SVQ in Kitchen Services at SCQF Level 5

Scottish Vocational Qualifications

Specification

First registration July 2017

Edexcel, BTEC and LCCI qualifications

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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 Kitchen Services at SCQF Level 5
Qualification code	GM5L 45
Operational start date	01/07/2017
Minimum age	16
Number of required units	11
Credit points	28-38
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 Kitchen 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 or kitchen assistant
- develop technical skills, knowledge and understanding related to the specified job roles such as maintaining food safety in a kitchen environment, knowing how to handle knives and preparing and cooking a range of food such as vegetables, fish, meat etc., maintaining efficient use of kitchen and food resources
- 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 Kitchen Services at SCQF level 5 is a replacement for the SVQ 2 in Kitchen Services at SCQF Level 5 (GC9K).

Apprenticeships

The SVQ in Kitchen Services at SCQF Level 5 is the mandatory component for the Modern Apprenticeship in Hospitality — Professional Cookery, and the Modern Apprenticeship in Hospitality — Hospitality Supervision and Leadership.

Progression opportunities

Candidates who achieve the SVQ in Kitchen Services at SCQF Level 5 can progress to SVQs at SCQF Level 6, 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 Kitchen Services at SCQF Level 5

The candidate will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	28
Number of mandatory units that must be achieved	4
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
4	PPL2GEN4	Maintain food safety in a kitchen environment	5	5
Unit	SQA unit code	Optional units	Credit points	SCQF Level
Group A: Candidates must take 2 units				
5	PPL1PC2	Cook vegetables	2	3
6	PPL1PC3	Prepare and cook fish	3	4
7	PPL1PC4	Prepare and cook meat and poultry	3	4
8	PPL1PC5	Prepare and finish simple salad and fruit dishes	2	4
9	PPL1PRD3	Maintain an efficient use of resources in the kitchen	2	4
10	PPL2PRD10	Produce cold starters and salads	3	4

Unit	SQA unit code	Optional units	Credit points	SCQF Level
Group B: Candidates must take 5 units				
11	PPL1FBS2	Provide a food and beverage service	4	5
12	PPL1PRD1	Prepare hot and cold sandwiches	3	5
13	PPL2FBS19	Promote new menu items	4	5
14	PPL2GEN3	Maintain and handle knives	2	5
15	PPL2GEN14	Complete kitchen documentation	2	5
16	PPL2GEN15	Set up and close kitchen	2	5
17	PPL2PRD14	Produce basic cold and hot desserts	4	5
18	PPL2PRD17	Modify dishes to meet the specific nutritional needs of individuals	2	5
19	PPL2PRD18	Prepare, operate and clean specialist equipment	3	6
20	PPL2PRD19	Maintain an efficient use of food resources	4	5

5   Programme delivery

Centres are free to offer these qualifications 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.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

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 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 Scottish Credit and Qualifications Framework (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 standard is about basic health and safety in a hospitality environment. The standard 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 standard 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
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 standard 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 standard 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 standard 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
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 upon
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

Unit 3: Impact of personal behaviour in hospitality

Unit code:	**PPL2GEN1**
SCQF level:	**5**
Credit points:	**3**

Unit summary

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

When you have completed this standard 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

Unit 4: Maintain food safety in a kitchen environment

Unit code:	**PPL2GEN4**
SCQF level:	**5**
Credit points:	**5**

Unit summary

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

When you have completed this standard 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
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
10	Who you should report to if you believe there are food safety hazards

Knowledge and understanding	
(a) 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
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
39	Why it is important to prepare food for storage, including
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	
(b)	**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

(a)	**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

4.3 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 5: Cook vegetables

Unit code:	**PPL1PC2**
SCQF level:	**3**
Credit points:	**2**

Unit summary

This standard is about cooking vegetables for simple dishes, for example:

- chips (fresh and frozen)
- boiled vegetables
- fried onions
- mashed potatoes
- buttered carrots
- steamed courgette
- roasted Mediterranean vegetables.

This standard focuses on the technical knowledge and skills required to cook vegetables; 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 kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

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

- Cook vegetables.

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

Cook; vegetables

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 frozen and unfrozen vegetables before cooking
2	What to look for in vegetables before you cook them
3	Why and to whom you should report any problems with the vegetables
4	Which tools and equipment you should use for each vegetable
5	How to carry out each vegetable cooking method
6	Why it is important to use the correct techniques, tools and equipment when cooking vegetables
7	Why it may be necessary to avoid contamination from meat and fish products and how to do so
8	How to store vegetables that are not for immediate use

Performance criteria	
1	Check the vegetables meet quality standards
2	Choose the correct tools and equipment to cook vegetables
3	Use the tools and equipment correctly when cooking vegetables
4	Cook the vegetables to meet requirements
5	Finish the vegetables to meet requirements
6	Ensure the vegetables are at the correct temperature for holding and serving
7	Store any cooked vegetables not for immediate use in line with food safety regulations

Scope/range related to performance criteria

1 Vegetables

    1.1 frozen

    1.2 pre-prepared

    1.3 fresh

2 Cooking methods

    2.1 boiling

    2.2 frying

    2.3 grilling

    2.4 microwaving

    2.5 baking

    2.6 roasting

Unit 6: Prepare and cook fish

Unit code:	**PPL1PC3**
SCQF level:	**4**
Credit points:	**3**

Unit summary

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

- fish cake
- battered fish (prepared)
- breaded fish (prepared)
- scampi (prepared)
- frozen fish fillet portion.

This standard focuses on the technical knowledge and skills required to prepare and cook fish; 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 kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

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

- Prepare and cook fish.

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; cook; fish

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 fish correctly before cooking
2	How to check that fish are fit for preparation and cooking
3	How to decide whether fish needs de-frosting before cooking and why this is important
4	How to de-frost fish
5	Why and to whom you should report any problems with the fish or other ingredients
6	The right temperatures and cooking times for different types of fish
7	The right tools and equipment for the preparation methods
8	How to prepare fish correctly
9	The right tools and equipment for the cooking methods
10	Why it is important to use the right tools and equipment
11	How to carry out the cooking methods correctly
12	How to decide which cooking methods are appropriate for different types of fish and how to make sure they are properly cooked
13	How to garnish and present cooked fish according to requirements
14	The correct temperatures for holding and serving fish
15	The correct storage requirements for fish products not for immediate consumption

Performance criteria	
1	De-frost fish if necessary, correctly and according to food safety guidelines
2	Check that the fish is fit for cooking
3	Choose the right tools and equipment
4	Use the tools and equipment correctly
5	Prepare the fish to meet requirements
6	Cook the fish as required
7	Finish the fish as required
8	Make sure the fish is at the right temperature for holding and serving
9	Store any fish not for immediate use in line with food safety regulations

Scope/range related to performance criteria

1 Fish

    1.1 coated

    1.2 uncoated

    1.3 frozen

    1.4 unfrozen

2 Preparation methods

    2.1 de-frosting

    2.2 coating

3 Cooking methods

    3.1 frying (deep/shallow)

    3.2 grilling

    3.3 baking

Unit 7: Prepare and cook meat and poultry

Unit code:	**PPL1PC4**
SCQF level:	**4**
Credit points:	**3**

Unit summary

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

- steaks
- burgers
- cutlets
- sausages
- bacon
- chicken cuts.

This standard focuses on the technical knowledge and skills required to prepare and cook meat and poultry; 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 kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

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

- Prepare and cook meat and poultry.

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; cook; meat and poultry

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 fresh and frozen meat and poultry correctly before cooking
2	How to check that meat and poultry is fit for preparation and cooking
3	How to decide whether meat and poultry needs de-frosting before cooking and why this is important
4	How to defrost meat and poultry correctly and why this is important
5	Why and to whom you should report any problems with the meat & poultry or other ingredients
6	The right temperatures and cooking times for different types of meat and poultry
7	The right tools and equipment for the preparation methods
8	How to prepare meat and poultry using the correct preparation methods
9	The right tools and equipment for the cooking methods
10	Why it is important to use the right tools and equipment
11	How to carry out the cooking methods correctly
12	How to decide which cooking methods are appropriate for different types of meat and poultry and how to make sure they are cooked correctly
13	How to finish and season meat and poultry according to requirements
14	The correct storage requirements for meat and poultry not for immediate consumption
15	How to store cooked meat and poultry not for immediate consumption

Performance criteria	
1	De-frost meat and poultry if necessary, correctly and following food safety guidelines
2	Check that the meat and poultry is fit for cooking
3	Choose the right tools and equipment for preparing and cooking meat and poultry
4	Use the tools and equipment correctly
5	Prepare the meat and poultry to meet requirements
6	Cook the meat and poultry as required
7	Finish the meat and poultry as required
8	Ensure the meat and poultry is at the right temperature for holding and serving
9	Store the meat or poultry not for immediate use in line with food safety regulations

Scope/range related to performance criteria

1   Meat and poultry

1.1 pre-prepared

1.2 uncoated

1.3 steaks

1.4 chops

1.5 poultry cuts

2   Preparation methods

2.1 de-frosting

2.2 seasoning

3   Cooking methods

3.1 grilling

3.2 griddling

3.3 frying (deep/shallow)

Unit 8: Prepare and finish simple salad and fruit dishes

Unit code:	**PPL1PC5**
SCQF level:	**4**
Credit points:	**2**

Unit summary

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

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

This standard 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 standard:

- 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 standard 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 9: Maintain an efficient use of resources in the kitchen

Unit code:	**PPL 1PRD3**
SCQF level:	**4**
Credit points:	**2**

Unit summary

This unit is about how you work in an efficient way to ensure that all physical resources are used efficiently and waste is limited.

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

● Maintain an efficient use of resources in the 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

Resources; 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	
Maintain an efficient use of resources in the kitchen	
1	Safe, hygienic and energy saving working practices when using resources in the kitchen
2	The different types of waste produced in kitchen operations and how to minimise these
3	The financial impact of uncontrolled resource wastage
4	Why and to whom potential waste should be reported
5	The types of unexpected situations that may encourage excessive waste when performing food operations

Performance criteria	
Maintain an efficient use of food resources	
1	Ensure that all resources for kitchen operations are readily accessible and that equipment is working correctly
2	Work in an efficient manner, switching equipment off after use where possible whereby reducing the unnecessary waste of energy
3	Dispose of waste packaging correctly to minimize space
4	Report any problems with equipment, resources or potential waste to the appropriate person

Scope/range related to performance criteria

1 Equipment

1.1 cooking

1.2 portable

1.3 storage

1.4 extraction

1.5 holding

2 Resources

2.1 gas

2.2 electricity

2.3 water

2.4 staff

Unit 10: Produce cold starters and salads

Unit code:	**PPL 2PRD10**
SCQF level:	**4**
Credit points:	**3**

Unit summary

This unit is about producing basic cold starters and salads. It covers how you would safely prepare the dishes, finishing, dressing and presentation skills.

This unit focuses on the technical knowledge and skills required to produce cold starters and salads; 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 cold starters and salads.

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

Cold; starters; salads

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 cold starters and salads	
1	Safe and hygienic working practices when preparing cold starters and salads
2	How to check that the 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 ingredients
4	How to carry out the relevant preparation and finishing methods for each dish and which accompaniments or dressings are suitable for each dish
5	Healthy eating options when preparing and finishing cold starters and salads
6	How to present cold starters and salads in a way that meets your customers' high expectations and your workplace standards
7	The correct storage requirements for ingredients not for immediate consumption
8	The types of unexpected situations that may occur when preparing and finishing cold starters and salads

Performance criteria	
Produce cold starters and salads	
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 dish has the correct colour, texture, consistency and flavour
6	Present and finish the dish to meet customer and your workplace requirements
7	Store any ingredients not for immediate use according to workplace and food safety requirement

Scope/range related to performance criteria

1 Food products

1.1 cooked/cured meats and meat products

1.2 fish and shellfish and fish products

1.3 cheese and dairy products

1.4 cold dressings/sauces/dips

1.5 salad/vegetables/fruit

1.6 bread products

1.7 pastry products

2 Preparation and cooking methods

2.1 washing

2.2 slicing

2.3 de-frosting

2.4 portioning

2.5 combining ingredients

2.6 garnishing

2.7 adding an accompaniment

2.8 presenting

2.9 dressing

Unit 11: Provide a food and beverage service

Unit code:	**PPL1FBS2**
SCQF level:	**5**
Credit points:	**4**

Unit summary

This standard 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 standard 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 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 standard 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 12:   Prepare hot and cold sandwiches

Unit code: PPL 1PRD1

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 un-sliced 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 13: Promote new menu items

Unit code:	**PPL2FBS19**
SCQF level:	**5**
Credit points:	**4**

Unit summary

This standard is about promoting menu items that have been recently introduced, and/or are being sold as part of a promotion. This includes using promotional materials such as tent cards and posters to display around the service area. This standard also reflects the competencies required to highlight new dishes that may appeal to the customer.

This standard focuses on the technical knowledge and skills required to promote new menu items; 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 standard you will be able to demonstrate your understanding of and ability to:

● Promote new menu items.

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; menu; items

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	Why organisations use promotional activities
2	The types of promotional material that can be used and their relative advantages and disadvantages
3	Where promotional material can be obtained from and the organisational requirements for using it
4	When promotions might commonly be used, including around public holidays and sporting/cultural events
5	How menu items can be promoted by staff when communicating with customers
6	The key features that can be highlighted when describing new/promoted menu items to customers
7	Why it is important to know the ingredients contained within new/promoted menu items
8	The customer groups that might not be attracted to the new/promoted menu items and why

Performance criteria	
1	Liaise with colleagues and senior staff to identify what menu items are to be promoted
2	Obtain relevant promotional material
3	Assemble and display promotional material in a manner that makes it clear and attractive to the customer
4	Ensure that service areas are clean and set up correctly
5	Inform customers of new menu items in a manner which is helpful and clear
6	Answer questions regarding the flavour, ingredients and nature of the menu item clearly and in a manner that is helpful to the customer
7	Refer to promotional material and displays to highlight the features of the menu items
8	Provide feedback to the appropriate people regarding the impact of the promotion

Scope/range related to performance criteria

Not applicable

Unit 14:   Maintain and handle knives

Unit code: **PPL2GEN3**

SCQF level: **5**

Credit points: **2**

Unit summary

This standard is about using and maintaining knives within a professional kitchen. Knives must be kept in good condition for hygiene, safety and good performance. Knives may include both straight and serrated blades, and scissors/secateurs are also covered in this standard.

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

● Maintain and handle knives.

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; handle; knives; blades; scissors; secateurs; cutting; sharpen; blunt

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	Why knives should be kept sharp
2	Methods used to sharpen knives in your organisation
3	Why knives should be stored safely
4	Why and to whom all accidents should be reported
5	Why the appropriate knife should be selected for the specific task
6	Correct knives techniques to use for each task
7	Why handles of knives should not be allowed to become greasy
8	Why knives should be handled and carried correctly
9	Why cutting surfaces should be firm and secure
10	Why knives should be cleaned in between dealing with different food groups
11	What risks there are of contamination from poorly maintained knives
12	Why cutting surfaces should be clean
13	Why damaged knives should not be used
14	What action can be taken to prevent allergenic reactions amongst consumers when maintaining, handling and cleaning knives

Performance criteria	
1	Prioritise work and carry it out in an efficient and organised manner
2	Ensure knives are clean
3	Sharpen knives using safe sharpening methods
4	Select knives that are appropriate to the task you are about to commence
5	Ensure the cutting surface is firm, secure and appropriate to the task
6	Handle knives safely and use the correct techniques while undertaking tasks
7	Clean and store knives according to organisational requirements
8	Report damage to knives to the appropriate person

Scope/range related to performance criteria

1 Knives

1.1 straight blades

1.2 flexible blades

1.3 serrated blades

1.4 scissors/secateurs

2 Tasks and techniques

2.1 peeling

2.2 chopping

2.3 slicing

2.4 dicing

2.5 portioning

2.6 skinning

2.7 filleting

2.8 boning

2.9 turning

Unit 15: Complete kitchen documentation

Unit code:	**PPL2GEN14**
SCQF level:	**5**
Credit points:	**2**

Unit summary

This standard 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 standard 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 you 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 16: Set up and close kitchen

Unit code:	**PPL2GEN15**
SCQF level:	**5**
Credit points:	**2**

Unit summary

This standard 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 standard 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 17: Produce basic cold and hot desserts

Unit code:	**PPL 2PRD14**
SCQF level:	**5**
Credit points:	**4**

Unit summary

This unit is about how you produce, cook and finish basic cold and hot desserts. It covers how you would safely prepare the dishes, appropriate cooking methods and finishing and presentation skills.

This unit focuses on the technical knowledge and skills required to produce basic cold and hot desserts; 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 cold and hot desserts.

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; hot; cold; desserts

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 cold and hot desserts	
1	Safe and hygienic working practices when preparing, cooking and finishing basic cold and hot desserts
2	How to check that the 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 ingredients
4	Why time and temperature are important when finishing hot and cold desserts
5	How to carry out the relevant preparation, cooking and finishing methods for each dish
6	Healthy eating options when preparing, cooking and finishing basic cold and hot desserts
7	How to present basic hot and cold desserts in a way that meets your customers' high expectations and your workplace standards
8	The correct storage requirements for basic cold and hot desserts products not for immediate consumption
9	The types of unexpected situations that may occur when preparing, cooking and finishing basic cold and hot desserts and how to deal with them

Performance criteria	
Produce cold starters and salads	
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 dish has the correct colour, texture 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 hot and cold desserts not for immediate use according to workplace and food safety requirement

Scope/range related to performance criteria

1 Ingredients

1.1 ice cream

1.2 cream

1.3 pastry-based products

1.4 sponge-based products

1.5 egg-based products

1.6 fresh fruit

1.7 prepared fruit

1.8 chocolate

2 Preparation methods

2.1 slicing

2.2 creaming

2.3 folding

2.4 moulding

2.5 mixing

2.6 aeration

2.7 addition of flavours/colours

2.8 puréeing

2.9 combining

2.10 portioning

2.11 chilling

3 Cooking methods

3.1 baking

3.2 frying

3.3 grilling

3.4 microwaving

3.5 steaming

4 Finishing methods

4.1 garnishing

4.2 de-moulding

4.3 slicing

4.4 portioning

4.5 piping

4.6 glazing

Unit 18: Modify dishes to meet the specific nutritional needs of individuals

Unit code: PPL 2PRD17

SCQF level: 5

Credit points: 2

Unit summary

This unit is about modifying a dish to ensure that it meets the specific nutritional needs of your customer. You may be working in a hospital kitchen meeting the needs of patients or as a restaurant chef accommodating a customer.

Modification may include the addition of or the removal of specific ingredients essential for your customers' wellbeing. Reasons for addition or removal may be linked to medical conditions, dietary requirements or allergic reactions.

This unit focuses on the technical knowledge and skills required to modify dishes to meet the specific nutritional needs of individuals; 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:

● Modify dishes to meet the specific nutritional needs of individuals.

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

Modify; content; 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	
Modify dishes to meet the specific nutritional needs of individuals	
1	Safe and hygienic working practices when modifying the content of food and drink products within dishes to meet the specific nutritional needs of individuals
2	What the main nutrient groups are and which foods provide them
3	How to check that the ingredients meet your workplace requirements and are fit for use, of the correct quality and quantity
4	Why and to whom you should report any problems with ingredients and dishes
5	Which preparation, cooking and finishing methods affect the dietary content of foods
6	Healthy eating options when preparing, cooking and finishing dishes
7	The importance of tailoring dishes to meet the specific requirements of individuals
8	Where to find current information regarding specific diets and recommended nutritional information
9	The current list of foods most commonly linked to allergic reactions
10	How the risk of allergic reactions can be minimised
11	The correct storage requirements for dishes not for immediate consumption
12	The importance of clear and accurate labelling of food and accurate communication between colleagues
13	The types of unexpected situations that may occur when preparing, cooking and finishing dishes to meet specific individual requirements and how to deal with them

Performance criteria	
Modify dishes to meet the specific nutritional needs of individuals	
1	Ensure that the preparation area and equipment is clean, undamaged and ready for use according to your workplace standard
2	Check that all ingredients meet the dish, food safety and your workplace requirements
3	Prioritise your work and carry it out in an efficient manner ensuring that there is no cross contamination of undesired ingredients/allergens
4	Obtain and follow clear and accurate information relating to specific individual dietary requirements and how this affects food and drink products within the dish
5	Prepare and cook the dish to meet specific requirements, adding, incorporating or removing necessary ingredients/allergens
6	Ensure the finished dish has the correct colour, texture, consistency, flavour and nutritional content required
7	Check that the dish is cooked and held at the correct temperature until ready for service
8	Label and safely store any dishes not for immediate use according to workplace and food safety requirements
9	Clean preparation, cooking areas and equipment to your workplace and legal standards after use
10	Report any problems with modification of dishes to the proper person

Scope/range related to performance criteria

1 Food and drinks products

1.1 cereals/pulses

1.2 fruit

1.3 egg

1.4 meat

1.5 soups/stocks/sauces

1.6 cheese

1.7 pasta

1.8 fish

1.9 vegetables

1.10 liquids/drinks

2 Modify/fortify

2.1 volume

2.2 consistency/texture

2.3 nutritional balance/content

3 Dietary requirements

3.1 calorific value

3.2 nutritional content

3.3 specific ingredients/allergens

Unit 19: Prepare, operate and clean specialist equipment

Unit code:	PPL 2PRD18
SCQF level:	6
Credit points:	3

Unit summary

This unit is about how you operate and maintain cooking equipment which is specific to your workplace. This includes preparation, cooking and storage equipment.

This unit focuses on the technical knowledge and skills required to prepare, operate and clean specialist equipment; 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, operate and clean specialist 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

Prepare; operate; clean; specialist; food; cooking; 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	
Prepare, operate and clean specialist equipment	
1	Safe and hygienic working practices when preparing, operating and cleaning specialist equipment
2	The types of specialist equipment used within your workplace
3	Where to find the relevant operating procedures for the equipment in your workplace
4	Why it is important to follow safety requirements when preparing, operating and cleaning specialist equipment
5	Why and to whom you should report any problems
6	The types of unexpected situations that may occur when preparing, operating and cleaning specialist equipment and how to deal with them

Performance criteria	
Prepare, operate and clean specialist equipment	
1	Follow the manufacturers' and your workplace operating procedures when using specialist equipment
2	Check all equipment to ensure that it is clean, undamaged, ready and safe to operate
3	Monitor the equipment for correct performance
4	Follow the correct procedures to shut down, disassemble and enable effective cleaning of the equipment
5	Clean the equipment and its component parts using the correct methods, cleaning agents and personal protective equipment
6	Re-assemble the equipment to the required health and safety and food safety standards ready for continuing use
7	Report any identified problems or faults to the relevant person

Scope/range related to performance criteria

1 Equipment types

1.1 for preparation

1.2 for cooking

1.3 for cleaning

1.4 refrigeration

1.5 extraction

2 Reported faults

2.1 electrical faults

2.2 mechanical defects

2.3 human error

Unit 20: Maintain an efficient use of food resources

Unit code:	PPL 2PRD19
SCQF level:	5
Credit points:	4

Unit summary

This unit is about how you work in an efficient way to ensure that all food resources are used efficiently and waste is limited.

This unit focuses on the technical knowledge and skills required to maintain an efficient use of food resources; 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:

● Maintain an efficient use of food resources.

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

Efficient; food; resources

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 an efficient use of food resources	
1	Safe and hygienic working practices when using food resources
2	The importance of stock rotation procedures
3	Why food containers must be sealed, labelled and stored correctly
4	Why portions must be controlled when producing dishes
5	What quality points to look for when using food items
6	The financial impact of uncontrolled food wastage
7	The importance of maintaining efficient stock levels
8	The types of unexpected situations that may occur when performing food operations and how to deal with these

Performance criteria	
Maintain an efficient use of food resources	
1	Ensure that sufficient food resources for the anticipated number of customers are available
2	Identify any potential shortages to the appropriate person
3	Check that the available food items are of the type and quality required according to your workplace and food safety standards
4	Ensure that food resources for immediate use are readily accessible to the appropriate staff
5	Follow portion controls in line with your workplace standards
6	Work in an efficient manner which reduces the risk of cross-contamination
7	Label food items not for immediate use accurately and legibly and store in line with food safety regulations
8	Follow stock rotation procedure and identify to the appropriate person any items nearing the end of their shelf life
9	Record any food wastage using the correct documentation

Scope/range related to performance criteria

1   Information to be gained from

1.1 colleagues

1.2 sales records

1.3 anticipated customer volumes

2   Portion control measures

2.1 use of scoops, measures and scales

2.2 counting of items

2.3 following standard recipe and brand standard

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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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 Hospitality Supervision and Leadership at SCQF 7
PPLHSL23	Improve the customer relationship	SVQ Hospitality Supervision and Leadership at SCQF 7
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 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/)

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

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
HOSPITALITY NOS UNITS 2016 — Core Skills Signposting						
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						
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

SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
		Core Skills signposting				
Front of House Reception Units						
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
PPL2HK5	Clean and maintain soft floors and furnishings	SCQF3	SCQF3		SCQF4	SCQF3

SSC CODE	NOS UNIT TITLE (2016)	Core Skills signposting				
		Communication	Numeracy	ICT	Problem Solving	Working with others
Accommodation/Housekeeping Units						
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	
PPL2FBS12	Receive, store and issue drinks stock	SCQF3	SCQF3		SCQF4	SCQF4

SSC CODE	NOS UNIT TITLE (2016)	Core Skills signposting				
		Communication	Numeracy	ICT	Problem Solving	Working with others
Food and Beverage Service Units						
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	
PPL2PRD2	Produce basic meat dishes	SCQF4	SCQF4		SCQF4	

SSC CODE	NOS UNIT TITLE (2016)	Core Skills signposting				
		Communication	Numeracy	ICT	Problem Solving	Working with others
Food Production Units						
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	

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Food Production Units						
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	

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Professional Cookery Units						
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	

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Professional Cookery Units						
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 droducts	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						
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	

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Professional Cookery Units						
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

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Hospitality Supervision and Leadership Units						
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

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Hospitality Supervision and Leadership Units						
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