

This unit is about handling all types of booking enquiries including amendments and cancellations. It is for people that work on the reception or reservation teams. Bookings can arrive into an organisation via various methods including on-line, email, social media, postal, telephone and face to face.

When you have completed this unit you will be able to demonstrate understanding of and ability to:

- deal with bookings.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Dealing; bookings

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole unit	
1	The importance of dealing with customers politely and helpfully at all times
2	Why it is important to give accurate spoken and written information to customers
3	The types of unexpected situations and problems that may occur with bookings, and how to deal with these correctly
4	Basic legal requirements relating to goods and services for sale when receiving, confirming, amending and cancelling booking enquiries
5	Your organisation's booking procedures and systems including third party systems
6	The importance of intelligent and appropriate up-selling, room/product rates, added value, rate negotiation limits and yield management and how these apply to your work role
7	What over booking is, how to deal with this and why it happens
Deal with booking enquiries	
8	Why it is important to obtain and record booking details accurately
9	Why it is important to take the opportunity to sell products and services
10	How to cancel and amend bookings
11	Your organisation's and third party systems cancellation policies and procedures
12	Why confirmations and deposits may be required from customers
13	Why it is essential to follow up unconfirmed bookings

Performance criteria	
Deal with booking enquiries	
1	Deal with booking enquiries following organisational procedures according to the type of enquiry
2	Reply to the booking enquiry with accurate information
3	Take the opportunity to sell other products and services within the communication back to the customer where possible and appropriate
4	Invite your customers to make a booking where possible and take and record their details correctly
5	Allow for customer needs and requirements and follow organisation procedures accordingly
Confirm, cancel and amend bookings	
6	Deal with any confirmations, cancellations and amendments according to organisational procedures and requirements
7	Collect up-to-date information on rates, deals and third party rules where applicable
8	Identify, check and follow up unconfirmed bookings in the booking system
9	Maintain records of all bookings in line with your organisation's procedures

Scope/range related to performance criteria

1 Customers

1.1 with routine requests

1.2 with special needs

2 Enquiries

2.1 face to face

2.2 telephone

2.3 letter or fax

2.4 email

2.5 online booking systems

2.6 services and facilities available

2.7 features and benefits of services and facilities

2.8 prices

2.9 special offers and promotions available

2.10 social media

2.11 third-party booking systems

3 Booking systems

3.1 computerised systems

3.2 manual systems

3.3 online systems

4 Booking amendments and cancellations

4.1 change bookings

4.2 cancel bookings

Glossary

Customer

Anyone wanting to make, amend or cancel a booking

Unit 37: Prepare customer accounts and deal with departures

Unit code: PPL2FOH4

SCQF level: 5

Credit points: 3

Unit summary

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

This unit is for members of staff that have responsibility for checking out customers. The customer experience starts when they arrive and finishes when they leave. The final part is as important as the start even if their stay has been outstanding in all other areas. Customers expect the account to be accurate and the whole procedure to be as smooth and efficient as possible.

When you have completed this unit, you will be able to demonstrate your understanding of and your ability to:

- prepare customer accounts and deal with departures.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; customer; accounts; deal; departures

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole unit	
1	Your organisation's standards for customer care, and why it is important to follow these
2	Basic legal requirements relating to preparing and maintaining customer accounts
3	Your organisation's procedures for customer accounts, and why it is important to follow these
Prepare and maintain customer accounts	
4	Why customer accounts must be updated regularly with charges and adjustments
5	Why it is important to give accurate verbal and written information to customers
6	Why customer accounts must be secured from unauthorised access
7	The types of unexpected situations and problems that may occur with customer accounts, and how to deal with these correctly
Deal with the departure of customers	
8	Basic legal requirements relating to accommodation, goods and services for sale
9	Safe and hygienic working practices when dealing with the departure of customers
10	Your organisation's procedures for customer departures
11	Why complaints, comments and suggestions should be recorded and fed back to the appropriate person/department
12	Why details of any extra charges should be available to the customer
13	The types of unexpected situations and problems that may occur with customer departures and how to deal with these correctly
14	Opportunities to promote the organisation when the customer is leaving

Performance criteria	
Prepare and maintain customer accounts	
1	Enter charges regularly and accurately against customer accounts in the account system
2	Record any account adjustments accurately against customer accounts
3	File and store account documents correctly at all times
4	Complete customer accounts for the customer
5	Follow organisational confidentiality procedures when dealing customers' accounts
Deal with the departure of customers	
6	Greet and deal with customers in a polite, welcoming and efficient way
7	Prepare documents and other necessary items before the customer departs
8	Present the account to the customer for confirmation
9	Check customer account details and request payment as required
10	Complete documentation and deal with it using the correct account or booking system
11	Complete all other organisational procedures for customer departures
12	Record customer comments, complaints and suggestions and feed them back to the appropriate person or department
13	Promote establishment services and facilities as appropriate
14	Offer to deal with and organise any future booking requirements
15	Wish the customer a pleasant onward journey in a way that projects a positive and polite image once all the departure procedures have been completed

Scope/range related to performance criteria

1 Account or booking systems

1.1 computerised

1.2 manual

1.3 online

2 Account adjustments

2.1 charges

2.2 allowances/discounts

2.3 refunds

2.4 deposits/pre-payments

2.5 transfers

3 Customer accounts

3.1 those where part payment is required

3.2 those where full payment is required

3.3 those where the account does not require immediate settlement

Unit 38: Produce documents in a business environment

Unit code: PPL2FOH5

SCQF level: 5

Credit points: 4

Unit summary

This unit is about producing high quality attractive documents to agreed specifications. It is for anyone that carries out administration tasks as part of their normal activities whereby producing documents is regularly completed.

When you have completed this unit you will have demonstrated your understanding of and ability to:

- produce documents in a business environment.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Produce; documents; business; environment

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The purpose and benefits of producing high-quality and attractive documents
2	The different types of documents that may be designed and produced and document styles that could be used
3	The different formats in which the text may be presented
4	The purpose and benefits of agreeing the purpose, content, style, quality standards and deadline for production of the document
5	The different types of technology available for inputting, formatting and editing text and their main features
6	The types of resources needed to produce high-quality and attractive documents
7	How to organise content needed for the document
8	How to integrate and layout text and non-text objects
9	How to check for accuracy and correctness – including spelling, grammar and punctuation – and the purpose of doing this
10	The purpose of storing the document safely and securely and how to do so
11	The purpose of confidentiality and data protection
12	The purpose and benefits of meeting deadlines

Performance criteria	
1	Confirm the purpose, content, style and deadlines for the document
2	Prepare the required resources
3	Organise the required content
4	Use available technology appropriate to the document being produced
5	Produce the document in the agreed style
6	Integrate non-text objects in the agreed layout, where required
7	Check for accuracy, editing and correcting text as necessary
8	Clarify document requirements, when necessary
9	Store the document safely and securely in approved locations

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 39: Use office equipment

Unit code: PPL2FOH6

SCQF level: 4

Credit points: 2

Unit summary

This unit is about how to use a range of office equipment (such as photocopiers, faxes, binders, laminators, printers or PCs), applying the necessary standards of health and safety and operating practice. It is for people that have access to and regularly use the listed equipment. If you are aware of how to use all your equipment it will assist you in ensuring you can carry out your job effectively and efficiently.

When you have completed the unit you will be able to demonstrate your understanding of and ability to:

- use office equipment.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Use; office; equipment

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The different types of office equipment, their features and what they can be used for
2	How to choose equipment and resources that are appropriate for the task
3	The reasons for following manufacturers' and organisational instructions when operating equipment
4	How to use different types of office equipment safely
5	The reasons for keeping waste to a minimum and how to do so
6	The reasons for keeping equipment clean and hygienic
7	The reasons for following manufacturers' instructions and organisational procedures when dealing with equipment faults
8	The types of equipment and resource faults you are likely to experience and the correct way of dealing with these
9	The purpose of meeting work standards and deadlines
10	The purpose of leaving equipment, resources and work area ready for the next user to agreed requirements
11	Organisational environmental and sustainability guidelines and why they are important

Performance criteria	
1	Locate and select the equipment and resources needed for the task
2	Follow manufacturer's and organisational operating instructions and health and safety requirements for different equipment
3	Use resources efficiently, following all environmental and sustainability guidelines
4	Keep the equipment clean and hygienic
5	Deal with equipment and resource problems according to manufacturer's and organisational procedures
6	Report problems you cannot deal with personally to the appropriate person
7	Confirm the final work product meets the agreed requirements
8	Produce the work product within agreed timescales
9	Leave the equipment, resources and work area ready for the next user

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 40: Communicate in a business environment

Unit code: PPL2FOH7

SCQF level: 5

Credit points: 4

Unit summary

This unit is about communicating in writing and verbally in a business environment. It is for people who may have to correspond with customers regularly across all mediums. The way in which your organisation presents itself to your customers is extremely important whether this is done verbally or through written channels.

When you have completed this unit you will be able to demonstrate your understanding of and ability to:

- communicate in a business environment.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; communicate; business; environment

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Plan communication	
1	The reasons for identifying the purpose of communication and the audience
2	Methods of communication and situations in which to use them
Communicate in writing	
3	Relevant sources of information
4	How to use language appropriate to the audience, the chosen communication method and the purpose of the communication
5	How to organise, structure and present information for the audience
6	How to check the accuracy of information
7	How to use grammar, punctuation and spelling accurately
8	The principles of Plain English
9	The reasons for proofreading or checking work
10	How to recognise when work is urgent or important
11	The organisational procedures for filing communications

Knowledge and understanding	
Communicate verbally	
12	How to present information and ideas clearly
13	Ways of contributing to discussions that will help to move them forward
14	Methods of active listening
15	The reasons for summarising communication
After communication	
16	How to seek feedback on whether the communication achieved its purpose
17	The value of reflecting on the outcomes of communication and of identifying ways to further develop communication skills

Performance criteria	
Plan communication	
1	Identify the purpose of the communication and the audience
2	Decide which method of communication to use
Communicate in writing	
3	Find and select information that supports the purpose of the communication
4	Organise, structure and present information to suit the audience's needs and what you want to say
5	Confirm and read written material that contains information that is needed
6	Extract the main points needed from written material
7	Use accurate grammar, punctuation and spelling
8	Use correct layout for the intended type of text
9	Proofread or check work and make any necessary amendments
10	Produce the communication to meet deadlines recognising the difference between what is important and what is urgent
11	Keep a file copy of all communication if applicable
Communicate verbally	
12	Present information and ideas clearly to others
13	Make contributions to discussions that help to move the discussion forward
14	Listen actively to information that other people are communicating and respond appropriately
15	Ask relevant questions to clarify anything not understood
16	Summarise the communication with the person/people being communicated with to make sure the meaning has been understood

Performance criteria	
After communication	
17	Reflect on the outcomes of communication and identify ways to develop communication skills further

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 41: Handle customer communications and book external services

Unit code: PPL2FOH8

SCQF level: 5

Credit points: 3

Unit summary

This unit is about collecting, sorting and distributing communications and booking external services for customers. It is for people that work on reception or concierge desks. Customers may receive and send various types of communications through the reception facility of an organisation. External services may be a taxi booking, tickets for an event or something much more unusual!

When you have completed this unit you will be able to demonstrate your understanding of and ability to:

- handle customer communications and book external services.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Handle; mail; book; external; services

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole unit	
1	Why it is important to deal with everyone you communicate with politely, helpfully and efficiently
Handle mail and messages	
2	Legal requirements for handling mail and messages
3	Safe and hygienic working practices when handling mail, messages and written communications
4	Your organisation's procedures for handling and distributing mail and why these are important
5	Why suspicious items should be reported immediately
6	Why written communications should be secured against unauthorised access
7	What the procedures are for recorded delivery and registered mail
8	The type of unexpected situations and problems that may occur and how to deal with these
Book external services	
9	The types of services you may be asked to book and the procedures you should follow
10	Why it is important to give accurate verbal and written information to customers
11	Why confirmation and deposits may be required from customers
12	The type of unexpected situations and problems that may occur and how to deal with these

Performance criteria	
Handle mail and messages	
1	Collect mail and messages from appropriate sources
2	Sort and distribute mail and messages to the correct person or place promptly
3	Deal with mail and messages which have not been collected and distributed in line with workplace procedures
4	Follow current data protection legislation when dealing with mail and messages as well as customers' confidentiality
5	Deal with incoming electronic mail according to organisational procedures
Book external services	
6	Book external services for customers, remaining polite, helpful and efficient at all times
7	Identify customer needs and requirements
8	Identify organisations correctly and contact them as requested
9	Book services which meet customer needs
10	Provide customers with accurate details of the booking and of any alternatives offered
11	Follow your organisation's procedures for booking services
12	Inform customers politely and promptly when you have been unable to meet their requests

Scope/range related to performance criteria

1 Mail

1.1 letters

1.2 parcels

1.3 registered or courier delivered post

1.4 electronic

2 Messages

2.1 faxes/typed/hand written notes

2.2 emails

3 Services

3.1 transport

3.2 deliveries

3.3 entertainment/restaurant bookings/spa

3.4 other

Unit 42: Provide reception services

Unit code: PPL2FOH9

SCQF level: 5

Credit points: 3

Unit summary

This unit is about providing a reception service that enhances the vision and brand of the organisation to both internal and external customers. It is for people that regularly work behind the reception desk. In a reception role it is important that you promote a positive image of the organisation and work in a polite, welcoming and helpful way.

When you have completed this unit you will be able to demonstrate your understanding of and ability to:

- provide reception services.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Reception; services

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The purpose and value of the receptionist function as the first point of contact between the public/client and the organisation
2	How to present a positive image of self and the organisation
3	The organisation's structure and lines of communication and how to refer to them if necessary
4	The purpose of confidentiality guidelines
5	How to implement confidentiality guidelines
6	The purpose of entry and security procedures
7	How to implement entry and security procedures
8	The purpose of health and safety procedures
9	How to implement health and safety procedures
10	How to contribute ideas for improving the reception area in terms of accessibility, functionality and environment, security and safety and facilities for visitors
11	The organisational emergency procedures and your role within them
12	Why additional duties are carried out during quiet periods, if they arise

Performance criteria	
1	Present a positive image of self and the organisation and remain polite, helpful and efficient
2	Provide internal and external customers with requested information and other information which may be useful to them, within guidelines of confidentiality
3	Implement the correct entry and security procedures
4	Follow the relevant health and safety procedures
5	Refer any issues that cannot be dealt with personally to the appropriate person
6	Maintain the reception area to give a positive impression of the organisation
7	Suggest ideas for improving the reception area
8	Follow organisational procedures in the event of an accident or emergency
9	Carry out additional duties during quiet periods, if they arise
10	Assist customers with self-check in/out when requested

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 43: Store and retrieve information

Unit code: PPL2FOH10

SCQF level: 5

Credit points: 3

Unit summary

This unit is about processing, storing, and retrieving information using different information systems, in line with organisational requirements. It is for people that have regular access to information systems within the reception area. The processing, storing and retrieval of information is key in ensuring all staff can access it quickly and easily which leads to customer's requests for information being met effectively and efficiently, which in turn can assist in the customers overall positive experience of your establishment.

When you have completed this unit you will be able to demonstrate your understanding of and ability to:

- store and retrieve information.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Store; retrieve; information

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The purpose of storing and retrieving required information
2	The different information systems and their main features
3	Legal and organisational requirements covering the security and confidentiality of information
4	The purpose of confirming information to be collected, stored and retrieved
5	The methods that can be used to collect required information
6	The procedures to be followed to access information systems
7	The types of information to be deleted
8	The procedures for identifying and deleting information and why they must be followed
9	How to make sure information is accurate
10	The problems that occur with information systems and who to report them to
11	The purpose of providing information in the required format and within agreed timescales

Performance criteria	
Process information	
1	Identify and collect required information
2	Follow agreed procedures and legislation to maintain security and confidentiality
3	Store required information in approved locations to the agreed deadlines
4	Review and update information to ensure it is accurate and current
5	Follow agreed procedures for deleting information
Retrieve information	
6	Confirm information for retrieval
7	Comply with procedures and legislation for accessing an information system
8	Locate and retrieve the required information
9	Follow the correct procedures when there are problems with information systems
10	Provide information in the agreed format and within agreed timescales

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 44: Provide tourism information services to customers

Unit code: PPL2FOH11

SCQF level: 5

Credit points: 5

Unit summary

This unit is about being able to provide your customers with tourism information and advice. It is for receptionists, reservation staff, concierges and porters or similarly appointed staff. Customers visiting your premises will often have a range of enquiries regarding what is available to see and do while they are there. This unit is about providing that information to your guests. This could be about local attractions, leisure facilities or local shops and markets. To do this you must be able to identify what it is your customers want and to source and provide that information.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- provide tourism information services to customers.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Provide; tourism; information; services; customers

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Work with customers on their tourism information needs	
1	Why it is important to be helpful and polite
2	What open questioning techniques are
3	When and how to use open question techniques effectively
4	What active listening skills are
5	Why using active listening skills is helpful to your customer
6	Why it is essential to confirm your customers' needs
7	Why it is important to check your customer is happy with your service and how to deal with any dissatisfaction
8	Where information and sources are available and how you can access them
9	What tourism information your organisation possesses and where this is stored
10	Any discounts and/or arrangements your organisation may have negotiated with tourism organisations
11	What information is available without charge and what information is available with a charge
12	How to organise your customers in a manner that ensures all customers will be dealt with effectively

Knowledge and understanding	
Seek tourism information and offer advice to customers	
13	How to access and use a range of different information sources
14	A range of other external organisations that provide tourism information and how to contact them
15	Your company's procedures with regard to booking fees, liabilities and billing customers
16	How to effectively structure advice and what limitations there are to the advice you provide
17	The relevant parts of the disability discrimination legislation and its implications when giving advice and information to customers
18	What methods are available for providing written or printed information to customers
19	Methods for politely concluding customer interactions

Performance criteria	
Work with customers on their tourism information needs	
1	Welcome customers politely
2	Use open question techniques to identify your customers' needs
3	Use active listening skills when identifying your customers' needs
4	Make clear any areas you are uncertain of with your customer
5	Confirm with your customer the information they require
6	Check that the customer is willing to pay for any external tourism information services where applicable
7	Focus on your customers' needs while recognising other customers that may be waiting
Seek tourism information and offer advice to customers	
8	Identify sources that provide the information required by your customer
9	Provide information that is accurate, current and relates to your customers' needs
10	Provide relevant information and advice to your customers based on their needs
11	Explain clearly any restrictions with information and/or products and services
12	Offer information and advice on which you think best meets your customers' needs where several options are available
13	Confirm politely with your customers that they understand the information and advice you have given them
14	Give the customers written and/or printed confirmation of the information they have sought where appropriate
15	Offer alternatives for services that are not available once checked
16	Check that the customer is happy with the service you have provided and politely conclude the customer enquiry

Scope/range related to performance criteria

1 Information sources

1.1 electronic sources including internet and social media

1.2 brochures

1.3 directories

1.4 timetables

1.5 maps

1.6 guidebooks

1.7 external organisations

1.8 leaflets

Glossary

Open questions

These are questions that often start with what, where, who, when and how and stimulate answers that give you information

Active listening

For example making and maintaining eye contact, nodding and smiling

Advice

Adapting the information you are giving to meet individual requirements

Charges

Examples include publications for which there is a charge; premium telephone lines to information providers; fees to booking agencies; non-commissionable flights, etc.

Electronic sources

Examples are internet, intranet and social media

Alternative ways to help your customer

Examples are making a telephone call to find more detailed and or specific information, arranging for further information to be forwarded direct to your customer, referring them to another organisation etc.

Organisations

Examples are Tourist Information Centres, Visitor Information Centres, Contact Centres, Tourism Bureaux, visitor attractions, tour operators, ticket agencies. It could also refer to your own business, if self-employed.

Unit 45: Resolve customer service problems

Unit code: PPL2GEN7

SCQF level: 6

Credit points: 5

Unit summary

This unit is about the effective handling of customer service problems. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers.

It is sometimes difficult to meet customer expectations. Even if the service you give is excellent, some customers experience problems. Part of your job is to help to resolve those problems. There is likely to be a problem if customer expectations are not met. This may be because your customer's expectations involve more than you can offer or because your service procedures have not been followed. Some problems are reported by customers and sometimes you spot the problem first and resolve it before your customer has even noticed. As soon as you are aware of a problem, you need to consider the options and then choose a way to put it right. This unit is particularly important in customer service because many customers judge how good the customer service of your organisation is by the way problems are handled.

When you have completed this unit you will have demonstrated your understanding of and your ability to:

- resolve customer service problems.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Resolve; customer service; problems; service recovery; complaints; customer satisfaction; customer needs

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Organisational procedures and systems for dealing with customer service problems
2	How and when to use own initiative
3	How to have confidence in discussing customers' needs
4	How to defuse potentially stressful situations
5	How to negotiate
6	The limitations of what you can offer your customer
7	Types of action that may make a customer problem worse and should be avoided

Performance criteria	
Spot customer service problems	
1	Listen carefully to your customers about any problem they have raised
2	Ask your customers about the problem to check your understanding
3	Recognise repeated problems and alert the appropriate authority
4	Share customer feedback with others to identify potential problems before they happen
5	Identify problems with systems and procedures before they begin to affect your customers
Pick the best solution to resolve customer service problems	
6	Identify the options for resolving a customer service problem within organisational systems and procedures
7	Work with others to identify and confirm the options to resolve a customer service problem within the 'ethos' of the organisation
8	Work out the advantages and disadvantages of each option for your customer and your organisation
9	Discuss the best option(s) with your customer and your organisation
10	Identify for your customer other ways that problems may be resolved if you are unable to help
Take action to resolve customer service problems	
11	Discuss and agree the options for solving the problem with your customer
12	Implement the option agreed with your customer
13	Work with others and your customer to make sure that any promises related to solving the problem are kept
14	Keep your customer fully informed about what is happening to resolve the problem
15	Check with your customer to make sure the problem has been resolved to their satisfaction
16	Give clear reasons to your customer when the problem has not been resolved to their satisfaction

Scope/range related to performance criteria

1 Organisational systems and procedures

1.1 time

1.2 cost

1.3 brand standard/standard operating procedure

1.4 culture

Unit 46: Promote additional services or products to customers

Unit code: PPL2GEN8

SCQF level: 6

Credit points: 5

Unit summary

Services or products are continually changing in organisations to keep up with customers' expectations. By offering new or improved services or products your organisation can increase customer satisfaction. Many organisations must promote these to be able to survive in a competitive world.

This unit is about your need to keep pace with new developments and to encourage your customers to take an interest in them both face to face and through media such as social networking sites. Customers expect more and more services or products to be offered to meet their own growing expectations; from offering dinner reservations at check-in to providing a coffee and liqueurs service at the end of a meal. They need to be made aware of what is available from your organisation.

When you have completed this unit you will have demonstrated your understanding of and your ability to:

- promote additional services or products to customers.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Promote; additional services; products; customers; upselling; selling; sales

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Your organisation's procedures and systems for encouraging the use of additional services or products
2	Your organisation’s policy on using social media and networking sites to promote additional products and services
3	How additional services or products will benefit your customers
4	How your customer's use of additional services or products will benefit your organisation
5	The main factors that influence customers to use your services or products
6	How to introduce additional services or products to customers, outlining their benefits, overcoming reservations and agreeing to provide the additional services or products
7	How to give appropriate, balanced information to customers about services or products

Performance criteria	
Identify additional services or products that are available	
1	Update and develop your knowledge of your organisation's services or products
2	Check with others when you are unsure about new service or product details
3	Identify appropriate services or products that may interest your customer
4	Spot opportunities for offering your customer additional services or products that will improve their customer experience
Inform customers about additional services or products	
5	Choose the best time to inform your customer about additional services or products
6	Choose the best method of communication to introduce your customer to additional services or products
7	Give your customer accurate and sufficient information to enable them to make a decision about the additional services or products
8	Give your customer time to ask questions about the additional services or products

Performance criteria	
Gain customer commitment to using additional services or products	
9	Close the conversation if your customer shows no interest
10	Give information to move the situation forward when your customer shows interest
11	Secure customer agreement and check customer understanding of the delivery of the service or product
12	Ensure prompt delivery of the additional services or products to your customer
13	Refer your customer to others or to alternative sources of information, if the additional services or products are not your responsibility

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 47: Deal with customers across a language divide

Unit code: PPL2GEN9

SCQF level: 6

Credit points: 5

Unit summary

Customer service is frequently delivered across a language divide. In a multi-cultural society many customers may have a different first language from those delivering customer service to them. This language divide can present a real challenge to those who deliver customer service. This unit is about preparing to deliver customer service across a language divide and seeing through that delivery. The unit covers the steps that are needed to deal with customers with different language preferences without having full access to your customer's first language.

You should choose this unit if you frequently deal across a language divide. Remember, customers can be both external and internal to your organisation.

When you have completed this unit you will have demonstrated your understanding of and your ability to:

- deal with customers across a language divide.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Deal; customers; language divide; communication; communication difficulties

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The languages that you are most likely to encounter among groups of your customers
2	How to greet, thank and say farewell to customers in their first languages
3	The importance of dealing with customers in their first language if possible
4	How to explain to a customer that you cannot hold an extended conversation in their first language
5	The importance of tone, pace and volume when dealing with customers across a language divide
6	Possible sources of assistance to use when a language barrier demands additional language skills

Performance criteria	
Prepare to deal with customers with a different first language	
1	Identify the language or languages other than your own that you are most likely to come across when dealing with customers
2	Learn a greeting, an expression of thanks and a farewell phrase in the language you expect to encounter
3	Identify a source of assistance with a language you expect to encounter when delivering customer service
4	Agree with colleagues informal signing options that may be used for key aspects of your services or products when dealing with somebody with a different first language
5	Log useful words and phrases to support your dealings with a customer with a different first language
6	Learn an appropriate phrase to explain to your customer in their first language that you do not speak that language fluently
7	Deal with customers who speak a different first language from your own
8	Identify your customer's first language and indicate to them that you are aware of this
9	Establish the expectations of your customer regarding whether they expect to deal in your first language or theirs
10	Speak clearly and slowly if using a language which is not the first language for either you or your customer
11	Maintain a consistent tone and volume when dealing with somebody across a language divide
12	Listen closely to your customer to identify any words they may be using in a way that differs from the way you would generally use the same words
13	Check your understanding of specific words with your customer using questions for clarification
14	Seek appropriate assistance from colleagues if you are unable to complete a customer transaction because of language barriers
15	Reword a question or explanation if your customer clearly does not understand your original wording
16	Use a few words of your customer's first language to create a rapport

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 48: Deal with customers across a cultural divide

Unit code: PPL2GEN10

SCQF level: 5

Credit points: 5

Unit summary

Customer service is frequently delivered across a cultural divide. In a multi-cultural society many customers may have different beliefs and customs. This cultural divide can present a real challenge to those who deliver customer service. This unit is about preparing to deliver customer service across a cultural divide and seeing through that delivery.

You should choose this unit if you frequently deal across a cultural divide. Remember, customers can be both external and internal to your organisation.

When you have completed this unit you will have demonstrated your understanding of and ability to:

- deal with customers across a cultural divide.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Deal; customers; cultural divide; language divide; communication; communication difficulties

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The cultures that you are most likely to encounter among groups of your customers
2	The dietary requirements, customs and beliefs of the cultures you are most likely to encounter
3	Why customers might make special requests and how to deal with these
4	How to adapt products or services to meet the needs of customers from different cultures
5	The types of requests and typical information customers may need due to cultural requirements
6	How to treat customers with respect for their customs and beliefs
7	How to adapt speech, tone and body language when dealing with customers from different cultures
8	The limitations of your own authority when dealing with customers from different cultures and who to go to for help

Performance criteria	
Prepare to deal with customers with different cultures	
1	Identify the culture or cultures other than your own that you are most likely to come across when dealing with customer
2	Identify the typical dietary requirements, customs and beliefs of cultures you are likely to deal with
3	Identify products and/or services which are suitable or can be adapted to suit customers from differed cultures
Deal with customers from different cultures	
4	Adapt speech, tone and body language to suit customers from different cultures
5	Deal with requests from customers from different cultures within limits of own authority and seek help from the appropriate person if necessary

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 49: Maintain customer service through effective handover

Unit code: PPL2GEN11

SCQF level: 4

Credit points: 2

Unit summary

Customer service delivery in a team involves many situations when you are unable to see actions through and you pass on responsibility to a colleague, for example, during a shift change. This sharing of responsibility should be organised and follow a recognised pattern. Most of all you need to be sure that, when responsibility is passed on, the actions are seen through. This involves routinely checking with your colleagues that customer service actions have been completed. This unit is for you if your job involves service delivery as part of a team and you regularly pass on responsibility for completion of a customer service action to a colleague.

When you have completed this unit you will have demonstrated your understanding of and your ability to:

- maintain customer service through an effective handover.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Customer service; effective handover; teamwork; handover; shift handover

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Your organisation's handover procedures for the services or products you are involved in delivering
2	Your organisation’s handover procedures and how these vary during and between shifts
3	Your role and responsibilities in the organisation’s handover procedure
4	The appropriate colleagues to pass responsibility to for completing particular customer service actions
5	Ways of ensuring that information is passed between you and your colleagues effectively
6	The importance of checking tactfully with a colleague whether they have completed the customer service actions according to organisational handover procedures
7	Opportunities for contributing to review the way customer service actions are shared in customer service processes

Performance criteria	
Agree joint responsibilities in a customer service team	
1	Identify services or products you are involved in delivering that rely on effective teamwork
2	Identify steps in the handover process that rely on exchange of information between you and your colleagues
3	Agree with colleagues when it is right to pass responsibility for completing a customer service action to another
4	Agree with colleagues how information should be exchanged between you to enable another to complete a customer
5	Identify ways of reminding yourself when you have passed responsibility to a colleague for completing a customer service action
Check that customer service actions are seen through by working together with colleagues	
6	Identify when to check that a customer service action has been completed
7	Ensure that you are aware of all details of customer service actions your colleague was due to complete
8	Ask your colleague about the outcome of completing the customer service action as agreed
9	Identify the next customer service actions if your colleagues have been unable to complete the actions you had previously agreed
10	Work with colleagues to review the way in which customer service actions are shared

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 50 Maintain and deal with payments

Unit code: PPL2GEN12

SCQF level: 5

Credit points: 3

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.

When you have completed this unit you will have demonstrated your understanding of and your ability to:

- maintain and deal with payments.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Maintain; deal; payments

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Legal requirements for operating a payment point and taking payments from customers
2	Different types of payment equipment and processes used by an organisation and accepted methods of payment
3	Your organisation's security procedures for cash and other types of payments
4	How you should set up your payment point
5	How to get stocks of materials you need to set up and maintain the payment point
6	Why it is important to tell the customer about any delays and how you should do so
7	The types of problems that might happen with your payment point and how to deal with these
8	The procedure for changing the till/card machine roll
9	The correct procedures for handling payments
10	What you should do if there are errors in handling payments
11	The procedures for dealing with hand held payment devices
12	What procedure you must follow with regard to a payment that has been declined
13	What might happen if you do not report errors
14	The types of problems that may happen when you are taking payments and how to deal with these
15	The procedures for collecting the contents of the payment point, including who you should hand payments to
16	The procedures for signing off and handover at the end of a shift
17	What VAT is and how it is applied to the bill
18	How to handle tips in cash and via electronic payments

Performance criteria	
1	Ensure your payment point is working and that you have all the materials you need
2	Maintain the payment point and restock it when necessary
3	Enter/scan information into the payment point correctly
4	Tell the customer how much they have to pay
5	Acknowledge the customer's payment and validate it where necessary
6	Follow correct procedure for chip and pin and contactless transactions
7	Put the payment in the right place according to your organisation's procedures
8	Give correct change for cash transactions
9	Carry out transactions without delay and give relevant confirmation to the customer
10	Make the payment point contents available for authorised collection when asked to
11	Follow organisational procedures to sign off from/shut down payment point and conduct a handover at the end of a shift

Scope/range related to performance criteria

1 Materials

1.1 cash float

1.2 cash equivalents

1.3 relevant stationery

1.4 till/card machine rolls

1.5 handheld devices

2 Payments

2.1 cash

2.2 credit/debit cards

2.3 contactless, e.g. cards/tablets/watches/mobile phones

2.4 cash equivalents

Authorised collection

The correct person coming to pick up the payments from the till

Cash equivalents

For example, vouchers, discounts, currency cards

Payment point

A till, card machine, electronic (e.g. tablet/computer) or handheld device

Unit 51: Use social media in hospitality

Unit code: PPL2GEN13

SCQF level: 6

Credit points: 3

Unit summary

The reputation of your brand or organisation can be directly affected by social media interactions and in particular the way you deal with negative reactions and problems which find their way into a public arena. This unit is about being prepared to deal effectively with customer contact through social media platforms and using social media to satisfy customers by meeting their expectations.

When you have completed this unit you will have demonstrated your understanding of and your ability to:

- use social media in hospitality.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Social media; communications

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Your organisation's guidelines for dealing with customers through social media
2	Different social media sites used by your organisation and customers
3	Ways to communicate customer service information to social media sites
4	How to search social media sources for postings by customers
5	How social media and online ratings can affect business reputation/impact of positive and negative comments/ratings on social media sites
6	How to anticipate your customer's requests and needs
7	The importance of interpreting your customer's needs and perceptions from postings on social media networks
8	How to respond to negative comments from customers the conventions of social media sites your customers choose to use
9	The importance of sending clear and concise messages when using social media
10	How to control access to exchanges with customers using social media security settings
11	How to use social media responsibly, maintaining the reputation of your organisation at all times

Performance criteria	
Use social media effectively	
1	Scan social media exchanges to identify relevant customer
Communications	
2	Respond to direct queries or requests through social media communications following organisational guidelines and within response times
3	Explain your services or products and your organisation's service offer clearly and concisely to your customer
4	Adapt your response using social media to your customer's precise needs
Establish a rapport with customers using social media	
5	Present a professional and respectful image when dealing with your customer
6	Interpret your customer's needs from the tone and approach of their postings
7	Respond to your customer in a way that shows you understand their needs
8	Follow the conventions of the chosen social media platform when responding to customers

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 52: Prepare and finish simple salad and fruit dishes

Unit code: PPL1PC5

SCQF level: 4

Credit points: 2

Unit summary

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

- fruit-based salads
- vegetable-based salads
- pulse and bean-based salads.

This unit focuses on the technical knowledge and skills required to prepare and finish simple salad and fruit dishes; however it should be assessed in the wider context of safe and hygienic working practices.

It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a kitchen environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- prepare and finish simple salad and fruit dishes.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; finish; salad; fruit

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to store salad and fruit before preparation
2	What you should look for to make sure each type of salad, fruit and other ingredients are fit for use
3	Why and to whom you should report any problems with the salad, fruit or other ingredients
4	The right tools and equipment for the preparation methods
5	Why it is important to use the correct tools and equipment
6	How you should carry out the preparation methods correctly
7	The correct storage requirements for simple salad and fruit dishes not for immediate consumption
Performance criteria	
1	Check the ingredients to make sure they are fit for preparation
2	Choose the correct tools, knives and equipment to prepare and finish salad and fruit
3	Use the tools, knives and equipment correctly when preparing and finishing salad and fruit
4	Prepare the ingredients correctly for the dish
5	Present the dish to meet requirements
6	Store any prepared items not for immediate use in line with food safety regulations

Scope/range related to performance criteria

1 Ingredients

1.1 frozen fruit

1.2 fresh fruit

1.3 fresh salad

1.4 prepared fruit

1.5 prepared salad

2 Prepare by

2.1 peeling

2.2 trimming

2.3 washing

2.4 soaking

2.5 cutting

2.6 mixing

2.7 seasoning

2.8 portioning

2.9 presenting

Unit 53: Prepare hot and cold sandwiches

Unit code: PPL1PRD1

SCQF level: 5

Credit points: 3

Unit summary

This unit is about how you prepare a variety of hot and cold sandwiches including:

- sandwiches
- rolls
- burgers
- wraps/fajitas
- paninis.

It covers preparing the fillings and the bread products while working in a safe and hygienic manner.

This unit focuses on the technical knowledge and skills required to prepare hot and cold sandwiches; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a kitchen environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- prepare hot and cold sandwiches.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; sandwiches

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare hot and cold sandwiches	
1	Safe and hygienic working practices when preparing areas and equipment for preparing hot and cold sandwiches
2	How to check bread products and fillings meet your workplace requirements and are fit for use
3	How to present sandwiches in a way that meets your customers' high expectations and your workplace standards
4	The correct storage requirements for sandwiches and fillings not for immediate use
5	The types of unexpected situations that may occur when preparing hot and cold sandwiches and how to deal with them
Performance criteria	
Prepare hot and cold sandwiches	
1	Ensure that the preparation area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, undamaged, where it should be and switched on ready for use
3	Select the correct equipment for the sandwich type according to your workplace standard
4	Prepare the sandwiches correctly and efficiently according to your workplace and food safety standards
5	Store any sandwiches and fillings not for immediate use in line with food safety regulations
6	Keep the preparation area and equipment clean and tidy and free from rubbish and debris

Scope/range related to performance criteria

1 Bread products

1.1 sliced bread

1.2 unsliced bread

1.3 wraps

1.4 rolls/buns/paninis

2 Fillings

2.1 fats/spreads

2.2 meat and poultry

2.3 fish

2.4 dairy products

2.5 salad/vegetables/fruit

2.6 sauces/dressings/relishes

3 Preparation methods

3.1 slicing

3.2 preparing fillings

3.3 garnishing

3.4 heating/toasting

4 Equipment

4.1 chopping boards

4.2 knives

4.3 refrigerated units

4.4 toaster/panini machine

4.5 stove/oven

Unit 54: Maintain food safety in a kitchen environment

Unit code: PPL2GEN4

SCQF level: 5

Credit points: 5

Unit summary

This unit covers the main skills and knowledge needed for preparing, cooking, and holding 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 as part of their day-to-day role in maintaining food safety.

This unit is appropriate to staff that work in a professional kitchen and directly prepare, cook and hold food.

When you have completed this unit you will have demonstrated your understanding of and your ability to:

- maintain food safety in a kitchen environment.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Food; safety; storing; preparing; cooking

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole standard	
1	How to operate a food safety management system
2	The concept of hazards to food safety in catering operation, and the necessity of controlling these hazards in order to remove or keep risks to a safe level
3	What might happen if these hazards are not controlled
4	The types of hazards that you are likely to come across in a catering operation
5	How you must control these hazards by cooking, chilling, cleaning and the avoidance of cross-contamination
6	Why monitoring is important and key stages in the process
7	The importance of knowing what to do when things go wrong
8	The role of record-keeping
9	Why some hazards are more important than others in terms of food safety
10	Who you should report to if you believe there are food safety hazards

Knowledge and understanding	
Risks to food safety	
11	The types of contamination and cross-contamination of food and surfaces and how they can occur
12	Vehicles of contamination including surfaces
13	The types of food poisoning and how food poisoning organisms can contaminate food
14	The common symptoms of food poisoning
15	The factors which enable the growth of food poisoning organisms
16	How personal hygiene and behaviour affect the safety of food
17	Your role in spotting and dealing with hazards, and in reducing the risk of contamination
18	The importance of identifying food hazards promptly
19	The potential impact on health if hazards are not spotted and dealt with promptly
20	The importance of risk assessments
21	Types of unsafe behaviour that may impact on the safety of food and why it is important to avoid this type of behaviour when working with food
22	The legal and regulatory requirements for food safety, the importance of complying with them, the implications of non-compliance and the role of enforcement officers

Knowledge and understanding	
How to control risks to food safety	
23	The importance of, and methods for, separation of raw and cooked foods, separation of finished dishes
24	The temperature danger zone, why food needs to be kept at specified temperatures and how to ensure this
25	What procedures to follow when dealing with stock including deliveries, storage, date marking and stock rotation, and why it is important to consistently follow them
26	Why it is important to keep work areas and environment clean and tidy, and tools, utensils and equipment in good order, clean condition and stored correctly
27	How the methods and frequency of cleaning and maintenance of equipment, surfaces and environment affect food safety in the workplace
28	The actions that should be taken in response to spotting a potential hazard, including the correct person to whom issues should be reported
29	The types of food waste which can occur in the workplace and how it should be safely handled in the workplace
30	The main types of pests and infestation that may pose a risk to the safety of food, how they can occur, how to recognise them, how to prevent them

Knowledge and understanding	
Keep your working area clean and hygienic	
31	Why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task and how to ensure this
32	Why it is important only to use clean and suitable clothes when cleaning between tasks, and how to ensure this is done
33	Why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety
34	The types of damaged surfaces and equipment that can cause food safety hazards, and what to do about them
35	Why it is important to clear and dispose of waste promptly and safely, and how to do so
36	How damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards, and the type of damage you should look for
37	The types of pests that you may find in catering operations, and recognising the signs that they may be there
Store food safely	
38	Why it is important to make sure food deliveries are undamaged, at the correct temperature and within date and how to do this
39	Why it is important to prepare food for storage, including removing and disposing of outer packaging(while retaining any important labelling information
40	Why food must be put in the correct storage area, and the temperatures that different foods should be stored at
41	Why it is important that storage areas are clean and tidy, and what to do if they are not
42	Why it is important to store food at the correct temperatures, and how to achieve this
43	What types of food are raw and what types are ready-to-eat
44	Why it is important to separate raw and ready-to-eat food
45	Why stock rotation procedures are important, and why you must dispose of food past its date

Knowledge and understanding	
Prepare, cook and hold food safely	
46	Why and when it is necessary to defrost foods before cooking and how to do so safely and thoroughly
47	How to recognise conditions leading to food safety hazards during preparation and cooking and what to do if you find any
48	Why it is important to know that certain foods can cause allergic reactions and the procedures you should follow in your organisation to deal with these foods, including what you should do if a customer asks if a particular dish is free from a certain food allergen
49	How cross-contamination can occur between raw food, food in storage and preparation and food that is ready to eat — and how to avoid this
50	Why you should use thorough cooking and reheating methods
51	Cooking/reheating methods, temperatures and times you must use for the food you work with
52	How to check that the food you work with is thoroughly cooked/safely reheated
53	Why it is important to make sure food is at the correct temperature before and during holding, prior to serving it to the customer, and how to do so
54	The types of cooked foods you may need to chill or freeze because they are not for immediate consumption and how to do so safely

Performance criteria	
Keep yourself and your working area clean and hygienic	
1	Ensure surfaces and equipment are clean and in good condition
2	Use clean and suitable cloths and equipment for wiping and cleaning between tasks
3	Remove from use any surfaces and equipment that are damaged or have loose parts, and report them to the person responsible for food safety
4	Dispose of waste promptly, hygienically and appropriately
5	Identify, take appropriate action on and report to the appropriate person, any damage to walls, floors, ceilings, furniture and fittings
6	Identify, take appropriate action on and report to the appropriate person, any signs of pests
7	Comply with legal and organisational requirements for personal hygiene and behaviour
Store food safely	
8	Check that food is undamaged, is at the appropriate temperature and within date on delivery
9	Identify and retain any important labelling information
10	Prepare food for storage and put it in the correct storage area as quickly as necessary to maintain its safety
11	Ensure storage areas are clean, suitable and maintained at the correct temperature for the type of food
12	Store food so that cross contamination is prevented
13	Follow stock rotation procedures
14	Dispose of food that is past its date in line with organisation and food safety regulations
15	Keep necessary records up-to-date

Performance criteria	
Prepare, cook and hold food safely	
16	Check food before and during operations for any hazards, and follow the correct procedures for dealing with these
17	Follow your organisation's procedures for items that may cause allergic reactions
18	Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods
19	Use methods, times, temperatures and checks to make sure food is safe following operations
20	Keep necessary records up-to-date

Scope/range related to performance criteria

1 Hazards/sources of contamination

1.1 microbial

1.2 chemical

1.3 physical

1.4 allergenic

2 Vehicles of contamination

2.1 hands

2.2 cloths and equipment

2.3 hand contact surfaces

2.4 food contact surfaces

2.5 contamination routes

3 Personal hygiene and behaviour

3.1 wearing protective clothing and headgear

3.2 keeping direct handling of food should be kept to a minimum

3.3 following recommended procedures for washing hands, including when to wash your hands (after going to the toilet, when going into food preparation, cooking and service areas, after touching raw food and waste, and before serving food)

3.4 reporting cuts, boils, grazes and injuries

3.5 treating and covering cuts, boils, skin infections and grazes

3.6 reporting illnesses and infections, particularly stomach illnesses, before entering the production area

3.7 having clean hair, skin, nails and clothing

3.8 wearing jewellery only in line with organisational procedures

3.9 recording incidents

3.10 avoid unsafe behaviours including: touching face, nose or mouth; chewing gum; eating; smoking – when you are working with food

4 Surfaces and equipment

4.1 surfaces and utensils for preparing, cooking and holding food

4.2 surfaces and utensils used for displaying and serving food appropriate cleaning equipment

5 Storage areas

5.1 ambient temperature

5.2 refrigerator

5.3 freezer

6 Operations

6.1 defrosting food

6.2 preparing food, including washing and peeling

6.3 cooking food

6.4 reheating food

6.5 holding food before serving

6.6 cooling cooked food not for immediate consumption

6.7 freezing cooked food not for immediate consumption

Unit 55: Complete kitchen documentation

Unit code: PPL2GEN14

SCQF level: 5

Credit points: 2

Unit summary

This unit is about completing documentation commonly used in kitchen environments: for example, temperature charts, time sheets, accident report forms, food safety information and equipment fault reports.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- complete kitchen documentation.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Complete; kitchen; documentation

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Complete kitchen documentation	
1	Which documents are required to be completed in your workplace and why it is important to do so
2	Where to obtain the relevant documentation and how to complete it according to your workplace and legal requirements
3	The procedures for copying, filing and actioning documentation in your workplace
4	To whom and why must you report any problems with documentation
5	The importance of accurate, legible and timely completion of documentation
6	The types of unexpected situations that may occur when monitoring and completing kitchen documentation
Performance criteria	
Complete kitchen documentation	
1	Check there are sufficient, relevant documents ready for use according to your workplace standard
2	Complete documents accurately, legibly and on time according to your workplace standards
3	Process documentation correctly according to your workplace standards
4	Answer any questions regarding the completion of documentation within the boundaries of your authority to indicate your understanding

Scope/range related to performance criteria

1 Relevant documents

1.1 temperature charts

1.2 food safety information

1.3 accident report forms

1.4 equipment fault reports

1.5 usage reports

1.6 delivery notes

1.7 cleaning rotas

Unit 56: Set up and close kitchen

Unit code: PPL2GEN15

SCQF level: 5

Credit points: 2

Unit summary

This unit is about ensuring that all resources and equipment are ready for kitchen operations. It also details the skills required to shut down the kitchen at the end of the shift.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- set up and close kitchen.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Set up; close; kitchen

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare kitchen for food operations	
1	Safe and hygienic working practices when preparing kitchen for food operations
2	How and why it is important to check that all equipment is in good working order and switched on in readiness for food operations
3	Why it is important to monitor the temperature of kitchen storage equipment and areas
4	Why and to whom any problems should be reported
5	The types of unexpected situations that may occur when preparing the kitchen for food operations
Close kitchen after operations	
6	Safe and hygienic working practices when closing kitchen after food operations
7	Why all kitchen tools and equipment should be cleaned and stored correctly following use
8	The importance of following manufacturers' and workplace procedures for turning off, unplugging and cleaning kitchen equipment following use
9	Why and to whom any problems should be reported
10	The types of unexpected situations that may occur when closing the kitchen after food operations

Performance criteria	
Prepare kitchen for food operations	
1	Prioritise your work and carry it out in an efficient manner
2	Check that kitchen resources and equipment are clean, of the right type, sufficient and in working order
3	Turn on appropriate kitchen equipment at the correct time and to the correct setting
4	Report any unhygienic or defective kitchen equipment or other problems to the appropriate person
5	Complete work and documentation in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for the food operations
6	Request assistance if unable to prepare the kitchen within specified timescales
Close kitchen after operations	
7	Prioritise work and carry it out in an efficient manner
8	Ensure that all resources and equipment are clean and store all resources and equipment to your workplace and legal requirements
9	Check and record that food storage equipment meets your workplace and legal requirements for kitchen closure
10	Check that cooking equipment is turned off, unplugged where necessary, and cleaned following manufacturers' and your workplace standard
11	Report any problem with equipment with the appropriate person
12	Complete work and documentation in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations

Scope/range related to performance criteria

1 Tools

1.1 knives

1.2 utensils

2 Kitchen equipment

2.1 oven/combination oven

2.2 grill

2.3 hob

2.4 fryer

2.5 microwave

2.6 steamer

3 Food storage equipment

3.1 dry store/larder

3.2 fridge

3.3 freezer

Unit 57: Prepare and present food for cold presentation

Unit code: PPL2PC28

SCQF level: 5

Credit points: 3

Unit summary

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

The food products covered include:

- bread products such as bread and rolls
- salads
- pre-prepared pies
- cooked meats
- fish
- pre-prepared terrines
- pre-prepared pâtés
- cured meats
- shellfish
- basic vinaigrette and cold sauces.

This unit focuses on the technical knowledge and skills required to prepare and present food for cold presentation; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a kitchen environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- prepare and present food for cold presentation.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; present; food; cold presentation

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to make sure that the food products and garnish ingredients meet requirements
2	What quality points to look for in the presentation of cooked, cured and prepared foods
3	Why and to whom you should report any problems with the food items for cold presentation
4	The correct tools, knives and equipment to carry out the required preparation methods
5	Why it is important to use the correct techniques, tools, knives and equipment when preparing food for cold presentation
6	How to prepare the food products and garnish ingredients for cold presentation
7	How to produce basic vinaigrette and cold sauces
8	How to finish and garnish food products for cold presentation
9	How to check and adjust food products to make sure they have the correct colour, flavour, texture and quantity
10	Why time and temperature are important when preparing cooked, cured and prepared food for presentation
11	Why cooked, cured and prepared foods should be stored at the required temperature before presentation
12	Healthy eating options when preparing and presenting food for cold presentation

Performance criteria	
1	Select the type and quantity of food products and garnish ingredients required for preparation
2	Check the food products and garnish ingredients meet quality and other requirements
3	Choose the correct tools, knives and equipment to prepare and present the food for cold presentation
4	Use the tools, knives and equipment correctly when preparing and presenting the food
5	Prepare food products to meet the requirements of the dish
6	Ensure food products have the correct flavour, colour, texture and quantity
7	Garnish and present the food products to meet requirements
8	Store any prepared food products and garnish not for immediate use in line with food safety regulations

Scope/range related to performance criteria

1 Food products

1.1 bread products

1.2 salads

1.3 pre-prepared pies

1.4 cooked red/white meat

1.5 fish

1.6 pre-prepared terrines

1.7 pre-prepared pâtés

1.8 cured meats

1.9 shellfish

1.10 vinaigrette

1.11 cold sauces

2 Garnish ingredients

2.1 fruit

2.2 vegetables

2.3 herbs

3 Preparation methods

3.1 slicing

3.2 dressing

3.3 garnishing

3.4 portioning

3.5 whisking

3.6 combining ingredients

Unit 58: Produce basic fish dishes

Unit code: PPL2PRD1

SCQF level: 5

Credit points: 5

Unit summary

This unit is about how you produce, cook and finish basic fish dishes. The unit includes a range of different forms in which the fish may be available, methods of cooking and correct presentation of the dishes.

This unit focuses on the technical knowledge and skills required to produce basic fish dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a kitchen environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- produce basic fish dishes.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Basic; fish; dishes

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Produce basic fish dishes	
1	Safe and hygienic working practices when preparing, cooking and finishing basic fish dishes
2	How to check that fish and other ingredients meet your workplace requirements, are fit for use and of the correct quality and quantity required
3	Why and to whom you should report any problems with the fish or other ingredients
4	How to carry out the relevant preparation, cooking and finishing methods for each dish
5	Why it is important to use the most appropriate cooking method for each type of fish
6	Healthy eating options when preparing, cooking and finishing basic fish dishes
7	How to present basic fish dishes in a way that meets your customers' high expectations and your workplace standards
8	The correct storage requirements for basic fish products not for immediate consumption
9	The types of unexpected situations that may occur when preparing, cooking and finishing basic fish products and how to deal with them

Performance criteria	
Produce basic fish dishes	
1	Ensure that the preparation area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be and switched on ready for use
3	Check that fish and all other ingredients meet the dish, food safety and your workplace requirements
4	Prepare and cook the fish and other ingredients to meet dish requirements
5	Ensure the finished fish dish has the correct colour, texture and flavour
6	Check that the fish dish is cooked and held at the correct temperature
7	Present and finish the fish dish to meet customer and your workplace requirements
8	Store any cooked fish dishes not for immediate use according to workplace and food safety regulations

Scope/range related to performance criteria

1 Fish

1.1 fish portions

1.2 whole fish

1.3 refrigerated processed fish products (i.e. fish cakes, coated fish portions)

1.4 frozen processed fish products (i.e. fish cakes, coated fish portions)

2 Cooking methods

2.1 deep frying

2.2 shallow frying

2.3 grilling

2.4 poaching

2.5 steaming

2.6 baking

2.7 microwaving

3 Finishing methods

3.1 garnishing

3.2 adding an accompaniment

3.3 presenting

Unit 59: Produce basic vegetable dishes

Unit code: PPL2PRD4

SCQF level: 5

Credit points: 5

Unit summary

This unit is about producing, cooking and finishing basic vegetable dishes. It covers how you would safely prepare the dish, appropriate cooking methods and finishing and presentation skills. It also covers the cooking and finishing of vegetables in a simple form, e.g. boiled or steamed carrots, roast potatoes.

This unit focuses on the technical knowledge and skills required to produce basic vegetable dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a kitchen environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- produce basic vegetable dishes.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Basic; vegetable; dishes

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Produce basic vegetable dishes	
1	Safe and hygienic working practices when preparing, cooking and finishing basic vegetable dishes
2	How to check that the vegetables and other ingredients meet your workplace requirements, are fit for useand of the correct quality and quantity required
3	Why and to whom you should report any problems with the vegetables or other ingredients
4	How to carry out the relevant preparation, cooking and finishing methods for each dish and which vegetables are suitable for each method of cooking
5	The main reasons for blanching vegetables
6	Healthy eating options when preparing, cooking and finishing basic vegetable dishes
7	How to present basic vegetable dishes in a way that meets your customers' high expectations and your workplace standards
8	The correct storage requirements for basic vegetable products not for immediate consumption
9	The types of unexpected situations that may occur when preparing, cooking and finishing basic vegetable products and how to deal with them

Performance criteria	
Produce basic vegetable dishes	
1	Ensure that the preparation area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be and switched on ready for use
3	Check that vegetables and all other ingredients meet the dish, food safety and your workplace requirements
4	Prepare and cook the vegetables and other ingredients to meet dish requirements
5	Check the finished vegetable dish has the correct colour, texture and flavour
6	Check that the vegetable dish is cooked and held at the correct temperature
7	Present and finish the vegetable dish to meet customer and your workplace requirements
8	Store any cooked vegetable dishes not for immediate use according to workplace and food safety regulations

Scope/range related to performance criteria

1 Vegetables

1.1 roots and tubers

1.2 bulbs

1.3 flower heads

1.4 fungi

1.5 seeds and pods

1.6 leaves

1.7 stems

1.8 vegetable fruits

2 Format

2.1 fresh whole vegetables

2.2 frozen

2.3 pre-prepared

3 Cooking methods

3.1 blanching

3.2 boiling

3.3 roasting

3.4 baking

3.5 grilling

3.6 frying (deep/shallow/stir)

3.7 steaming

3.8 microwaving

3.9 combining cooking methods

4 Finishing methods

4.1 garnishing

4.2 adding an accompaniment

4.3 presenting

Unit 60: Produce basic cereal, pulse and grain dishes

Unit code: PPL2PRD8

SCQF level: 5

Credit points: 5

Unit summary

This unit is about producing, cooking and finishing basic cereal, pulse and grain dishes. It covers how you would safely prepare the dish, appropriate cooking methods and finishing and presentation skills, e.g. risotto. It also covers the cooking and finishing of pulses and grains in a simple form, e.g. boiled or steamed.

This unit focuses on the technical knowledge and skills required to produce basic cereal, pulse and grain dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a kitchen environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- produce basic cereal, pulse and grain dishes.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Basic; cereal; pulse; grain

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Produce basic cereal, pulse and grain dishes	
1	Safe and hygienic working practices when preparing, cooking, cooling and finishing basic cereal, pulse and grain dishes
2	How to check that the cereal, pulse and grain and other ingredients meet your workplace requirements and are fit for use, of the correct quality and quantity
3	Why and to whom you should report any problems with the cereal, pulse and grains or other ingredients
4	How to carry out the relevant preparation, cooking and finishing methods for each dish and which cereal, pulse and grain are suitable for each method of cooking
5	Healthy eating options when preparing, cooking and finishing basic cereal, pulse and grain dishes
6	How to present basic cereal, pulse and grain dishes in a way that meets your customers' high expectations and your workplace standards
7	The correct cooling and storage requirements for basic cereal, pulse and grain products not for immediate consumption
8	The types of unexpected situations that may occur when preparing, cooking and finishing basic cereal, pulse and grain products and how to deal with them

Performance criteria	
Produce basic cereal, pulse and grain dishes	
1	Ensure that the preparation area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be and switched on ready for use
3	Check that all ingredients meet the dish, food safety and your workplace requirements
4	Prepare and cook the sauces to meet dish requirements
5	Check the finished cereal, pulse or grain dish has the correct colour, texture, consistency and flavour
6	Check that the sauce is cooked and held at the correct temperature
7	Present and finish the dish to meet customer and your workplace requirements
8	Store any cooked cereal, pulse and grain dishes not for immediate use according to workplace and food safety requirements

Scope/range related to performance criteria

1 Ingredients

1.1 cereals (rice/wheat/barley/rye/oats/corn)

1.2 pulses (peas/beans/soya/lentils)

1.3 grains (polenta/quinoa/buckwheat)

2 Preparation and cooking methods

2.1 soaking/washing

2.2 boiling

2.3 braising

2.4 steaming

2.5 frying

2.6 baking

2.7 microwaving

3 Finishing methods

3.1 garnishing

3.2 adding an accompaniment

3.3 presenting

Unit 61: Produce basic pasta dishes

Unit code: PPL2PRD9

SCQF level: 5

Credit points: 3

Unit summary

This unit is about producing, cooking and finishing basic pasta dishes. It covers how you would safely prepare the dish, appropriate cooking methods including boiling and baking and finishing and presentation skills, e.g. garnishing.

This unit focuses on the technical knowledge and skills required to produce basic pasta dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- maintain basic food safety in catering
- maintain food safety in a kitchen environment
- provide basic advice on allergens to customers
- minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- produce basic pasta dishes.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Basic; pasta; dishes

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Produce basic pasta dishes	
1	Safe and hygienic working practices when preparing, cooking, cooling and finishing basic pasta dishes
2	How to check that the pasta and other ingredients meet your workplace requirements and are fit for use, of the correct quality and quantity
3	Why and to whom you should report any problems with the pasta or other ingredients
4	How to carry out the relevant preparation, cooking and finishing methods for each dish and which pastas are suitable for each method of cooking
5	Healthy eating options when preparing, cooking and finishing basic pasta dishes
6	How to present basic pasta dishes in a way that meets your customers' high expectations and your workplace standards
7	The correct cooling and storage requirements for basic pasta products not for immediate consumption
8	The types of unexpected situations that may occur when preparing, cooking and finishing basic pasta products and how to deal with them

Performance criteria	
Produce basic pasta dishes	
1	Ensure that the preparation area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be and switched on ready for use
3	Check that all ingredients meet the dish, food safety and your workplace requirements
4	Prepare and cook the ingredients to meet dish requirements
5	Check the finished pasta dish has the correct colour, texture, consistency and flavour
6	Check that the dish is cooked and held at the correct temperature
7	Present and finish the dish to meet customer and your workplace requirements
8	Store any cooked pasta or pasta dishes not for immediate use according to workplace and food safety requirements

Scope/range related to performance criteria

1 Pasta

1.1 stuffed pasta

1.2 shaped pasta

1.3 lasagne

1.4 dried pasta

1.5 pre-prepared fresh pasta

2 Preparation and cooking methods

2.1 blanching

2.2 straining

2.3 mixing

2.4 boiling

2.5 baking

3 Finishing methods

3.1 garnishing

3.2 adding an accompaniment

3.3 presenting

12 Further information and useful publications

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

- 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))
- Equality Policy (Pearson)
- Recognition of Prior Learning Policy and Process (Pearson)
- UK Information Manual (Pearson)
- UK Quality Vocational Assurance Handbook (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of SVQ/Competence-based qualifications are available on our website, qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, go to the resources page on our website, qualifications.pearson.com

13 Professional development and training

Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website, qualifications.pearson.com.

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website at: qualifications.pearson.com. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

To get in touch with our dedicated support teams please visit our website, qualifications.pearson.com

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website, qualifications.pearson.com

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is on our website, qualifications.pearson.com

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment strategy

Assessment Strategy:	For Scottish Vocational Qualifications (SVQs) for the Hospitality Sector
Sector:	Hospitality
Qualification Titles:	SVQ Beverage Service at SCQF level 5
	SVQ Food and Beverage Service at SCQF level 5
	SVQ Food Production at SCQF level 5
	SVQ Hospitality Services at SCQF level 4
	SVQ Hospitality Services at SCQF level 5
	SVQ Hospitality Supervision and Leadership at SCQF level 7
	SVQ Kitchen Services at SCQF level 5
	SVQ Professional Cookery at SCQF level 4
	SVQ Professional Cookery at SCQF level 5
	SVQ Professional Cookery at SCQF level 6
	SVQ Professional Cookery at SCQF level 7
Developed by:	People 1st
Approved by ACG:	1 March 2017
Version:	1

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Appendices

Appendix A SVQ units in Hospitality that permit simulation

Appendix B Criteria for Realistic Working Environments

Appendix C Occupational Expertise of Assessors and Verifiers

Appendix D Qualifications and Training relevant to Assessors and Verifiers

Appendix E Continuous Professional Development for Assessors and Verifiers

1. Introduction

This assessment strategy applies to all hospitality sector Scottish Vocational Qualifications (SVQs). It comes into force on the 1st July 2017 and will apply to any new SVQ units and qualifications for the hospitality sector and will replace other assessment strategies currently used for existing SVQs

There are four components to the hospitality 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 this assessment strategy is for People 1st and awarding bodies to work in partnership to:

- maximise the quality assurance arrangements for the hospitality sector's SVQ units and qualifications and maintain standardisation across assessment practice
- assure employers and candidates that the sector's competence SVQ units and qualifications are consistently assessed to the national occupational standard
- promote continuous professional development amongst assessors and verifiers.

The content of the assessment strategy has been reviewed in close consultation with employers, awarding bodies, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience is awarding bodies that offer SVQ units and qualifications for the hospitality industry.

The assessment strategy should be used alongside the generic principles that awarding bodies must meet for the delivery of SVQs, as required by the relevant sections of the current SQA Accreditation's Regulatory Requirements.

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 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 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 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 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 SVQ units and qualifications that require immediate attention, as and when they arise
- contribute to awarding body forums to review and discuss matters relating to the assessment of hospitality SVQ units and qualifications
- resolve issues relating to the assessment and verification of the sector's SVQ 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 candidates' supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process. Within these parameters, People 1st expects that:

- the majority of assessment of the sector's SVQ units and qualifications will be based on **performance evidence**, i.e. direct observation, outputs of work and witness testimony within the workplace or a RWE approved by an awarding body, (see section 3.4)
- opportunities to ascertain candidate's **accreditation of prior learning** is maximised by early contact between the assessor and candidate and during initial assessment/induction period.

Please note: External tests do not form part of People 1st's assessment strategy.

3.1 Witness Testimony

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

Witness testimonies can be obtained from people who are occupationally competent and who may be familiar with the national occupational standards, such as the candidate's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the national occupational standards, such as other people within the candidate's workplace, e.g. customers and suppliers. The assessor must judge the validity of the witness testimony and this may vary depending on the source.

Witness testimonies can support the assessment process but should not be used as the main form of evidence, (e.g. witness testimony may be useful to authenticate a candidate's work, confirm consistency over time or confirm that a candidate has covered all of the required scope/range for a unit). In all cases the awarding body's minimum evidence 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:

- approved assessors for other sectors who are also familiar with the relevant occupational standards
- line managers, other managers or experienced colleagues that are not approved assessors, but who the awarding body agrees has current occupational competence, knowledge and expertise to make a judgement of a candidate's competence.

Expert witnesses must be able to demonstrate through relevant qualifications and/or practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People 1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than 12 months. 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 body's requirements.

3.2 Professional Discussion

Professional discussion could be used in addition to performance evidence to confirm a candidate's overall competence. Professional discussion could also be used as a form of evidence for assessing underpinning knowledge; such discussions should enable the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed, rather than using a prescribed list of questions.

3.3 Simulation

Simulation can only be used to assess candidates for the sector's SVQ 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. 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. Partial simulation would be accepted as long as it meets the set requirements.

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

Awarding bodies must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on candidates 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
- the candidate 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 candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE can be found at **Appendix B**.

4. Occupational Expertise of Assessors and Verifiers

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

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 E**.

Appendix A

SVQ units in Hospitality that permit simulation

There are no People 1st units that may be achieved solely by the use of simulation. However, partial simulation is permissible in the units listed in the table 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
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of demotivating candidates
- there would otherwise be a breach of confidentiality or privacy.

People 1st Unit Number	**Unit Title**	**SVQ qualifications that the unit is used in**
PPL1Gen1	Maintain health and safety in hospitality	SVQ Professional Cookery at SCQF 4 SVQ Hospitality Services at SCQF 4 SVQ Hospitality Services at SCQF 5 SVQ Food and Beverage Service at SCQF 5 SVQ Beverage Service at SCQF 5 SVQ Kitchen Services at SCQF 5 SVQ Food Production at SCQF 5 SVQ Professional Cookery at SCQF 5
PPLHSL4	Maintain the health, hygiene, safety and security of the working environment	SVQ in Hospitality Supervision and Leadership at SCQF 7
PPLHSL23	Improve the customer relationship	SVQ in Hospitality Supervision and Leadership at SCQF 7
PPLHSL19	Monitor and solve customer service problems	SVQ in Hospitality Supervision and Leadership at SCQF 7
PPLHSL5	Lead a team to improve customer service	SVQ in Hospitality Supervision and Leadership at SCQF 7

Appendix B

Criteria for Realistic Working Environments

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in a RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours candidates work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding body's criteria for this purpose. External verifiers (EV) are expected to ensure RWEs meet the criteria set out below on at least one visit.

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, e.g. quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations. • Appropriate industrial equipment, furnishings and resources (e.g. ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered. • Industry trends are considered in the product and service offer.
2	**The candidate's work activities reflect those found in the situation being represented**	• Candidates operate in a professional capacity with corresponding job schedules and/or descriptions. • Candidates are clear on their work activities and responsibilities.
3	**The RWE is operated in the same manner as a real work situation**	• Customers are not prompted to behave in a particular manner. • Customer feedback is maintained and acted upon.
4	**The RWE is underpinned by commercial principles and responsibilities.**	• 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, e.g. product/service plans, staffing/rotas, costing, promotions. • Candidates are encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimising wastage. • Legislative regulations are adhered to, e.g. food safety, health and safety, equal opportunities, trade description. • Consumer information is provided on products and services, e.g. allergy advice on food products.

Appendix C

Occupational Expertise of Assessors and Verifiers

The requirements set out below relates to all assessors and verifiers.

✓ = **mandatory**

Assessors, Internal Verifiers and External Verifiers must:	**A**	**IV**	**EV**
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications which are being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as identified by SQA Accreditation, qualifications regulator, confirming their competence to assess or verify SVQ units and qualifications assessment as follows:			
• Assessors and verifiers who hold current assessor and/or verifier units and undertake appropriate continuous professional development (CPD)	✓	✓	✓
• Assessors and verifiers who hold previous versions of assessor and/or verifier units, who work to the current Learning and Development (L&D) National Occupational Standards (NOS) and undertake appropriate continuous professional development (CPD)	✓	✓	✓
• Any new assessors or verifiers who do not currently hold any assessor or verifier units must undertake the relevant current unit(s) • In the case that an assessor or verifier is working towards their assessor/verifier unit, a representative sample of their assessment/verification decisions must be counter-signed by a colleague who has achieved an appropriate assessor/verifier unit. This colleague should have the same occupational expertise.	✓	✓	✓
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and/or verifying which has been gained through 'hands on' experience in the industry.	✓	✓	✓
Adhere to the awarding body's assessment requirements and practice standardised assessment principles.	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget.	✓	✓	
Have supervisory/management, interpersonal and investigative skills; including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓
Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See Annex D).	✓	Good Practice	
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex E).	✓	✓	✓

Appendix D

Qualifications and Training relevant to Assessors and Verifiers

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

✓= **mandatory**

Qualification/ Training	SVQ unit/qualification	A	IV	EV
Health and Safety	All sector units and qualifications	✓	Good Practice	
Food Safety	Kitchen Services	✓	Good Practice	
	Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Beverage Service	✓		
	Beverage Service	✓		
	Hospitality Supervision and Leadership (*with food and beverage units*)	✓		
Licensing	Food and Beverage Service	✓	Good Practice	
	Beverage Service	✓		
	Hospitality Supervision and Leadership *(with food and beverage units)*	✓		

Appendix E

Continuous Professional Development for Assessors and Verifiers

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

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides examples of a variety of methods that could be used for CPD purposes.

Updating occupational expertise	• Internal and external work placements • Work experience and shadowing (e.g. within associated departments) • External visits to other organisations • Updated and new training and qualifications http://hospitalityguild.co.uk/uksp • 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 (e.g. People 1st events), webinars, social media • Staff development days
Standardising and best practice in assessment	• Regular standardisation meetings with colleagues • Sharing best practice through internal meetings, newsletters, email circulars • Comparison of assessment and verification in other sectors • Attending awarding body meetings/seminars

Downloadable guidance on CPD can be found at CPD Guidance (https://set.et-foundation.co.uk/professionalism/cpd/)

Annexe B: Core Skills Signposting

Core Skills Signposting:	HOSPITALITY NOS UNITS 2016
Sector:	Hospitality
Qualification Titles:	SVQ Beverage Service at SCQF level 5
	SVQ Food and Beverage Service at SCQF level 5
	SVQ Food Production at SCQF level 5
	SVQ Hospitality Services at SCQF level 4
	SVQ Hospitality Services at SCQF level 5
	SVQ Hospitality Supervision and Leadership at SCQF level 7
	SVQ Kitchen Services at SCQF level 5
	SVQ Professional Cookery at SCQF level 4
	SVQ Professional Cookery at SCQF level 5
	SVQ Professional Cookery at SCQF level 6
	SVQ Professional Cookery at SCQF level 7
Developed by:	People 1st
Approved by ACG:	1 March 2017
Version:	1

HOSPITALITY NOS UNITS 2016 — Core Skills Signposting						
		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
Generic Units						
PPL1GEN1	Maintain health and safety in hospitality	SCQF3	SCQF3		SCQF3	SCQF3
PPL1GEN2	Maintain excellent standards of personal behaviour in hospitality	SCQF3		SCQF3		SCQF3
PPL1GEN3	Maintain customer care	SCQF4	SCQF3		SCQF3	SCQF3
PPL1GEN4	Work effectively as part of a hospitality team	SCQF4	SCQF3		SCQF4	SCQF4
PPL1GEN5	Clean and store crockery and cutlery	SCQF3	SCQF3		SCQF3	
PPL2GEN1	Impact of personal behaviour in hospitality	SCQF4		SCQF3	SCQF3	SCQF4
PPL2GEN2	Order stock	SCQF4	SCQF3	SCQF3	SCQF3	SCQF4
PPL2GEN3	Maintain and handle knives	SCQF3			SCQF3	SCQF3
PPL2GEN4	Maintain food safety in a kitchen environment	SCQF4	SCQF4		SCQF4	SCQF4
PPL2GEN5	Maintain food safety in a hospitality environment	SCQF4	SCQF3		SCQF4	SCQF4
PPL2GEN6	Minimise the risk of allergens to customers	SCQF5	SCQF4		SCQF3	SCQF4
PPL2GEN7	Resolve customer service problems	SCQF5			SCQF4	SCQF5
PPL2GEN8	Promote additional services or products to customers	SCQF4		SCQF3		SCQF4
PPL2GEN9	Deal with customers across a language divide	SCQF4			SCQF3	SCQF4
PPL2GEN10	Deal with customers across a cultural divide	SCQF4			SCQF3	SCQF4
PPL2GEN11	Maintain customer service through effective handover	SCQF4			SCQF3	SCQF4
PPL2GEN12	Maintain and deal with payments	SCQF3	SCQF3		SCQF4	SCQF4

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
Generic Units (*continued*)						
PPL2GEN13	Use social media in hospitality	SCQF4		SCQF3	SCQF3	SCQF3
PPL2GEN14	Complete kitchen documentation	SCQF4	SCQF4	SCQF4	SCQF3	
PPL2GEN15	Set up and close kitchen	SCQF4	SCQF4	SCQF3	SCQF3	SCQF4
Front of House Reception Units						
PPL1FOH1	Process information for the reception function	SCQF3	SCQF3	SCQF3	SCQF3	SCQF3
PPL1FOH2	Assist in handling mail	SCQF3			SCQF3	SCQF3
PPL1FOH3	Communicate information in a business environment	SCQF4		SCQF3	SCQF3	SCQF4
PPL1FOH4	Make and receive telephone calls	SCQF3			SCQF3	SCQF3
PPL1FOH5	Receive, move and store customer and organisation property	SCQF3	SCQF3	SCQF3	SCQF3	SCQF3
PPL1FOH6	Service public areas at front of house	SCQF3	SCQF3		SCQF3	SCQF3
PPL1FOH7	Collect and deliver items for customers and staff	SCQF3	SCQF3	SCQF3	SCQF3	SCQF3
PPL1FOH8	Prepare, service and clear meeting and conference rooms	SCQF3	SCQF3		SCQF3	SCQF3
PPL1FOH9	Use a filing system	SCQF3	SCQF3	SCQF3	SCQF3	
PPL1FOH10	Contribute to solving business problems	SCQF4			SCQF4	SCQF4
PPL2FOH1	Deal with communications as part of the reception function	SCQF4	SCQF3	SCQF3	SCQF3	SCQF3
PPL2FOH2	Deal with the arrival of customers	SCQF3	SCQF3	SCQF3	SCQF3	SCQF3
PPL2FOH3	Deal with bookings	SCQF4	SCQF3	SCQF4	SCQF3	SCQF3
PPL2FOH4	Prepare customer accounts and deal with departures	SCQF3	SCQF3	SCQF4	SCQF3	SCQF3

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
Front of House Reception Units (*continued*)						
PPL2FOH5	Produce documents in a business environment	SCQF3	SCQF3	SCQF3		
PPL2FOH6	Use office equipment	SCQF3		SCQF3	SCQF3	
PPL2FOH7	Communicate in a business environment	SCQF4		SCQF3	SCQF3	SCQF4
PPL2FOH8	Handle customer communications and book external services	SCQF4		SCQF3	SCQF4	SCQF4
PPL2FOH9	Provide reception services	SCQF4		SCQF3	SCQF3	SCQF3
PPL2FOH10	Store and retrieve information	SCQF3	SCQF3	SCQF3	SCQF3	
PPL2FOH11	Provide tourism information services to customers	SCQF4	SCQF3	SCQF3	SCQF3	SCQF3
Accommodation/Housekeeping Units						
PPL1HK1	Collect linen and make beds	SCQF3	SCQF3		SCQF3	SCQF3
PPL1HK2	Clean windows from the inside	SCQF3	SCQF3		SCQF3	SCQF3
PPL1HK3	Help to service toilets and bathrooms	SCQF3	SCQF3		SCQF3	SCQF3
PPL1HK4	Help to clean and maintain furnished areas	SCQF3	SCQF3		SCQF3	SCQF3
PPL1HK5	Work individually and follow reporting procedures in a cleaning environment	SCQF4	SCQF3		SCQF3	
PPL2HK1	Clean and service a range of areas	SCQF3	SCQF3		SCQF4	SCQF4
PPL2HK2	Work using different chemicals, liquids and equipment	SCQF3	SCQF3		SCQF4	SCQF4
PPL2HK3	Maintain housekeeping supplies	SCQF3	SCQF3	SCQF3	SCQF4	SCQF4
PPL2HK4	Clean, maintain and protect hard floors	SCQF3	SCQF3		SCQF4	SCQF3

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
Accommodation/Housekeeping Units (*continued*)						
PPL2HK5	Clean and maintain soft floors and furnishings	SCQF3	SCQF3		SCQF4	SCQF3
PPL2HK6	Provide a linen service	SCQF3	SCQF3	SCQF3	SCQF4	SCQF4
PPL2HK7	Carry out periodic room servicing and deep cleaning	SCQF3	SCQF3		SCQF4	SCQF4
Food and Beverage Service Units						
PPL1FBS1	Prepare and clear areas for food and beverage service	SCQF3	SCQF3		SCQF3	SCQF3
PPL1FBS2	Provide a food and beverage service	SCQF3	SCQF3		SCQF3	SCQF3
PPL2FBS1	Prepare and clear the bar area	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS2	Serve alcoholic and soft drinks	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS3	Prepare and serve cocktails (mixology)	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS4	Prepare and serve beer/cider	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS5	Prepare and serve wine	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS6	Maintain cellars and kegs	SCQF3	SCQF3		SCQF4	SCQF3
PPL2FBS7	Clean drink dispense lines	SCQF3	SCQF3		SCQF4	SCQF3
PPL2FBS8	Prepare and serve dispensed and instant hot drinks	SCQF3	SCQF3		SCQF4	SCQF3
PPL2FBS9	Set up a specialist coffee station	SCQF3	SCQF3		SCQF4	
PPL2FBS10	Prepare and serve beverages from a specialist coffee station	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS11	Clean and close a specialist coffee station	SCQF3	SCQF3		SCQF4	

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
Food and Beverage Service Units (*continued*)						
PPL2FBS12	Receive, store and issue drinks stock	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS13	Prepare and clear areas for table service	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS14	Serve food at table (formal dining)	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS15	Serve food at table (casual dining)	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS16	Provide a silver service	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS17	Provide a buffet service	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS18	Convert an area for dining	SCQF4	SCQF3		SCQF4	SCQF4
PPL2FBS19	Promote new menu items	SCQF4				SCQF3
Food Production Units						
PPL1PRD1	Prepare hot and cold sandwiches	SCQF4	SCQF4		SCQF3	
PPL1PRD2	Produce basic egg dishes	SCQF4	SCQF4		SCQF4	
PPL1PRD3	Maintain an efficient use of resources in the kitchen	SCQF4	SCQF4		SCQF3	
PPL1PRD4	Prepare meals for distribution	SCQF4	SCQF4	SCQF3	SCQF4	SCQF4
PPL1PRD5	Prepare meals to meet relevant nutritional standards set for school meals	SCQF4	SCQF4	SCQF3	SCQF3	SCQF4
PPL1PRD6	Present menu items according to brand/organisation standards	SCQF4	SCQF4		SCQF3	SCQF4
PPL1PRD7	Assemble meals for distribution via conveyor belt	SCQF3	SCQF3		SCQF4	SCQF3
PPL2PRD1	Produce basic fish dishes	SCQF4	SCQF4		SCQF4	

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
Food Production Units (*continued*)						
PPL2PRD2	Produce basic meat dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD3	Produce basic poultry dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD4	Produce basic vegetable dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD5	Cook-chill food	SCQF4	SCQF4		SCQF3	
PPL2PRD6	Cook-freeze food	SCQF4	SCQF4		SCQF3	
PPL2PRD7	Produce basic hot sauces	SCQF4	SCQF4		SCQF4	
PPL2PRD8	Produce basic cereal, pulse and grain dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD9	Produce basic pasta dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD10	Produce cold starters and salads	SCQF4	SCQF4		SCQF3	
PPL2PRD11	Produce basic bread and dough products	SCQF4	SCQF4		SCQF4	
PPL2PRD12	Produce basic pastry products	SCQF4	SCQF4		SCQF4	
PPL2PRD13	Produce basic cakes, sponges and scones	SCQF4	SCQF4		SCQF4	
PPL2PRD14	Produce basic cold and hot desserts	SCQF4	SCQF4		SCQF4	
PPL2PRD15	Produce flour, dough and tray baked products	SCQF4	SCQF4		SCQF3	
PPL2PRD16	Produce products from pre-mixed ingredients	SCQF3	SCQF4		SCQF4	
PPL2PRD17	Modify dishes to meet the specific nutritional needs of individuals	SCQF4	SCQF4		SCQF4	
PPL2PRD18	Prepare, operate and clean specialist equipment	SCQF4	SCQF4		SCQF4	

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
Food Production Units (*continued*)						
PPL2PRD19	Maintain an efficient use of food resources	SCQF4	SCQF3		SCQF4	
PPL2PRD20	Liaise with care team to ensure that individuals' nutritional needs are met	SCQF4	SCQF4	SCQF3	SCQF3	SCQF4
Professional Cookery Units						
PPL1PC1	Prepare vegetables	SCQF4	SCQF4		SCQF3	
PPL1PC2	Cook vegetables	SCQF4	SCQF4		SCQF3	
PPL1PC3	Prepare and cook fish	SCQF4	SCQF4		SCQF3	
PPL1PC4	Prepare and cook meat and poultry	SCQF4	SCQF4		SCQF3	
PPL1PC5	Prepare and finish simple salad and fruit dishes	SCQF4	SCQF4		SCQF3	
PPL1PC6	Prepare and cook rice	SCQF4	SCQF4		SCQF3	
PPL1PC7	Prepare and cook pasta	SCQF4	SCQF4		SCQF3	
PPL1PC8	Prepare and cook pulses	SCQF4	SCQF4		SCQF3	
PPL1PC9	Prepare and cook grain	SCQF4	SCQF4		SCQF3	
PPL1PC10	Prepare and cook vegetable protein	SCQF4	SCQF4		SCQF3	
PPL1PC11	Prepare and cook eggs	SCQF4	SCQF4		SCQF3	
PPL1PC12	Cook and finish simple bread and dough products	SCQF4	SCQF4		SCQF3	
PPL1PC13	Package food for delivery	SCQF4	SCQF4		SCQF3	
PPL2PC1	Prepare vegetables for basic dishes	SCQF4	SCQF4		SCQF4	

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
Professional Cookery Units (*continued*)						
PPL2PC2	Cook and finish basic vegetable dishes	SCQF4	SCQF4		SCQF4	
PPL2PC3	Prepare fish for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC4	Cook and finish basic fish dishes	SCQF4	SCQF4		SCQF4	
PPL2PC5	Prepare shellfish for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC6	Cook and finish basic shellfish dishes	SCQF4	SCQF4		SCQF4	
PPL2PC7	Prepare meat for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC8	Cook and finish basic meat dishes	SCQF4	SCQF4		SCQF4	
PPL2PC9	Prepare poultry for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC10	Cook and finish basic poultry dishes	SCQF4	SCQF4		SCQF4	
PPL2PC11	Prepare game for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC12	Cook and finish basic game dishes	SCQF4	SCQF4		SCQF4	
PPL2PC13	Prepare offal for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC14	Cook and finish basic offal dishes	SCQF4	SCQF4		SCQF4	
PPL2PC15	Make basic stocks	SCQF4	SCQF4		SCQF4	
PPL2PC16	Prepare, cook and finish basic hot sauces	SCQF4	SCQF4		SCQF4	
PPL2PC17	Prepare, cook and finish basic soups	SCQF4	SCQF4		SCQF4	
PPL2PC18	Prepare, cook and finish basic rice dishes	SCQF4	SCQF4		SCQF4	

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
Professional Cookery Units (*continued*)						
PPL2PC19	Prepare, cook and finish basic pasta dishes	SCQF4	SCQF4		SCQF4	
PPL2PC20	Prepare, cook and finish basic pulse dishes	SCQF4	SCQF4		SCQF4	
PPL2PC21	Prepare, cook and finish basic vegetable protein dishes	SCQF4	SCQF4		SCQF4	
PPL2PC22	Prepare, cook and finish basic egg dishes	SCQF4	SCQF4		SCQF4	
PPL2PC23	Prepare, cook and finish basic bread and dough products	SCQF4	SCQF4		SCQF4	
PPL2PC24	Prepare, cook and finish basic pastry products	SCQF4	SCQF4		SCQF4	
PPL2PC25	Prepare, cook and finish basic cakes, sponges, biscuits and scones	SCQF4	SCQF4		SCQF4	
PPL2PC26	Prepare, cook and finish basic grain dishes	SCQF4	SCQF4		SCQF4	
PPL2PC27	Prepare, cook and finish basic cold and hot desserts	SCQF4	SCQF4		SCQF4	
PPL2PC28	Prepare and present food for cold presentation	SCQF4	SCQF4		SCQF4	
PPL2PC29	Prepare, cook and finish dim sum	SCQF4	SCQF4		SCQF4	
PPL2PC30	Prepare, cook and finish noodle dishes	SCQF4	SCQF4		SCQF4	
PPL2PC31	Prepare and cook food using a tandoor	SCQF4	SCQF4		SCQF4	
PPL2PC32	Process dried ingredients prior to cooking	SCQF4	SCQF4		SCQF4	
PPL2PC33	Prepare and mix spice and herb blends	SCQF4	SCQF4		SCQF4	
PPL2PC34	Contribute to sustainable practice in kitchens	SCQF3	SCQF3		SCQF4	
PPL3PC1	Cook and finish complex vegetarian dishes	SCQF4	SCQF4		SCQF4	

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
Professional Cookery Units (*continued*)						
PPL3PC2	Prepare fish for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC3	Cook and finish complex fish dishes	SCQF4	SCQF4		SCQF4	
PPL3PC4	Prepare shellfish for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC5	Cook and finish complex shellfish dishes	SCQF4	SCQF4		SCQF4	
PPL3PC6	Prepare meat for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC7	Cook and finish complex meat dishes	SCQF4	SCQF4		SCQF4	
PPL3PC8	Prepare poultry for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC9	Cook and finish complex poultry dishes	SCQF4	SCQF4		SCQF4	
PPL3PC10	Prepare game for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC11	Cook and finish complex game dishes	SCQF4	SCQF4		SCQF4	
PPL3PC12	Prepare, cook and finish complex hot sauces	SCQF4	SCQF4		SCQF4	
PPL3PC13	Prepare, cook and finish complex soups	SCQF4	SCQF4		SCQF4	
PPL3PC14	Prepare, cook and finish fresh pasta dishes	SCQF4	SCQF4		SCQF4	
PPL3PC15	Prepare, cook and finish complex bread and dough products	SCQF4	SCQF4		SCQF4	
PPL3PC16	Prepare, cook and finish complex cakes, sponges, biscuits and scones	SCQF4	SCQF4		SCQF4	
PPL3PC17	Prepare, cook and finish complex pastry products	SCQF4	SCQF4		SCQF4	
PPL3PC18	Prepare, process and finish complex chocolate products	SCQF4	SCQF4		SCQF4	

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
Professional Cookery Units (*continued*)						
PPL3PC19	Prepare, process and finish marzipan, pastillage and sugar products	SCQF4	SCQF4		SCQF4	
PPL3PC20	Prepare, cook and present complex cold products	SCQF4	SCQF4		SCQF4	
PPL3PC21	Prepare, finish and present canapés and cocktail products	SCQF4	SCQF4		SCQF4	
PPL3PC22	Prepare, cook and finish complex dressings and cold sauces	SCQF4	SCQF4		SCQF4	
PPL3PC23	Prepare, cook and finish complex hot desserts	SCQF4	SCQF4		SCQF4	
PPL3PC24	Prepare, cook and finish complex cold desserts	SCQF4	SCQF4		SCQF4	
PPL3PC25	Produce sauces, fillings and coatings for complex desserts	SCQF4	SCQF4		SCQF4	
PPL3PC26	Maintain sustainable practice in commercial kitchens	SCQF5	SCQF4		SCQF5	SCQF5
Hospitality Supervision and Leadership Units						
PPLHSL1	Provide leadership for your team	SCQF5			SCQF5	SCQF6
PPLHSL2	Develop productive working relationships with colleagues	SCQF5			SCQF5	SCQF6
PPLHSL3	Contribute to the control of resources	SCQF6	SCQF5	SCQF4	SCQF6	SCQF6
PPLHSL4	Maintain the health, hygiene, safety and security of the working environment	SCQF6			SCQF6	SCQF6
PPLHSL5	Lead a team to improve customer service	SCQF5			SCQF6	SCQF6
PPLHSL6	Contribute to promoting hospitality services and products	SCQF6	SCQF5	SCQF4	SCQF6	SCQF6
PPLHSL7	Supervise food production operations	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL8	Supervise functions	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
Hospitality Supervision and Leadership Units (*continued*)						
PPLHSL9	Contribute to the development of recipes and menus	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL10	Supervise food services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL11	Supervise drink services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL12	Supervise off-site food delivery services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL13	Supervise cellar and drink storage operations	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL14	Manage the receipt, storage or dispatch of goods	SCQF6	SCQF4	SCQF4	SCQF6	SCQF5
PPLHSL15	Supervise the wine store/cellar and dispense counter	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL16	Supervise vending services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL17	Supervise housekeeping services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL18	Supervise linen services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL19	Monitor and solve customer service problems	SCQF6	SCQF5		SCQF6	SCQF6
PPLHSL20	Supervise portering and concierge services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL21	Supervise reception services	SCQF6	SCQF4	SCQF6	SCQF6	SCQF6
PPLHSL22	Supervise reservations and booking services	SCQF6	SCQF4	SCQF6	SCQF6	SCQF6
PPLHSL23	Improve the customer relationship	SCQF6	SCQF4		SCQF6	SCQF6
PPLHSL24	Provide learning opportunities for colleagues	SCQF6		SCQF4	SCQF6	SCQF6
PPLHSL25	Support the use of technological equipment in hospitality services	SCQF6	SCQF5	SCQF6	SCQF6	SCQF6

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
Hospitality Supervision and Leadership Units (*continued*)						
PPLHSL26	Supervise practices for handling payments	SCQF5	SCQF4	SCQF5	SCQF6	SCQF6
PPLHSL27	Contribute to the development of a wine list	SCQF6	SCQF4	SCQF4	SCQF5	SCQF5
PPLHSL28	Manage the environmental impact of your work	SCQF6		SCQF4	SCQF6	SCQF6
PPLHSL29	Contribute to the selection of staff for activities	SCQF6	SCQF5	SCQF4	SCQF6	SCQF5
PPLHSL30	Ensure food safety practices are followed in the preparation and serving of food and drink	SCQF6	SCQF4	SCQF5	SCQF6	SCQF6
PPLHSL31	Lead meetings	SCQF5				SCQF5

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