

Qualification specification

**NCFE Level 2 Certificate in Hospitality and
Catering Principles (Hospitality Services)**
QN: 601/0417/X

This qualification is now withdrawn



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Summary of changes

This section summarises the changes to this qualification specification since the last version

Version	Publication Date	Summary of amendments
v3.1	June 2022	<p>Further information added to to the how the qualification is assessed section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services) (601/0417/X).

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this Qualification Specification, please check the issue date in the page headers against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

Things you need to know

Qualification number (QN)	601/0417/X
Aim reference	6010417X
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	105
Credit value	15
Level	2
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/0417/X.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification purpose

This qualification aims to help learners develop the knowledge, skills and understanding in areas such as maintaining a safe, hygienic and secure working environment, working effectively as part of a hospitality team, maintaining food safety in a catering environment and knowledge of the principles of producing basic dishes.

This qualification may also form part of the Intermediate Level Apprenticeship in Hospitality.

This qualification will:

- focus on the study of the hospitality and catering principles within the retail and commercial enterprise sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Qualification objectives

The objectives of this qualification is to:

- help learners to develop the knowledge, skills and understanding needed for working within the hospitality industry.
-

Achieving this qualification

To be awarded the Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services), learners must achieve a minimum of 15 credits: 7 from the mandatory units and a minimum of 6 from the optional group B and the remaining credits from optional groups B or C.

Group A mandatory units

Unit No	Unit title
Unit 01	Safe, hygienic and secure working environments in hospitality
Unit 02	Effective teamwork
Unit 03	Giving customers a positive impression
Unit 04	Principles of customer service in hospitality leisure travel and tourism

Group B optional units

Unit No	Unit title
Unit 05	Food safety in catering
Unit 06	Preparation and clearing of service areas
Unit 07	Service of food at table
Unit 08	Service of alcoholic and non-alcoholic drinks
Unit 09	Cleaning and servicing of hospitality areas
Unit 10	Chemicals and equipment used for cleaning in the hospitality industry
Unit 11	Maintain housekeeping supplies
Unit 12	Provide a linen service
Unit 13	Arrival of customers
Unit 14	Dealing with bookings
Unit 15	Departure of customers
Unit 16	Handle mail and book external services
Unit 17	Dealing with payments
Unit 18	Principles of providing a silver service
Unit 19	Principles of resolving customer service problems
Unit 20	Principles of preparing and serving hot drinks using specialist equipment
Unit 21	Principles of storing and retrieving information
Unit 22	Principles of producing basic pasta dishes
Unit 23	Principles of producing basic vegetable dishes
Unit 24	Principles of completing kitchen documentation
Unit 25	Principles of preparing and serving dispensed and instant hot drinks
Unit 26	Principles of cleaning drink dispense lines
Unit 27	Principles of producing basic fish dishes
Unit 28	Principles of maintaining customer service through effective handover
Unit 29	Principles of preparing and serving wines
Unit 30	Principles of providing a buffet and carvery service
Unit 31	Principles of cleaning and protecting floors, carpets and soft furnishings

Unit No	Unit title
Unit 32	Principles of receiving, storing and issuing drinks stock
Unit 33	Principles of preparing and clearing areas for table service
Unit 34	Principles of producing basic rice, pulse and grain dishes
Unit 35	Principles of maintaining cellars and kegs
Unit 36	Principles of setting up and closing the kitchen
Unit 37	Principles of preparing and serving cocktails
Unit 38	Principles of promoting additional services or products to customers
Unit 39	Principles of carrying out periodic room servicing and deep cleaning

Group C optional units

Unit No	Unit title
Unit 40	Principles of cleaning windows from the inside
Unit 41	Principles of providing a counter and takeaway service
Unit 42	Principles of collecting linen and making beds

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services), learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification specification.

A partial certificate can be requested for learners who don't achieve their full qualification but have achieved at least one whole unit.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

This qualification is designed for those who are already working or wish to work in the hospitality sector.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)
 - Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service)
 - Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery)
 - Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception)
 - Level 2 NVQ Diploma in Food and Beverage Service
 - Level 2 NVQ Diploma in Professional Cookery
 - Level 2 NVQ Diploma in Front of House Reception
 - Level 2 NVQ Diploma in Hospitality Services
 - Level 2 NVQ Diploma in Food Production and Cooking
-

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels, from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on our website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

The Skills Mapping document for this qualification can be found on the qualification page on the NCFE website.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The units and structure of this qualification are based on the People 1st Hospitality and Catering NOS for the Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services).

Further information on the NOS used in this qualification can be found on the SSC website www.people1st.co.uk/.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment)
- NOS mapping.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

Unit 01 Safe, hygienic and secure working environments in hospitality (R/600/0615)

Unit summary	This unit provides learners with knowledge about basic health, hygiene, safety and security, which can be applied to a hospitality environment.
Credit value	2
Guided learning hours	16
Level	1
Mandatory/optional	Mandatory
NOS mapping	1GEN/1/09

Learning outcome 1

The learner will:

- 1 Know their personal responsibilities under the Health and Safety at Work Act

The learner can:

- 1.1 State personal responsibility for health and safety when in the workplace
- 1.2 Identify the importance of following safety procedures in the workplace
- 1.3 State reporting procedures in the case of personal illness

Learning outcome 2

The learner will:

- 2 Know why it is important to work in a safe and hygienic way

The learner can:

- 2.1 State why it is important to maintain good personal hygiene
- 2.2 State why correct clothing, footwear and headgear should be worn at all times
- 2.3 State why, and to whom, accidents and near accidents should be reported.
- 2.4 Describe safe lifting and handling techniques that must be followed
- 2.5 State why it is important to report all unusual/non-routine incidents to the appropriate person

Unit 01 Safe, hygienic and secure working environments in hospitality (R/600/0615) (cont'd)

Learning outcome 3

The learner will:

- 3 Know about hazards and safety in the workplace

The learner can:

- 3.1 Identify the types of common hazards found in the workplace
- 3.2 Identify types of emergencies that may happen in the workplace
- 3.3 Describe why first aid procedures should be in place
- 3.4 Identify possible causes of fire in the workplace
- 3.5 Describe Fires Safety procedures
- 3.6 Describe security procedures

Delivery and assessment

Types of evidence: an annotated print out from an internet search

Assessment criterion: 1.1

Additional information: an annotated print out from an internet search for personal health and safety responsibilities. Learners could use the internet to obtain information on employees' personal health and safety responsibilities in the workplace under the Health and Safety Act. The information obtained could relate to a specific working environment or refer to the workplace more generally. The print out may be used along with comments from the learner.

Types of evidence: records of professional discussion

Assessment criteria: 1.2, 1.3

Additional information: lists and individual notes from a professional (group) discussion. Learners could produce lists and individual notes to identify the importance of following safety procedures in the workplace and to state reporting procedures in the case of personal illness. Learners could also produce or annotate cartoon sketches to identify the importance of following safety procedures in the workplace. A flowchart or time line could be used to show reporting procedure in the case of personal illness.

Types of evidence: witness testimonies

Assessment criteria: 2.1, 2.5

Additional information: witness testimonies from small group discussions about why it is important to maintain good personal hygiene and why it is important to report all unusual/non-routine incidents to the appropriate person. Learners could discuss in small groups why it is important to maintain good personal hygiene and why it is important to report all unusual/non-routine incidents to the appropriate person. Learner could also produce posters to show why it is important to maintain good personal hygiene. Diagrams could be drawn to show a range of unusual/non-routine incidents, with annotations as to why it is important to report them to the appropriate person.

Unit 01 Safe, hygienic and secure working environments in hospitality (R/600/0615) (cont'd)**Delivery and assessment**

Types of evidence: record of questioning

Assessment criteria: 2.2, 2.3

Additional information: answers to written or oral questions about why correct clothing, footwear and headgear should be worn at all times and why, and to whom, accidents and near accidents should be reported. Learners could answer written or oral questions about why correct clothing, footwear and headgear should be worn at all times and why, and to whom, accidents and near accidents should be reported. Learners could also produce sketches or annotate photographs to show why correct clothing, footwear and headgear should be worn at all times. Learners could observe workplace practice or interview employees to gain background knowledge.

Types of evidence: learner report

Assessment criterion: 2.4

Additional information: Learners could produce written descriptions of safe lifting and handling techniques that must be followed.

Types of evidence: witness testimonies

Assessment criteria: 2.1, 2.5

Additional information: witness testimonies from small group discussions about why it is important to maintain good personal hygiene and why it is important to report all unusual/non-routine incidents to the appropriate person. Learners could discuss in small groups why it is important to maintain good personal hygiene and why it is important to report all unusual/non-routine incidents to the appropriate person. Learners could also produce posters to show why it is important to maintain good personal hygiene. Diagrams could be drawn to show a range of unusual/non-routine incidents with annotations as to why it is important to report them to the appropriate person.

Types of evidence: project report

Assessment criteria: 3.1, 3.3, 3.4

Additional information: a report to include lists of common hazards found and possible causes of fire in the workplace as well as a description of Fire Safety procedures. Learners could base their report on an investigation of an actual workplace. The format of the report might be written or PowerPoint but could be video or be a witnessed oral report backed up by supplementary evidence such as a Fire Safety procedures poster. Learners could also map hazards and fire causes on a plan of the workplace.

Types of evidence: record of professional discussion

Assessment criteria: 3.2, 3.3

Additional information: a list and individual notes from a professional (group) discussion. Learners could produce a list to identify types of emergencies that may happen in the workplace and individual notes to describe why first aid procedures should be in place. Learners could also produce posters and/or leaflets to identify types of emergencies that may happen in the workplace and describe why first aid procedures should be in place.

Unit 01 Safe, hygienic and secure working environments in hospitality (R/600/0615) (cont'd)**Delivery and assessment**

Types of evidence: learner report

Assessment criterion: 3.6

Additional information: a report to describe security procedures. Learners could base their report on an investigation of security procedures in an actual workplace. The format of the report might be written or PowerPoint but could also be a witnessed oral report backed up by supplementary evidence such as a learner-produced security procedures guide for employees.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 02 Effective teamwork (Y/600/0616)

Unit summary	This unit will provide learners with the knowledge to make useful contributions to the team of people they work with.
Credit value	2
Guided learning hours	19
Level	1
Mandatory/optional	Mandatory
NOS mapping	1GEN4/09

Learning outcome 1

The learner will:

- 1 Know how to organise their own work

The learner can:

- 1.1 State the order of work to complete a task
- 1.2 Describe situations when it is appropriate to ask for help
- 1.3 Describe situations when it is appropriate to help and support others
- 1.4 State the importance of working to deadlines
- 1.5 State why it is important to follow instructions accurately
- 1.6 State the importance of keeping work areas clean and tidy

Learning outcome 2

The learner will:

- 2 Know how to support the work of a team

The learner can:

- 2.1 State the benefits of helping team members
- 2.2 State the importance of passing information to the relevant people
- 2.3 State the importance of clear communication
- 2.4 Describe ways to maintain good working relationships in a team
- 2.5 State problems in working relationships that should be reported to line managers

Unit 02 Effective teamwork (Y/600/0616) (cont'd)

Learning outcome 3

The learner will:

- 3 Know how to contribute to their own learning and development

The learner can:

- 3.1 List benefits of self development
- 3.2 State the importance of feedback from team members
- 3.3 Describe how a learning plan could improve aspects of work
- 3.4 List types of activities that help learning

Delivery and assessment

Types of evidence: simulated activity

Assessment criterion: 1.1

Additional information: an oral or written record of a simulated work activity such as preparing fried eggs for a customer at a hotel breakfast buffet or serving a drink at a restaurant table, stating an order or work that would lead to completion of the task. Learners could state the order orally as a commentary during or a summary after the simulation. This could be recorded on video or a witness statement could be provided. Learners could also produce a flowchart or present series of still images to state the order of work.

Types of evidence: records of questioning

Assessment criteria: 1.2, 1.3

Additional information: a record of oral or written questions whose answers describe situations when it is appropriate to ask for help and when it is appropriate to ask for help from others. Learners could respond to interview questions, which could follow on from the simulated activity for AC1.1. or relate to work (for example, customer service) experience that the learner has had or to a customer service or other work place video – such as a training video, for example for working in a professional kitchen.

Types of evidence: records of professional discussion

Assessment criteria: 1.4, 1.5

Additional information: individual notes of a professional (group) discussion, stating the importance of working to deadlines and why it is important to follow instructions. Learners could discuss in groups the importance of working to deadlines and why it is important to follow instructions. Discussion could stem from the simulated activity for AC1.1. or relate to work (for example, customer service) experience that learners have had or to a customer service or other work place video – such as working in a professional kitchen.

Types of evidence: learner report

Assessment criterion: 1.6

Additional information: an oral or written report that states the importance of keeping work areas clean and tidy. Learners could present their report using PowerPoint slides. Learners could base their report on observation of a work place such as a restaurant or professional kitchen. A witness statement could also be provided to evidence information or answers to questions that the learner might give orally.

Unit 02 Effective teamwork (Y/600/0616) (cont'd)**Delivery and assessment**

Types of evidence: assignment

Assessment criteria: 2.1–2.3

Additional information: an assignment to work in a team to learn and record statements of the benefits of helping team members, the importance of passing information to the relevant people and the importance of clear communication. A learner could be assigned to work in (or role play) a team situation set in a hospitality/catering context, for example in a restaurant service scenario. Learners could then state the benefits of helping team members, the importance of passing information to the relevant people and the importance of clear communication in oral or written form.

Types of evidence: records of questioning

Assessment criterion: 2.4

Additional information: a record of oral or written questions whose answers describe ways to maintain good working relationships in a team. Learners could respond to interview questions, which could follow on from the assignment for ACs 2.1, 2.2 and 2.3 or relate to work (for example, customer service) experience that the learner has had or to a customer service or other work place video – such as a training video, for example for working in a professional kitchen.

Types of evidence: record of professional discussion

Assessment criterion: 2.5

Additional information: individual lists or notes of a professional (group) discussion, stating problems in working relationships that should be reported to line managers. Learners could discuss in groups problems in working relationships that should be reported to line managers. Discussion could stem from the assignment for ACs 2.1, 2.2 and 2.3. or it could relate to work (for example, customer service) experience that learners have had or to a customer service or other work place video – such as a training video, for example for working in a professional kitchen.

Types of evidence: learning plan

Assessment criterion: 3.1–3.4

Additional information: a presentation of the learner's learning plan to incorporate a list of the benefits of self-development, a statement of the importance of feedback from team members, a description of how the learning plan could improve aspects of the learner's work and a list of types of activities that help learning. Learners could use PowerPoint slides, which could have accompanying Presenter Notes, to present a personal learning plan. Learners could also produce an accompanying booklet containing a list of the benefits of self-development, a statement of the importance of feedback from team members, a description of how the learning plan could improve aspects of the learner's work and a list of types of activities that help learning.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 03 Giving customers a positive impression (D/600/0617)

Unit summary	This unit will give learners the knowledge to communicate with customers and give a positive impression of themselves and the business.
Credit value	2
Guided learning hours	18
Level	2
Mandatory/optional	Mandatory
NOS mapping	2GEN1/10

Learning outcome 1

The learner will:

- 1 Know how to establish positive relationships with customers

The learner can:

- 1 Identify the importance of correct appearance and behaviour
- 1.2 Describe the importance of recognising customer needs and expectations
- 1.3 State the importance of product knowledge when relating to customers
- 1.4 Identify signs of when a customer is angry or confused

Learning outcome 2

The learner will:

- 2 Understand why organisations have standards and procedures

The learner can:

- 2.1 Describe the legal frameworks by which organisations provide goods and services to customers
- 2.2 State the importance of contractual agreements that customers have with organisations
- 2.3 State the importance of codes of practice and standards that affect the way products and services are delivered to customers

Learning outcome 3

The learner will:

- 3 Know how to communicate information to customers

The learner can:

- 3.1 State why there are limits to an individual's responsibilities when dealing with customers
- 3.2 State the importance of clear, polite and confident communication
- 3.3 Identify different methods of communication
- 3.4 Describe when the different methods of communication are used

Unit 03 Giving customers a positive impression (D/600/0617) (cont'd)**Delivery and assessment**

Types of evidence: records of professional discussion

Assessment criterion: 1.1

Additional information: individual lists or notes of a professional (group) discussion, identifying the importance of correct appearance and behaviour in giving customers a positive impression. Learners could discuss in groups the importance of correct appearance and behaviour in giving customers a positive impression. Discussion could relate to customer service experience that learners have had (either as a customer or as a staff member) or to a customer service video they have watched. Learners could also provide an annotated image (such as a photograph) to identify the importance of correct appearance and behaviour and/or undertake an observed simulated activity, providing customer service in a hospitality/catering context.

Types of evidence: learner report

Assessment criterion: 1.1, 1.2, 1.4

Additional information: an oral or written report that describes the importance of recognising customer needs and expectations and the identification of signs of when a customer is angry or confused. Learners could present their report using PowerPoint slides. Learners could base their report on observation of customer service in a hospitality/catering context. A witness statement could also be provided to evidence information or answers to questions that the learner might give orally.

Types of evidence: records of questioning

Assessment criterion: 1.3

Additional information: a record of oral or written questions whose answers state the importance of product knowledge when relating to customers. Learners could respond to interview questions, which could follow on from the simulated activity for ACs 1.1, 1.2 and 1.3 or could relate to customer service experience that the learner has had or to a customer service video – such as a training video, for the hospitality and catering industry.

Types of evidence: learner report

Assessment criterion: 2.1

Additional information: a written report that describes the legal frameworks by which organisations provide goods and services to customers. Learners could present their report as text or using PowerPoint slides.

Types of evidence: records of professional discussion

Assessment criteria: 2.2, 2.3

Additional information: individual lists and notes of a professional (group) discussion, stating the importance of contractual agreements that customers have with organisations and the importance of codes of practice and standards that affect the way products and services are delivered to customers. Learners could discuss in groups the importance of contractual agreements that customers have with organisations and the importance of codes of practice and standards that affect the way products and services are delivered to customers. Discussion could stem from the simulated activity for ACs 1.1, 1.2 and 1.4 or could relate to customer service experience that learners have had or to a customer service video.

Unit 03 Giving customers a positive impression (D/600/0617) (cont'd)**Delivery and assessment**

Types of evidence: record of professional discussion

Assessment criterion: 3.1

Additional information: individual lists and notes of a professional (group) discussion, stating there are limits to an individual's responsibilities when dealing with customers. Discussion could stem from the simulated activity for ACs1.1, 1.2 and 1.3 or could relate to customer service experience that the learner has had or to a customer service video – such as a training video, for the hospitality and catering industry.

Types of evidence: assignment

Assessment criteria: 3.2–3.4

Additional information: an assignment to produce a training document about how to communicate information to customers. The document would state the importance of clear, polite and confident communication, identify different methods of communication and describe when the different methods of communication are used. The document produced could be textual, perhaps in the form of a training booklet, or it could be a set of PowerPoint slides or other presentation or display.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 04 Principles of customer service in hospitality leisure travel and tourism (T/600/1059)

Unit summary	This unit provides learners with the knowledge to understand the principles of customer service. This includes understanding the importance of the customer and business needs within the hospitality, leisure, travel and tourism industry.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory
NOS mapping	2GEN6/10, 2GEN7/10, 2GEN8/10

Learning outcome 1

The learner will:

- 1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries

The learner can:

- 1.1 Describe the role of the organisation in relation to customer service
- 1.2 Identify the characteristics and benefits of excellent customer service
- 1.3 Give examples of internal and external customers in the industries
- 1.4 Describe the importance of product knowledge and sales to organisational success
- 1.5 Describe the importance of organisational procedures for customer service

Learning outcome 2

The learner will:

- 2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries

The learner can:

- 2.1 Identify the benefits of excellent customer service for the individual
- 2.2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service
- 2.3 Describe the importance of personal presentation within the industries
- 2.4 Explain the importance of using appropriate types of communication
- 2.5 Describe the importance of effective listening skills

**Unit 04 Principles of customer service in hospitality leisure travel and tourism (T/600/1059)
(cont'd)****Learning outcome 3**

The learner will:

- 3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

The learner can:

- 3.1 Identify what is meant by customer needs and expectations in the industries
- 3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations
- 3.3 Describe the factors that influence the customers' choice of products and services
- 3.4 Describe the importance of meeting and exceeding customer expectations
- 3.5 Describe the importance of dealing with complaints in a positive manner
- 3.6 Explain the importance of complaint handling procedures

Delivery and assessment

Types of evidence: learner report

Assessment criterion: 1.1

Additional information: an oral or written report that describes the role of the organisation in relation to customer service. Learners could present their report by means of a video statement. Learners could also provide a written description.

Types of evidence: records of questioning

Assessment criteria: 1.2, 1.3

Additional information: a record of oral or written questions whose answers identify the characteristics and benefits of excellent customer service and give examples of internal and external customers in the industries. Answers could stem from customer service experiences that learners have had (either as a customer or as a staff member) or to a customer service video(s) they have watched. Learners could also produce a poster to give examples of internal and external customers in the industries.

Types of evidence: records of professional discussion

Assessment criterion: 2.1

Additional information: individual lists and notes of a professional (group) discussion, identifying the benefits of excellent customer service for the individual. Discussion could stem from customer service or work experiences that learners may have had or from watching a customer service training video.

Unit 04 Principles of customer service in hospitality leisure travel and tourism (T/600/1059) (cont'd)

Delivery and assessment

Types of evidence: assignment

Assessment criteria: 2.2, 2.3, 2.5

Additional information: an assignment in three parts to describe:

- the importance of positive attitude, behaviour and motivation in providing excellent customer service
- the importance of personal presentation within the industries the importance of effective listening skills.

The assignment could produce a documentary outcome in the form of a training booklet, or it could be a set of PowerPoint slides or other presentation or display, including a video. Learners could also take part in a simulated activity to demonstrate the importance of personal presentation within the industries.

Types of evidence: records of questioning

Assessment criterion: 2.4

Additional information: a record of oral or written questions whose answers explain the importance of using appropriate types of communication. Learners could respond to interview questions, which could relate to customer service experience that the learner has had or to a customer service video – such as a training video produced for employees in one or more of the industries.

Types of evidence: record of professional discussion

Assessment criteria: 3.1, 3.2

Additional information: individual lists and notes of a professional (group) discussion, identifying what is meant by customer needs and expectations in the industries and the importance of anticipating and responding to varying customers' needs and expectations. Discussion could stem from customer service experiences that the learner has had or observed to a customer service video – such as a training video produced for employees in one or more of the industries.

Types of evidence: records of questioning

Assessment criteria: 3.3–3.5

Additional information: a record of oral or written questions whose answers describe the factors that influence the customers' choice of products and services, the importance of meeting and exceeding customer expectations and the importance of dealing with complaints in a positive manner. Learners could respond to interview questions, which could relate to customer service experience that the learner has had or to a customer service video – such as a training video produced for employees in one or more of the industries.

Types of evidence: learner report

Assessment criterion: 3.6

Additional information: an oral or written report that explains the importance of complaint handling procedures. Learners could present their report as text, video or using PowerPoint slides.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 05 Food safety in catering (H/502/0132)

Unit summary	This unit provides learners with a range of food safety skills and knowledge of basic food safety practice within the food safety and catering industry.
Credit value	1
Guided learning hours	9
Level	2
Mandatory/optional	Optional
NOS mapping	2GEN3/10, 2GEN4/10

Learning outcome 1

The learner will:

- 1 Understand how individuals can take personal responsibility for food safety

The learner can:

- 1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour
- 1.2 Describe how to report food safety hazards.
- 1.3 Outline the legal responsibilities of food handlers and food business operators

Learning outcome 2

The learner will:

- 2 Understand the importance of keeping him/herself clean and hygienic

The learner can:

- 2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination
- 2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds

Learning outcome 3

The learner will:

- 3 Understand the importance of keeping the work areas clean and hygienic

The learner can:

- 3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal
- 3.2 State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning
- 3.3 Outline the importance of pest control

Unit 05 Food safety in catering (H/502/0132) (cont'd)**Learning outcome 4**

The learner will:

- 4 Understand the importance of keeping food safe

The learner can:

- 4.1 State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards.
- 4.2 Explain how to deal with food spoilage including recognition, reporting and disposal
- 4.3 Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
- 4.4 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
- 4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation

Delivery and assessment

Types of evidence: records of questioning

Assessment criterion: 1.1

Additional information: a record of oral or written questions whose answers outline the importance of food safety procedures, risk assessment, safe food handling and behaviour. Learners could respond to interview questions or answer in written format. Learners could also produce a poster to outline the importance of food safety procedures, risk assessment, safe food handling and behaviour.

Types of evidence: learner report

Assessment criterion: 1.2

Additional information: an oral or written report that describes how to report food safety hazards. Learners could present their report using PowerPoint slides, or could produce a short individual video to describe how to report food safety hazards.

Types of evidence: records of professional discussion

Assessment criterion: 1.3

Additional information: individual notes of a professional (group) discussion, outlining the legal responsibilities of food handlers and food business operators. Learners could discuss in groups the legal responsibilities of food handlers and food business operators. Discussion could stem from work experience that learners may have had.

Types of evidence: records of questioning

Assessment criteria: 2.1, 2.2

Additional information: a record of oral or written questions whose answers explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination and describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds. Learners could respond to interview questions, which could be by any work experience that they may have had.

Unit 05 Food safety in catering (H/502/0132) (cont'd)**Delivery and assessment****Types of evidence:** assignment**Assessment criteria:** 3.1–3.3**Additional information:** an assignment to investigate and individually report on how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning and the importance of pest control. Learners could report on the findings of their investigation orally, for example by delivering a PowerPoint presentation, or in written format. Witness testimony could also be provided.**Types of evidence:** record of professional discussion**Assessment criterion:** 4.1**Additional information:** individual lists and notes of a professional (group) discussion, stating the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards. Discussion could stem from work experience that learners may have had.**Types of evidence:** project**Assessment criteria:** 4.2–4.5**Additional information:** food safety project findings presented either orally or in written form that:

- explain how to deal with food spoilage including recognition, reporting and disposal
- describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
- explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
- describe stock control procedures including deliveries, storage, date marking and stock rotation.

Learners could present project findings orally (for example as a recorded or witnessed PowerPoint or video presentation) or in written form (for example, as a booklet).

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 06 Preparation and clearing of service areas (F/600/0626)

Unit summary	This unit allows learners to know how to prepare service and customer areas and equipment for food and drink service. It also provides learners with the knowledge of clearing food and drink service areas after service.
Credit value	3
Guided learning hours	26
Level	2
Mandatory/optional	Optional
NOS mapping	2FS1/10

Learning outcome 1

The learner will:

- 1 Know how to prepare service areas and equipment for food and drink service

The learner can:

- 1.1 Describe safe and hygienic working practices for preparing service areas and equipment
- 1.2 Describe procedures for maintaining food service items and equipment
- 1.3 Describe the procedures for maintaining drink service items and equipment
- 1.4 State the importance of correct handling and disposal of waste
- 1.5 Describe how to respond to types of unexpected situations that may occur during preparation of service areas

Learning outcome 2

The learner will:

- 2 Know how to prepare customer areas for food and drink service

The learner can:

- 2.1 Describe safe and hygienic working practices when preparing customer dining areas for table service
- 2.2 State the importance of checking customer areas before service
- 2.3 State the importance of checking environmental controls before service
- 2.4 Describe how to respond to types of unexpected situations that may occur when preparing customer dining areas

Unit 06 Preparation and clearing of service areas (F/600/0626) (cont'd)

Learning outcome 3

The learner will:

- 3 Know how to clear food and drink service areas after service

The learner can:

- 3.1 Describe safe and hygienic working practices when clearing service areas
- 3.2 State the importance of procedures to be followed after service
- 3.3 Describe how to respond to types of unexpected situations that may occur when clearing service areas

Learning outcome 4

The learner will:

- 4 Know how to clean and store glassware

The learner can:

- 4.1 Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials
- 4.2 State the importance of correct handling of glassware
- 4.3 Describe the procedure for disposing of broken glass
- 4.4 Describe how to respond to types of unexpected situations that may occur when handling and cleaning glassware

Delivery and assessment

Types of evidence: records of questioning. A record of oral or written questions whose answers describe safe and hygienic working practices for preparing service areas and equipment.

Assessment criterion: 1.1

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce a poster or a PowerPoint presentation.

Types of evidence: learner report. An oral or written report that describes:

- procedures for maintaining food service items and equipment
- the procedures for maintaining drink service items and equipment.

Assessment criteria: 1.2, 1.3

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also provide a series of annotated images.

Unit 06 Preparation and clearing of service areas (F/600/0626) (cont'd)

Delivery and assessment
<p>Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion stating the importance of correct handling and disposal of waste and describing how to respond to types of unexpected situations that may occur during preparation of service areas.</p> <p>Assessment criteria: 1.4, 1.5</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a poster or a PowerPoint presentation.</p> <p>Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have described safe and hygienic working practices for preparing customer dining areas for table service.</p> <p>Assessment criterion: 2.1</p> <p>Additional information: learners could use practical demonstration to describe safe and hygienic working practices for preparing customer dining areas for table service. Learners could also provide video evidence, or a series of annotated photographs.</p> <p>Types of evidence: records of questioning. A record of oral or written questions whose answers state the importance of checking:</p> <ul style="list-style-type: none"> customer areas before service environmental controls before service. <p>Assessment criteria: 2.2, 2.3</p> <p>Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.</p> <p>Types of evidence: learner report. An oral or written report that describes how to respond to types of unexpected situations that may occur when preparing customer dining areas.</p> <p>Assessment criterion: 2.4</p> <p>Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce a poster.</p> <p>Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion:</p> <ul style="list-style-type: none"> describing safe and hygienic working practices when clearing service areas stating the importance of procedures to be followed after service. <p>Assessment criteria: 3.1, 3.2</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.</p>

Unit 06 Preparation and clearing of service areas (F/600/0626) (cont'd)**Delivery and assessment**

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have described safe and hygienic working practices when handling glassware, cleaning equipment and materials.

Assessment criterion: 4.1

Additional information: learners could use practical demonstration to describe safe and hygienic working practices when handling glassware, cleaning equipment and materials. Learners could also provide video evidence, or a series of annotated photographs.

Types of evidence: learner report. An oral or written report that:

- states the importance of correct handling of glassware
- describes the procedure for disposing of broken glass.

Assessment criteria: 4.2, 4.3

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce a poster.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion describing how to respond to types of unexpected situations that may occur when handling and cleaning glassware.

Assessment criterion: 4.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a poster or a PowerPoint presentation.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 07 Service of food at table (T/600/0624)

Unit summary	This unit allows learners to gain knowledge on how to greet customers and take orders. It also allows learners to understand how to treat customers as individuals and respond to unexpected situations. They will learn how to serve customers in a dining area.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2FS2/10

Learning outcome 1

The learner will:

- 1 Know how to greet customers and take orders

The learner can:

- 1.1 State the importance of greeting customers appropriately
- 1.2 State the importance of giving accurate menu information
- 1.3 Describe how to provide appropriate assistance to customers with different needs
- 1.4 Describe how to respond to types of unexpected situations that may occur when greeting customers and dealing with their orders

Learning outcome 2

The learner will:

- 2 Know how to serve customers in a dining area

The learner can:

- 2.1 Describe safe and hygienic working practices when serving customers' orders
- 2.2 List correct condiments, accompaniments and service equipment for different menu items
- 2.3 State the importance of arranging and presenting food in line with menu specifications
- 2.4 State the importance of maintaining the dining and service area'
- 2.5 Describe how to respond to types of unexpected situations that may occur when serving food at table

Unit 07 Service of food at table (T/600/0624) (cont'd)**Delivery and assessment**

Types of evidence: learner report. An oral or written report that:

- states the importance of serving customers in order of greeting customers appropriately
- describes how to provide appropriate assistance to customers with different needs.

Assessment criteria: 1.1, 1.3

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion, which:

- state the importance of giving accurate menu information
- describe how to respond to types of unexpected situations that may occur when greeting customers and dealing with their orders.

Assessment criteria: 1.2, 1.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

Types of evidence: learner report. An oral or written report that:

- describes safe and hygienic working practices when serving customers' orders
- lists correct condiments, accompaniments and service equipment for different menu items.

Assessment criteria: 2.1, 2.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- state the importance of arranging and presenting food in line with menu specifications
- state the importance of maintaining the dining and service area.

Assessment criteria: 2.3, 2.4

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe how to respond to types of unexpected situations that may occur when serving food at table.

Assessment criterion: 2.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 08 Service of alcoholic and non-alcoholic drinks (J/600/0627)

Unit summary	This unit allows learners to know how to take customer orders correctly and understand how to serve alcoholic and non-alcoholic drinks. It also allows learners to know the appropriate registration that relates to serving alcoholic drinks.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2BS2/10

Learning outcome 1

The learner will:

- 1 Know how to take customer orders

The learner can:

- 1.1 State the importance of serving customers in order of arrival where possible
- 1.2 Identify the importance of accuracy when taking drink orders
- 1.3 Describe how to respond to a customer who might have special requirements
- 1.4 Describe different service styles that can be used when serving drinks
- 1.5 State how to deal with violent/disorderly customers

Learning outcome 2

The learner will:

- 2 Know how to serve alcoholic and non-alcoholic drinks

The learner can:

- 2.1 State the importance of checking glassware for damage
- 2.2 State the correct temperature for storing and serving the range of drinks offered within the operation
- 2.3 Describe how to serve different drinks including bottled drinks, draft beers, free pouring and optic based
- 2.4 State appropriate types of glass for serving different drinks

Unit 08 Service of alcoholic and non-alcoholic drinks (J/600/0627) (cont'd)

Learning outcome 3

The learner will:

- 3 Know the appropriate legislation that relates to the serving of alcoholic drinks

The learner can:

- 3.1 Describe the implications of current relevant legislation relating to licensing, weights and measures
- 3.2 Identify when a customer should not be served with alcohol
- 3.3 Describe how to respond to someone who might be under the influence of drugs or buying/selling drugs

Delivery and assessment

Types of evidence: learner report. An oral or written report that:

- states the importance of serving customers in order of arrival where possible
- describes how to respond to customers who might have special requirements.

Assessment criteria: 1.1, 1.3

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which:

- identify the importance of accuracy when taking drink orders
- state how to deal with violent/disorderly customers.

Assessment criteria: 1.2, 1.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

Types of evidence: simulated activity. A series of role plays/simulations in which learners describe different service styles that can be used when serving drinks.

Assessment criterion: 1.4

Additional information: role plays could involve the description of different service styles that can be used when serving drinks. Learners could also provide a PowerPoint or written description or a series of annotated images.

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- state the importance of checking glassware for damage
- state the correct temperature for storing and serving the range of drinks offered within the operation.

Assessment criteria: 2.1, 2.2

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Unit 08 Service of alcoholic and non-alcoholic drinks (J/600/0627) (cont'd)**Delivery and assessment**

Types of evidence: learner report. An oral or written report that:

- describes how to serve different drinks including bottled drinks, draft beers, free pouring and optic based
- states appropriate types of glass for serving different drinks.

Assessment criteria: 2.3, 2.4

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: learner report. An oral or written report that describes the implications of current relevant legislation relating to licensing, weights and measures.

Assessment criterion: 3.1

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce a poster.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which:

- identify when a customer should not be served with alcohol
- describe how to respond to someone who might be under the influence of drugs or buying/selling drugs.

Assessment criteria: 3.2, 3.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 09 Cleaning and servicing of hospitality areas (L/600/0631)

Unit summary	This unit gives learners the knowledge to effectively clean and service bedrooms, bathrooms, toilets and furnished areas. It allows learners to know the correct way to dispose of both hazardous and non-hazardous waste.
Credit value	2
Guided learning hours	16
Level	2
Mandatory/optional	Optional
NOS mapping	2HK1/10

Learning outcome 1

The learner will:

- 1 Know the general cleaning procedures

The learner can:

- 1.1 State procedures to follow when preparing rooms for cleaning
- 1.2 State the importance of maintenance procedures
- 1.3 State the importance of records on completion of cleaning
- 1.4 Identify correct disposal methods for different types waste
- 1.5 Describe the materials and equipment that are used for waste disposal
- 1.6 Describe how to respond to types of problems and unexpected situations that may occur when disposing of waste
- 1.7 State the importance for organisation standards for cleaning

Learning outcome 2

The learner will:

- 2 Know how to clean and service toilet and bathroom areas

The learner can:

- 2.1 List the materials and equipment used for cleaning different areas of toilets and bathrooms
- 2.2 Describe how to respond to types of unexpected situations that may occur when cleaning toilets and bathrooms

Unit 09 Cleaning and servicing of hospitality areas (L/600/0631) (cont'd)

Learning outcome 3

The learner will:

- 3 Know how to clean and service furnished areas

The learner can:

- 3.1 List the materials and equipment used for cleaning different furnished areas
 3.2 Describe how to respond to types of unexpected situations that may occur when cleaning furnished areas
 3.3 State the importance of using safe lifting and carrying techniques
 3.4 State the importance of keeping areas secure from unauthorised access

Delivery and assessment

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- state procedures to follow when preparing rooms for cleaning
- state the importance of maintenance procedures
- state the importance of records on completion of cleaning
- identify correct disposal methods for different types of waste.

Assessment criteria: 1.1–1.4

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Types of evidence: learner report. An oral or written report that describes:

- the materials and equipment that are used for waste disposal
- how to respond to types of problems and unexpected situations that may occur when disposing of waste.

Assessment criteria: 1.5, 1.6

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which state the importance of organisation standards for cleaning.

Assessment criterion: 1.7

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

Unit 09 Cleaning and servicing of hospitality areas (L/600/0631) (cont'd)**Delivery and assessment**

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- list the materials and equipment used for cleaning different areas of toilets and bathrooms
- describe how to respond to types of unexpected situations that may occur when cleaning toilets and bathrooms.

Assessment criteria: 2.1, 2.2

Additional information: answers could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion, which:

- list the materials and equipment used for cleaning different furnished areas
- describe how to respond to types of unexpected situations that may occur when cleaning furnished areas
- state the importance of keeping areas secure from unauthorised access
- state the importance of using safe lifting and carrying techniques.

Assessment criteria: 3.1–3.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 10 Chemicals and equipment used for cleaning in the hospitality industry (R/600/0629)

Unit summary	In this unit learners will gain knowledge of the procedures and safe practices that need to be complied with when using different chemicals and equipment.
Credit value	2
Guided learning hours	15
Level	2
Mandatory/optional	Optional
NOS mapping	2HK2/10

Learning outcome 1

The learner will:

- 1 Know how to safely use different cleaning chemicals

The learner can:

- 1.1 List appropriate cleaning chemicals for different purposes
- 1.2 Describe the appropriate protective clothing to use when using cleaning chemicals
- 1.3 Describe current legislation for using cleaning chemicals
- 1.4 State the importance of following information on cleaning chemical containers
- 1.5 Identify preparations to work areas that are necessary before using cleaning chemicals
- 1.6 State the importance of work routines and sequences
- 1.7 Lists documents that should be completed when using chemicals
- 1.8 Describe how to respond to types of problems and unexpected situations that may occur when preparing and using chemicals

Learning outcome 2

The learner will:

- 2 Know how to safely use different types of cleaning equipment

The learner can:

- 2.1 Describe current legislation for using cleaning equipment
- 2.2 Select appropriate cleaning equipment for different purposes
- 2.3 State the importance of following manufacturer's instructions for use of cleaning equipment
- 2.4 Describe safe working practices when using cleaning equipment
- 2.5 Describe how to respond to types of problems and unexpected situations that may occur when preparing and using cleaning equipment

Unit 10 Chemicals and equipment used for cleaning in the hospitality industry (R/600/0629) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that:

- lists appropriate cleaning chemicals for different purposes
- describes current legislation for using cleaning chemicals.

Assessment criteria: 1.1, 1.3

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: simulated activity. A series of role plays/simulations in which learners describe the appropriate protective clothing to use when using cleaning chemicals.

Assessment criterion: 1.2

Additional information: role plays could involve the description of the appropriate protective clothing to use when using cleaning chemicals. Learners could also provide a PowerPoint or written description or a series of annotated images.

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- state the importance of following information on cleaning chemical containers
- identify preparations to work areas that are necessary before using cleaning chemicals
- state the importance of work routines and sequences.

Assessment criteria: 1.4–1.6

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Records of professional discussion

Types of evidence: records of questioning. Individual lists and notes of a professional (group) discussion, which:

- list documents that should be completed when using chemicals
- describe how to respond to types of problems and unexpected situations that may occur when preparing and using chemicals.

Assessment criteria: 1.7, 1.8

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

Types of evidence: learner report. An oral or written report that describes current legislation for using cleaning equipment.

Assessment criterion: 2.1

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce a poster(s).

Unit 10 Chemicals and equipment used for cleaning in the hospitality industry (R/600/0629)
(cont'd)**Delivery and assessment**

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have:

- selected appropriate cleaning equipment for different purposes
- stated the importance of following manufacturers' instructions for use of cleaning equipment
- described safe working practices when using cleaning equipment.

Assessment criteria: 2.2–2.4

Additional information: learners could provide an oral statement and description. Learners could also provide video evidence or produce posters.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe how to respond to types of problems and unexpected situations that may occur when preparing and using cleaning equipment.

Assessment criterion: 2.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or poster.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 11 Maintain housekeeping supplies (J/600/1082)

Unit summary	This unit provides knowledge on working with housekeeping supplies and the areas used to store them safely.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2HK3/10

Learning outcome 1

The learner will:

- 1 Understand the health and safety considerations required when handling housekeeping supplies

The learner can:

- 1.1 Describe the basic legal requirements that ensure that health and safety is maintained when handling housekeeping supplies
- 1.2 Explain how housekeeping supplies should be stored to ensure health and safety is maintained

Learning outcome 2

The learner will:

- 2 Understand the importance of checking housekeeping supplies when delivered to hospitality premises

The learner can:

- 2.1 Explain why checking housekeeping supplies on delivery is required
- 2.2 Describe the particular points that need to be checked when housekeeping supplies are delivered
- 2.3 Describe the methods used to lift and handle housekeeping supplies safely
- 2.4 Describe why security procedures are needed in a housekeeping supplies storage area

Unit 11 Maintain housekeeping supplies (J/600/1082) (cont'd)

Learning outcome 3

The learner will:

- 3 Understand the importance of procedures used during the storing and issuing of housekeeping supplies

The learner can:

- 3.1 Explain how the storage area is maintained to ensure that housekeeping supplies are kept in the correct condition
- 3.2 Describe the working practices that need to be followed to ensure that storage areas remain secure
- 3.3 Describe the working practices that need to be followed to ensure that storage areas remain free of pests
- 3.4 Explain how housekeeping supplies are kept at an appropriate level for the needs of the business
- 3.5 State the importance of separating different cleaning chemicals within the storage area
- 3.6 Describe the procedures to follow when unexpected situations arise

Delivery and assessment

Types of evidence: learner report. An oral or written report that:

- describes the basic legal requirements that ensure that health and safety is maintained when handling housekeeping supplies
- explains how housekeeping supplies should be stored to ensure health and safety is maintained.

Assessment criteria: 1.1, 1.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also provide a written description and explanation.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, explaining why checking housekeeping supplies on delivery is required, describing the particular points that need to be checked when housekeeping supplies are delivered and which methods should be used to lift and handle housekeeping supplies safely.

Assessment criteria: 2.1–2.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce posters to explain why checking housekeeping supplies on delivery is required and describe the particular points that need to be checked when housekeeping supplies are delivered.

Types of evidence: records of questioning. A record of oral or written questions whose answers describe why security procedures are needed in a housekeeping supplies storage area.

Assessment criterion: 2.4

Additional information: answers could stem from work experience that learners may have had, from direct observation or from watching a training video. Learners could also produce a PowerPoint presentation or written description.

Unit 11 Maintain housekeeping supplies (J/600/1082) (cont'd)**Delivery and assessment**

Types of evidence: assignment. An assignment in three parts to:

- explain how the storage area is maintained to ensure that housekeeping supplies are kept in the correct condition
- describe the working practices that need to be followed to ensure that storage areas remain secure
- describe the working practices that need to be followed to ensure that storage areas remain free of pests.

Assessment criteria: 3.1–3.3

Additional information: The assignment could produce a documentary outcome in the form of a training booklet, or it could be a set of PowerPoint slides or other presentation or display, including a video. Learners could also provide a written explanation and descriptions.

Types of evidence: Learner report. An oral or written report that explains how housekeeping supplies are kept at an appropriate level for the needs of the business.

Assessment criterion: 3.4

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also provide a written explanation of how housekeeping supplies are kept at an appropriate level for the needs of the business.

Types of evidence: Records of professional discussion. Individual lists and notes of a professional (group) discussion, stating the importance of separating different cleaning chemicals within the storage area and how to deal with unexpected situations.

Assessment criterion: 3.5, 3.6

Additional information: discussion could stem from work experience that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a poster to state the importance of separating different cleaning chemicals within the storage area.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 12 Provide a linen service (M/600/1092)

Unit summary	In this unit the learner will understand the role of the linen service in hospitality operations, the procedures used during the storing and issuing of linen and the importance of checking linen.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2HK6/10

Learning outcome 1

The learner will:

- 1 Understand the role of the linen service in hospitality operations

The learner can:

- 1.1 Describe the basic legal requirements that ensure that health and safety is maintained when handling linen supplies

Learning outcome 2

The learner will:

- 2 Understand the importance of checking linen when delivered to hospitality premises

The learner can:

- 2.1 Explain why checking linen on delivery is required
- 2.2 Describe the methods used to lift and handle linen safely
- 2.3 Describe why security procedures are needed in a linen storage area

Learning outcome 3

The learner will:

- 3 Understand the importance of procedures used during the storing and issuing of linen

The learner can:

- 3.1 Explain how the linen area is maintained to ensure that the linen is kept in the correct condition
- 3.2 Describe the working practices that need to be followed to ensure that storage areas remain secure
- 3.3 Describe the working practices that need to be followed to ensure that storage areas remain free of pests
- 3.4 Explain how linen supplies are kept at an appropriate level for the needs of the business
- 3.5 Describe the procedures to follow when unexpected situations arise

Unit 12 Provide a linen service (M/600/1092) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that describes the basic legal requirements that ensure that health and safety is maintained when handling linen supplies.

Assessment criterion: 1.1

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce a poster.

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- explain why checking linen on delivery is required
- describe the methods used to lift and handle linen safely.

Assessment criteria: 2.1, 2.2

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe why security procedures are needed in a linen storage area.

Assessment criterion: 2.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

Types of evidence: learner report. An oral or written report that:

- explains how the linen area is maintained to ensure that the linen is kept in the correct condition
- describes the working practices that need to be followed to ensure that storage areas remain
- secure.

Assessment criteria: 3.1, 3.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- describe the working practices that need to be followed to ensure that storage areas remain free of pests
- explain how linen supplies are kept at an appropriate level for the needs of the business.

Assessment criteria: 3.3, 3.4

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe the procedures to follow when unexpected situations arise.

Assessment criterion: 3.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

Unit 12 Provide a linen service (M/600/1092) (cont'd)**Delivery and assessment**

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

WITHDRAWN

Unit 13 Arrival of customers (D/600/0620)

Unit summary	This unit provides learners the knowledge on dealing with the arrival of customers, in particular the knowledge of procedures and the documentation needed to check in customers.
Credit value	1
Guided learning hours	7
Level	2
Mandatory/optional	Optional
NOS mapping	2FOH2/10

Learning outcome 1

The learner will:

- 1 Know the procedures for checking in customers

The learner can:

- 1.1 Describe the different stages when checking in customers
- 1.2 Identify the legal requirements when checking in customers
- 1.3 Describe how to respond to types of unexpected situations that may occur when customers arrive

Learning outcome 2

The learner will:

- 2 Know the documentation for checking in customers

The learner can:

- 2.1 List appropriate documentation for checking in customers
- 2.2 State the importance of having all correspondence related to the booking available

Unit 13 Arrival of customers (D/600/0620) (cont'd)**Delivery and assessment**

Types of evidence: learner report. An oral or written report that:

- describes the different stages when checking in customers
- identifies the legal requirements when checking in customers.

Assessment criteria: 1.1, 1.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe how to respond to types of unexpected situations that may occur when customers arrive.

Assessment criterion: 1.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- list appropriate documentation for checking in customers
- state the importance of having all correspondence related to the booking available.

Assessment criteria: 2.1, 2.2

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 14 Dealing with bookings (F/600/1078)

Unit summary	This unit aims to provide learners with the knowledge on how to understand and deal effectively with bookings. It allows learners to understand how to process bookings and the importance of communication.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2FOH3/10

Learning outcome 1

The learner will:

- 1 Understand the importance of effective communication when dealing with bookings

The learner can:

- 1.1 Explain the importance of effective communication when dealing with booking enquiries
- 1.2 Explain why it is important to give accurate spoken and written information to customers
- 1.3 State the legal requirements associated with describing services and when processing customer bookings

Learning outcome 2

The learner will:

- 2 Understand how to deal effectively with booking enquiries

The learner can:

- 2.1 Describe the organisational procedures for handling enquiries and bookings
- 2.2 Explain how sales may be increased through careful descriptions of services
- 2.3 Explain the importance of recording booking details accurately

Learning outcome 3

The learner will:

- 3 Understand how to process bookings

The learner can:

- 3.1 State the stages of handling a booking through to the confirmation stage
- 3.2 State how cancellations should be dealt with
- 3.3 Describe why it is important to follow up unconfirmed bookings

Unit 14 Dealing with bookings (F/600/1078) (cont'd)

Delivery and assessment

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- explain the importance of effective communication when dealing with booking enquiries
- state the legal requirements associated with describing services and when processing customer bookings.

Assessment criteria: 1.1, 1.3

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which explain why it is important to give accurate spoken and written information to customers.

Assessment criterion: 1.2

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

Types of evidence: learner report. An oral or written report that:

- describes the organisational procedures for handling enquiries and bookings
- explains how sales may be increased through careful descriptions of services.

Assessment criteria: 2.1, 2.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which explain the importance of recording booking details accurately.

Assessment criterion: 2.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

Types of evidence: learner report. An oral or written report that states:

- the stages of handling a booking through to the confirmation stage
- how cancellations should be dealt with.

Assessment criteria: 3.1, 3.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe why it is important to follow up unconfirmed bookings.

Assessment criterion: 3.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 15 Departure of customers (H/600/0621)

Unit summary	This unit aims to provide learners with the knowledge on how to prepare and maintain customer accounts and also know how to deal with the departure of customers. It provides learners with the knowledge of the legal requirements of departure and how to deal with complaints, comments and suggestions.
Credit value	1
Guided learning hours	7
Level	2
Mandatory/optional	Optional
NOS mapping	2FOH4/10

Learning outcome 1

The learner will:

- 1 Know how to prepare and maintain customer accounts

The learner can:

- 1.1 State the importance of following organisational procedures for customer accounts
- 1.2 Identify why customer accounts must be updated regularly with changes and adjustments
- 1.3 Identify why it is important to give accurate information to customers
- 1.4 Identify why customer accounts must be kept secured from unauthorised access
- 1.5 Describe how to respond to types of unexpected problems that may occur when processing customer accounts

Learning outcome 2

The learner will:

- 2 Know how to deal with the departure of customers

The learner can:

- 2.1 Identify legal requirements relating to customer departure
- 2.2 Describe procedures that should be implemented when customers are departing
- 2.3 State why complaints, comments and suggestions should be recorded
- 2.4 Describe how to respond to types of unexpected problems that may occur when customers are checking out

Unit 15 Departure of customers (H/600/0621) (cont'd)

Delivery and assessment

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- state the importance of following organisational procedures for customer accounts
- identify why customer accounts must be updated regularly with changes and adjustments
- identify why customer accounts must be kept secured from unauthorised access.

Assessment criteria: 1.1, 1.2, 1.4

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion, which:

- identify why it is important to give accurate information to customers
- describe how to respond to types of unexpected problems that may occur when processing customer accounts.

Assessment criteria: 1.3, 1.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

Types of evidence: learner report. An oral or written report that:

- identifies legal requirements relating to customer departure
- states why complaints, comments and suggestions should be recorded.

Assessment criteria: 2.1, 2.3

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: simulated activity. A series of role plays/simulations in which learners describe procedures that should be implemented when customers are departing.

Assessment criterion: 2.2

Additional information: role plays could involve the description of procedures that should be implemented when customers are departing. Learners could also provide a PowerPoint or written description or a series of annotated images.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe how to respond to types of unexpected problems that may occur when customers are checking out.

Assessment criterion: 2.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 16 Handle mail and book external services (A/600/1080)

Unit summary	This unit aims to provide learners with the knowledge of the roles and responsibilities on handling mail and messages. This unit will also allow learners to know the roles associated with booking external services for guests.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2FOH8/10

Learning outcome 1

The learner will:

- 1 Know the level of responsibility required when handling mail and messages

The learner can:

- 1.1 State the importance of effectively handling mail and messages for guests
- 1.2 State the legal requirements associated with handling mail and messages

Learning outcome 2

The learner will:

- 2 Know the roles associated with handling mail and messages

The learner can:

- 2.1 Describe how mail and messages should be handled to ensure that they are secure
- 2.2 Describe how suspicious items should be dealt with
- 2.3 Describe how written communications can be secured against unauthorised access
- 2.4 Describe appropriate procedures for handling recorded and registered mail

Learning outcome 3

The learner will:

- 3 Understand the roles associated with booking external services for guests

The learner can:

- 3.1 Describe the range of services that might be booked on behalf of guests
- 3.2 Explain how guests can be effectively informed of external services that are available to them
- 3.3 Describe the procedures required to provide confirmation of services
- 3.4 Describe how unexpected situations should be dealt with

Unit 16 Handle mail and book external services (A/600/1080) (cont'd)

Delivery and assessment

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion, stating the importance of effectively handling mail and messages for guests.

Assessment criterion: 1.1

Additional information: discussion could stem from customer service or work experiences that learners may have had, from workplace observation or from watching a customer service training video.

Types of evidence: records of questioning. A record of oral or written questions whose answers state the legal requirements associated with handling mail and messages.

Assessment criterion: 1.2

Additional information: answers could stem from hospitality and catering experiences that learners have had (either as a customer or as a staff member), from workplace observation or from watching a training video. Learners could also produce a poster to state the legal requirements associated with handling mail and messages.

Types of evidence: learner report. An oral or written report that describes:

- how mail and messages should be handled so that they are secure
- how suspicious items should be dealt with
- how written communications can be secured against unauthorised access
- appropriate procedures for handling recorded and registered mail.

Assessment criteria: 2.1–2.4

Additional information: learners could present their report by means of a PowerPoint presentation. Learners could also provide a written description.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, describing the range of services that might be booked on behalf of guests and explaining how guests can be effectively informed of external services that are available to them.

Assessment criteria: 3.1, 3.2

Additional information: discussion could stem from hospitality and catering experiences that learners have had (either as a customer or as a staff member), from workplace observation or from watching a training video. The discussion could be in two sessions, with learners also producing a poster to describe range of services that might be booked on behalf of guests, identifying external services that are available to them, between the sessions.

Types of evidence: records of questioning. A record of oral or written questions whose answers describe the procedures required to provide confirmation of services.

Assessment criterion: 3.3

Additional information: learners could respond to questions relating to hospitality and catering experiences that learners have had (either as a customer or as a staff member), from workplace observation or from watching a training video.

Types of evidence: simulated activity. A series of role plays/simulations in which learners describe how unexpected situations should be dealt with.

Assessment criterion: 3.4

Additional information: role plays/simulations could involve the demonstration of how unexpected situations should be dealt with. Learners could also provide PowerPoint or written descriptions.

Unit 16 Handle mail and book external services (A/600/1080) (cont'd)**Delivery and assessment**

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

WITHDRAWN

Unit 17 Dealing with payments (L/600/1133)

Unit summary	In this unit learners will know how to set up and operate a payment point. They'll also understand any problems that may occur.
Credit value	1
Guided learning hours	9
Level	2
Mandatory/optional	Optional
NOS mapping	2GEN9/10

Learning outcome 1

The learner will:

- 1 Know how to set up a payment point

The learner can:

- 1.1 Identify the materials needed to set up and maintain a payment point
- 1.2 State the importance of having procedures for collecting the contents of the payment point

Learning outcome 2

The learner will:

- 2 Know how to operate a payment point

The learner can:

- 2.1 Describe the correct procedures for handling payments
- 2.2 State the importance of reporting errors that may occur during payment
- 2.3 Identify security procedures for handling cash and other types of payments
- 2.4 State the legal requirements for operating a payment point when taking payments from customers

Learning outcome 3

The learner will:

- 3 Know the problems that may occur at the payment point

The learner can:

- 3.1 Describe the types of problems that might happen when dealing with a payment
- 3.2 State the importance of telling the customer about any delays during the payment process

Unit 17 Dealing with payments (L/600/1133) (cont'd)

Delivery and assessment
Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which:
<ul style="list-style-type: none"> • identify the materials needed to set up and maintain a payment point • state the importance of having procedures for collecting the contents of the payment point.
Assessment criteria: 1.1, 1.2
Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.
Types of evidence: simulated activity. A series of role plays/simulations in which learners describe the correct procedures for handling payments.
Assessment criterion: 2.1
Additional information: role plays could involve the description of the correct procedures for handling payments. Learners could also provide a PowerPoint or written description or a series of annotated images.
Types of evidence: records of questioning. A record of oral or written questions whose answers:
<ul style="list-style-type: none"> • state the importance of reporting errors that may occur during payment • identify security procedures for handling cash and other types of payment • state the legal requirements for operating a payment point when taking payments from customers.
Assessment criteria: 2.2–2.4
Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.
Types of evidence: learner report. An oral or written report that:
<ul style="list-style-type: none"> • describes the types of problems that might happen when dealing with a payment • states the importance of telling the customers about any delays during the payment process.
Assessment criteria: 3.1, 3.2
Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.
<p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p>

Unit 18 Principles of providing a silver service (A/502/8298)

Unit summary	This unit allows learners to develop their knowledge on how to silver serve food. It allows learners to understand the importance of being familiar with the menu and working in a safe and hygienic way. It also allows learners to know how to clear finished courses.
Credit value	1
Guided learning hours	8
Level	2
Mandatory/optional	Optional
NOS mapping	2FS3/10

Learning outcome 1

The learner will:

- 1 Understand how to silver serve food

The learner can:

- 1.1 Describe safe and hygienic working practices when providing a silver service
- 1.2 Explain the importance of being familiar with the available menu items
- 1.3 Describe the operational procedures for serving courses
- 1.4 Describe the types of unexpected situations that might occur when providing silver service

Learning outcome 2

The learner will:

- 2 Know how to clear finished courses when providing a silver service

The learner can:

- 2.1 Describe safe and hygienic working practices when clearing finished courses
- 2.2 Describe procedures for clearing finished courses
- 2.3 Describe the hygiene aspects of clearing tables
- 2.4 Describe the types of unexpected situations that might occur when clearing courses

Unit 18 Principles of providing a silver service (A/502/8298) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that:

- describes safe and hygienic working practices when providing a silver service
- explains the importance of being familiar with available menu items.

Assessment criteria: 1.1, 1.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have described the operational procedures for serving courses.

Assessment criterion: 1.3

Additional information: learners could use practical demonstration to describe the operational procedures for serving courses. Learners could also provide video evidence or a series of annotated images.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe the types of unexpected situations that might occur when providing silver service.

Assessment criterion: 1.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have described:

- safe and hygienic working practices when clearing finished courses
- procedures for clearing finished courses.

Assessment criteria: 2.1, 2.2

Additional information: learners could use practical demonstration to describe safe and hygienic working practices when clearing finished courses and procedures for clearing finished courses. Learners could also provide video evidence or a series of annotated photographs.

Types of evidence: records of questioning. A record of oral or written questions whose answers describe:

- the hygiene aspects of clearing tables
- the types of unexpected situations that might occur when clearing courses.

Assessment criteria: 2.3, 2.4

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 19 Principles of resolving customer service problem (A/502/8317)

Unit summary	This unit allows learners to recognise customer service problems and know how to resolve them.
Credit value	2
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2GEN5/10

Learning outcome 1

The learner will:

- 1 Know about customer service problems

The learner can:

- 1.1 Describe how to respond to a customer service problem when it is raised
- 1.2 State the importance of recognising repeated problems and alerting the appropriate person
- 1.3 State the importance of sharing customer feedback with others to identify potential problems before they happen
- 1.4 Identify options for resolving a customer service problem
- 1.5 State the importance of keeping the customer fully informed about what is happening to resolve the problem

Learning outcome 2

The learner will:

- 2 Know how to resolve customer service problems

The learner can:

- 2.1 Describe organisational procedures and systems for dealing with customer service problems
- 2.2 Describe how to resolve potentially difficult situations
- 2.3 Describe how to negotiate with others to resolve problems
- 2.4 Describe the limitations of what can be offered to a customer to resolve a problem
- 2.5 Describe types of action that may make a customer problem worse and that should be avoided

Unit 19 Principles of resolving customer service problem (A/502/8317) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that:

- describes how to respond to a customer service problem
- states the importance of recognising repeated problems and alerting the appropriate person.

Assessment criteria: 1.1, 1.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which state the importance of:

- sharing customer feedback with others to identify potential problems before they happen
- keeping the customer fully informed about what is happening to resolve the problem.

Assessment criteria: 1.3, 1.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

Types of evidence: simulated activity. A series of role plays/simulations in which learners identify options for resolving a customer service problem.

Assessment criterion: 1.4

Additional information: role plays could involve the identification of options for resolving a customer service problem. Learners could also provide a PowerPoint or written description or a series of annotated images.

Types of evidence: learner report. An oral or written report that describes:

- organisational procedures and systems for dealing with customer service problems
- how to resolve potentially difficult situations.

Assessment criteria: 2.1, 2.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of questioning. A record of oral or written questions whose answers describe:

- how to negotiate with others to resolve problems
- the limitations of what can be offered to a customer to resolve a problem.

Assessment criteria: 2.3, 2.4

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which describe types of action that may make a customer problem worse and that should be avoided.

Assessment criterion: 2.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

Unit 19 Principles of resolving customer service problem (A/502/8317) (cont'd)

Delivery and assessment
The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

WITHDRAWN

Unit 20 Principles of preparing and serving hot drinks using specialist equipment (D/502/8309)

Unit summary	This unit allows learners to gain the knowledge on how to prepare and serve hot drinks using specialist equipment. Learners will know how to prepare work area, equipment and ingredients and work in a safe and hygienic way.
Credit value	2
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2BS8/10

Learning outcome 1

The learner will:

- 1 Know how to prepare work area and equipment for service

The learner can:

- 1.1 Describe safe and hygienic working practices when preparing work area and equipment for service
- 1.2 State the importance of having drink ingredients and accompaniments available and ready for immediate use
- 1.3 State the importance of checking all work areas and service equipment for damage before taking orders
- 1.4 Describe the types of unexpected situation that might occur when preparing work areas and equipment for the preparation of hot drinks

Learning outcome 2

The learner will:

- 2 Know how to prepare and serve hot drinks using specialist equipment

The learner can:

- 2.1 Describe safe and hygienic working practices when preparing and serving hot drinks and maintaining hot drink making equipment
- 2.2 Describe the techniques for mixing and preparing different types of beverages
- 2.3 State the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment
- 2.4 Describe the types of unexpected situation that might occur when preparing and serving hot drinks and maintaining hot drinks equipment

Unit 20 Principles of preparing and serving hot drinks using specialist equipment (D/502/8309) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that describes safe and hygienic working practices when preparing the work area and equipment for service.

Assessment criterion: 1.1

Additional information: Learners could present their report by means of a PowerPoint or video presentation.

Types of evidence: records of questioning. A record of oral or written questions whose answers describe the importance of:

- having drink ingredients and accompaniments available and ready for immediate use
- checking all work areas and surface equipment for damage before taking orders.

Assessment criteria: 1.2, 1.3

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion describing the types of unexpected situations that might occur when preparing work areas and equipment for the preparation of hot drinks.

Assessment criterion: 1.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide written statements or produce illustrated posters.

Types of evidence: records of questioning. A record of oral or written questions whose answers describe safe and hygienic working practices when preparing and serving hot drinks and maintaining hot drink making equipment.

Assessment criterion: 2.1

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video. Learners could also produce a PowerPoint presentation or a set of annotated photographs.

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have described the techniques for mixing and preparing different types of beverages.

Assessment criterion: 2.2

Additional information: learners could give an oral description. Learners could also provide video evidence or provide a poster or set of annotated images to identify the techniques for mixing and preparing different types of beverages.

Types of evidence: records of questioning. A record of oral or written questions whose answers state the importance of keeping service areas clean, tidy and free from rubbish and used equipment.

Assessment criterion: 2.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide written statements or produce posters.

Unit 20 Principles of preparing and serving hot drinks using specialist equipment (D/502/8309)
(cont'd)**Delivery and assessment**

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion describing the types of unexpected situation that might occur when preparing and serving hot drinks and maintaining hot drinks equipment.

Assessment criterion: 2.4

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 21 Principles of storing and retrieving information (D/502/8312)

Unit summary	This unit aims to provide learners with the knowledge on how to store and retrieve information following relevant procedures and legislation.
Credit value	2
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2FOH10/10

Learning outcome 1

The learner will:

- 1 Know how to process information following relevant procedures and legislation

The learner can:

- 1.1 State the legal requirements and relevant procedures covering the security and confidentiality of information
- 1.2 Describe the purpose of storing and retrieving required information
- 1.3 Identify the methods that can be used to collect required information
- 1.4 Describe different information systems and their main features
- 1.5 State the importance of following procedures for identifying and deleting information

Learning outcome 2

The learner will:

- 2 Know how to retrieve information following relevant procedures and legislation

The learner can:

- 2.1 State the legal requirements and relevant procedures for accessing an information system
- 2.2 Describe the purpose of confirming information to be collected, stored and retrieved
- 2.3 Describe the procedures to be followed to access information systems
- 2.4 Describe the purpose of providing accurate information in the required format and within agreed timescales
- 2.5 Describe problems that may occur with information systems

Unit 21 Principles of storing and retrieving information (D/502/8312) (cont'd)**Delivery and assessment**

Types of evidence: learner report. An oral or written report that:

- states the legal requirements and relevant procedures covering the security and confidentiality of information
- describes the purpose of storing and retrieving required information
- describes different information systems and their main features.

Assessment criteria: 1.1, 1.2, 1.4

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce a poster(s).

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which:

- identify the methods that can be used to collect required information
- state the importance of following procedures for identifying and deleting information.

Assessment criteria: 1.3, 1.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- state the legal requirements and relevant procedures for accessing an information system
- describe the procedures to be followed to access information systems.

Assessment criteria: 2.1, 2.3

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Types of evidence: learner report. An oral or written report that describes the purpose of:

- confirming information to be collected, stored and retrieved
- providing accurate information in the required format and within agreed timescales.

Assessment criteria: 2.2, 2.4

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe problems that may occur with information systems.

Assessment criterion: 2.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 22 Principles of producing basic pasta dishes (F/502/8285)

Unit summary	This unit aims to provide learners with the knowledge of how to cook and finish basic pasta dishes.
Credit value	2
Guided learning hours	5
Level	2
Mandatory/optional	Optional
NOS mapping	2FPC5/10, 2PR9

Learning outcome 1

The learner will:

- 1 Know how to cook basic pasta dishes

The learner can:

- 1.1 Outline the quality points in pasta and dish ingredients
- 1.2 Describe how to deal with problems with pasta
- 1.3 Describe why time and temperature are important when cooking pasta
- 1.4 State which tools and equipment are used when preparing and cooking pasta
- 1.5 State the importance of using the correct equipment and techniques when producing pasta dishes
- 1.6 Explain how to identify when pasta meets dish requirements for colour, consistency and flavour

Learning outcome 2

The learner will:

- 2 Know how to finish basic pasta dishes

The learner can:

- 2.1 State the temperature for holding and serving pasta dishes
- 2.2 Describe how to cool pasta prior to storage
- 2.3 State how to store cooked pasta dishes
- 2.4 State healthy eating considerations when producing pasta dishes

Unit 22 Principles of producing basic pasta dishes (F/502/8285) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that:

- outlines the quality points in pasta and dish ingredients
- describes how to deal with problems with pasta.

Assessment criteria: 1.1, 1.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also provide a series of annotated images.

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have described why time and temperature are important when cooking pasta.

Assessment criterion: 1.3

Additional information: learners could use practical demonstration to describe why time and temperature are important when cooking pasta. Learners could also a series of annotated photographs or a written description.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion which states:

- which tools and equipment are used when preparing and cooking pasta
- the importance of using the correct equipment and techniques when producing pasta dishes.

Assessment criteria: 1.4, 1.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a poster.

Types of evidence: learner report. An oral or written report that explains how to identify when pasta meets dish requirements for colour, consistency and flavour.

Assessment criterion: 1.6

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce a poster(s).

Types of evidence: Records of questioning. A record of oral or written questions whose answers:

- state the temperature for holding and serving pasta dishes
- describe how to cool pasta prior to storage
- state how to store cooked pasta dishes.

Assessment criteria: 2.1–2.3

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, stating healthy eating considerations when producing pasta dishes.

Assessment criterion: 2.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a poster.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 23 Principles of producing basic vegetable dishes (H/502/8294)

Unit summary	This unit provides learners with the knowledge of the principles of producing basic vegetable dishes. This unit also provides the learner with the knowledge to cook and finish basic vegetable dishes.
Credit value	1
Guided learning hours	9
Level	2
Mandatory/optional	Optional
NOS mapping	2FP7/10, 2FC7/10, 2FPC7/10

Learning outcome 1

The learner will:

- 1 Know how to cook vegetable dishes

The learner can:

- 1.1 Outline quality points in prepared vegetables
- 1.2 Describe how to deal with problems with vegetables
- 1.3 State the importance of using the correct tools and equipment to cook vegetables
- 1.4 Describe cooking methods for vegetable dishes
- 1.5 State the temperature required for cooking vegetables
- 1.6 Describe how the nutritional value of vegetable can be maintained during cooking
- 1.7 State the benefits of blanching vegetables
- 1.8 Identify vegetables suitable for high and low pressure steaming

Learning outcome 2

The learner will:

- 2 Know how to finish vegetable dishes

The learner can:

- 2.1 Describe finishing methods for vegetable dishes
- 2.2 State the correct temperature for holding and serving vegetables dishes
- 2.3 State healthy eating options when cooking and finishing vegetable dishes

Unit 23 Principles of producing basic vegetable dishes (H/502/8294) (cont'd)**Delivery and assessment**

Types of evidence: learner report. An oral or written report that:

- outlines quality points in prepared vegetables
- describes how to deal with problems with vegetables.

Assessment criteria: 1.1, 1.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also provide a series of annotated images.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which state the importance of using the correct tools and equipment to cook vegetables.

Assessment criterion: 1.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a poster.

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have described cooking methods for vegetable dishes.

Assessment criterion: 1.4

Additional information: learners could use practical demonstration to describe cooking methods for vegetables. Learners could also provide video evidence or a series of annotated photographs.

Types of evidence: learner report. An oral or written report that:

- states the temperature required for cooking vegetables
- describes how the nutritional value of vegetables can be maintained during cooking.

Assessment criteria: 1.5, 1.6

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- state the benefits of blanching vegetables
- identify vegetables suitable for high and low pressure steaming.

Assessment criteria: 1.7, 1.8

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters.

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have described finishing methods for vegetable dishes.

Assessment criterion: 2.1

Additional information: learners could use practical demonstration to describe finishing methods for vegetable dishes. Learners could also provide video evidence or a series of annotated photographs.

Unit 23 Principles of producing basic vegetable dishes (H/502/8294) (cont'd)**Delivery and assessment**

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- state the correct temperature for holding and serving vegetable dishes
- state healthy eating options when cooking and finishing vegetable dishes.

Assessment criteria: 2.2, 2.3

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 24 Principles of completing kitchen documentation (H/502/8313)

Unit summary	This unit aims to provide learners with the knowledge on how to complete, copy and store kitchen documentation correctly. It allows learners to understand what needs to be recorded and why and how to comply with current legislation.
Credit value	1
Guided learning hours	7
Level	2
Mandatory/optional	Optional
NOS mapping	2P&C1/09

Learning outcome 1

The learner will:

- 1 Know how to complete kitchen documentation

The learner can:

- 1.1 State why it is important to complete kitchen documentation
- 1.2 Explain how to complete kitchen documents
- 1.3 State where documentation is obtained from
- 1.4 State when documentation needs to be copied and where this needs to be kept
- 1.5 Explain who to contact and why if problems occur
- 1.6 State why kitchen documentation needs to remain confidential
- 1.7 State which information needs to be recorded and retained to comply with legislation
- 1.8 Explain why information needs to be accurate
- 1.9 Explain the implications of fraudulently completing documentation

Unit 24 Principles of completing kitchen documentation (H/502/8313) (cont'd)**Delivery and assessment**

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion stating why it is important to complete kitchen documents.

Assessment criterion: 1.1

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide written statements.

Types of evidence: simulated activity. A series of role plays/simulations in which learners explain how to complete kitchen documents.

Assessment criterion: 1.2

Additional information: role play/simulation could involve the explanation of how to complete kitchen documents. Learners could also provide video or written explanations, or a set of annotated document copies.

Types of evidence: records of questioning. A record of oral or written questions whose answers state:

- where documentation is obtained from
- when documentation needs to be copied and where this needs to be kept
- why kitchen documentation needs to remain confidential
- which information needs to be recorded and retained to comply with legislation

Assessment criteria: 1.3, 1.4, 1.6, 1.7

Additional information: answers could stem from work experience that learners may have had, from workplace observation or from watching a training video. Learners could also produce a PowerPoint presentation or provide written statements.

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have explained:

- who to contact and why if problems occur
- why information needs to be accurate

Assessment criteria: 1.5, 1.8

Additional information: learners could give an oral explanation. Learners could also provide video evidence or written explanations.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion explaining the implications of fraudulently completing documentation.

Assessment criterion: 1.9

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide a written explanation.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 25 Principles of preparing and serving dispensed and instant hot drinks (H/502/8327)

Unit summary	This unit allows learners to gain the knowledge on how to prepare and serve instant hot drinks. Learners will know how to prepare work area, equipment and ingredients and work in a safe and hygienic way.
Credit value	1
Guided learning hours	6
Level	2
Mandatory/optional	Optional
NOS mapping	2BS7/10

Learning outcome 1

The learner will:

- 1 Know how to prepare work area and equipment for service

The learner can:

- 1.1 Describe safe and hygienic working practices when preparing the work area and equipment for service
- 1.2 Describe the importance of having drink ingredients and accompaniments available and ready for immediate use
- 1.3 Describe the importance of checking all work areas and service equipment for damage before taking orders
- 1.4 Describe the types of unexpected situation that might occur when preparing work areas and equipment for the preparation of hot drinks

Learning outcome 2

The learner will:

- 2 Know how to prepare and serve instant hot drinks

The learner can:

- 2.1 Describe safe and hygienic working practices when preparing and serving hot drinks
- 2.2 State the importance of giving accurate information about products to customers
- 2.3 Identify the techniques for mixing and preparing different types of beverages
- 2.4 State the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment

Unit 25 Principles of preparing and serving dispensed and instant hot drinks (H/502/8327) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that describes safe and hygienic working practices when preparing the work area and equipment for service.

Assessment criterion: 1.1

Additional information: learners could present their report by means of a PowerPoint or video presentation.

Types of evidence: records of questioning. A record of oral or written questions whose answers describe the importance of:

- having drink ingredients and accompaniments available and ready for immediate use
- checking all work areas and surface equipment for damage before taking orders.

Assessment criteria: 1.2, 1.3

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion describing the types of unexpected situations that might occur when preparing work areas and equipment for the preparation of hot drinks.

Assessment criterion: 1.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide written statements or produce illustrated posters.

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have:

- described safe and hygienic working practices when preparing and serving hot drinks
- identified the techniques for mixing and preparing different types of beverages.

Assessment criteria: 2.1, 2.3

Additional information: learners could give an oral description. Learners could also provide video evidence or provide a poster to identify the techniques for mixing and preparing different types of beverages.

Types of evidence: records of questioning. A record of oral or written questions whose answers state the importance of:

- giving accurate information about products to customers
- keeping customer and service area clean, tidy and free from rubbish and used equipment.

Assessment criteria: 2.2, 2.4

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 26 Principles of cleaning drink dispense lines (J/502/8319)

Unit summary	This unit allows learners to know how to clean drink dispense lines correctly and safely. It allows learners to understand the importance of testing, cleaning and maintaining drink dispense lines along with current legislation.
Credit value	2
Guided learning hours	12
Level	2
Mandatory/optional	Optional
NOS mapping	2BS6/10

Learning outcome 1

The learner will:

- 1 Know how to clean drink dispense lines to the correct standard

The learner can:

- 1.1 State current legislation regarding safe and hygienic working practices when cleaning drink dispense lines
- 1.2 Identify dangers of mishandling kegs and gas cylinders
- 1.3 State the importance of testing on-line beverages after cleaning pipes and lines
- 1.4 Describe procedures for cleaning and maintaining post-mix dispense systems
- 1.5 Describe the types of unexpected situations that may occur when cleaning lines

Learning outcome 2

The learner will:

- 2 Know how to safely use cleaning agents and equipment

The learner can:

- 2.1 State current legislation regarding the use of cleaning agents and equipment
- 2.2 Outline health and safety issues when working with line cleaning chemicals
- 2.3 State the importance of checking that cleaning agents are correctly diluted
- 2.4 Identify equipment needed to clean drink dispense lines
- 2.5 Describe the types of unexpected situations that may occur when using cleaning agents and equipment

Unit 26 Principles of cleaning drink dispense lines (J/502/8319) (cont'd)**Delivery and assessment**

Types of evidence: Learner report. An oral or written report that states current legislation regarding safe and hygienic working practices when cleaning drink dispense lines and describes procedures for cleaning and maintaining post-mix dispense systems.

Assessment criteria: 1.1, 1.4

Additional information: learners could present their report by means of a PowerPoint presentation. Learners could also provide written statements and descriptions.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, identifying the dangers of mishandling kegs and gas cylinders and describing the types of unexpected situations that may occur when cleaning lines.

Assessment criteria: 1.2, 1.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also produce a poster to identify the dangers of mishandling kegs and gas cylinders and a PowerPoint presentation to describe the types of unexpected situations that may occur when cleaning lines. Learners could also provide a written identification and description.

Types of evidence: records of questioning. A record of oral or written questions whose answers state the importance of testing on-line beverages after cleaning pipes and lines.

Assessment criterion: 1.3

Additional information: answers could stem from work experience that learners may have had, from workplace observation or from watching a training video. Learners could also provide a written statement.

Types of evidence: learner report. An oral or written report that states current legislation regarding the use of cleaning agents and equipment.

Assessment criterion: 2.1

Additional information: learners could present their report by means of a PowerPoint presentation. Learners could also provide a written statement.

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion, outlining health and safety issues when working with line cleaning chemicals and stating the importance of checking that cleaning agents are correctly diluted.

Assessment criteria: 2.2, 2.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide a written outline and statement.

Types of evidence: simulated activity. A series of role plays/simulations in which learners identify equipment needed to clean drink dispense lines and describe the types of unexpected situations that may occur when using cleaning agents and equipment.

Assessment criteria: 2.4, 2.5

Additional information: role plays/simulations could involve the identification of equipment needed to clean drink dispense lines and description of the types of unexpected situations that may occur when using cleaning agents and equipment. Learners could also provide PowerPoint, video or written identifications and descriptions.

Unit 26 Principles of cleaning drink dispense lines (J/502/8319) (cont'd)**Delivery and assessment**

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

WITHDRAWN

Unit 27 Principles of producing basic fish dishes (K/502/8281)

Unit summary	This unit aims to provide learners with the knowledge of how to prepare and present cooked fish. It also provides learners with the knowledge of the importance of using the correct cooking method and keeping fish dishes at the required temperature when cooking, holding and serving.
Credit value	1
Guided learning hours	9
Level	2
Mandatory/optional	Optional
NOS mapping	2FP1/10, 2FC1/10

Learning outcome 1

The learner will:

- 1 Know how to cook basic fish dishes

The learner can:

- 1.1 Outline the quality points to look for in fish
- 1.2 Describe how to deal with problems with fish
- 1.3 State the importance of using the correct tools and equipment to cook fish
- 1.4 Describe cooking methods for fish
- 1.5 State why the correct cooking method must be used in relation to different types of fish
- 1.6 State the required temperature when cooking fish
- 1.7 Explain the importance of cooking fish at the correct temperature

Learning outcome 2

The learner will:

- 2 Know how to finish basic fish dishes

The learner can:

- 2.1 Give examples of how to garnish and present fish dishes
- 2.2 Explain how to correct a fish dish to ensure it meets dish requirements for colour, consistency and flavour
- 2.3 State the temperature for holding and serving fish dishes
- 2.4 State healthy eating considerations when producing fish dishes

Unit 27 Principles of producing basic fish dishes (K/502/8281) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that:

- outlines the quality points to look for in fish
- describes how to deal with problems with fish

Assessment criteria: 1.1, 1.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also provide a series of annotated images.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion stating the importance of using the correct tools and equipment to cook fish.

Assessment criterion: 1.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a poster.

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have described cooking methods for fish and stated why the correct cooking method must be used in relation to different types of fish.

Assessment criteria: 1.4, 1.5

Additional information: learners could use practical demonstration to describe cooking methods for fish and state why the correct cooking method must be used in relation to different types of fish. Learners could also provide video evidence, or a series of annotated photographs.

Types of evidence: records of questioning. A record of oral or written questions whose answers state the required temperature when cooking fish and explain the importance of cooking fish at the correct temperature.

Assessment criteria: 1.6, 1.7

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Types of evidence: Learner report. An oral or written report that states how to garnish and present fish dishes and explains how to correct a fish dish to ensure it meets dish requirements for colour, consistency and flavour.

Assessment criteria: 2.1, 2.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce a poster or use practical demonstration to state how to garnish and present fish dishes and/or explain how to correct a fish dish to ensure it meets dish requirements for colour, consistency and flavour.

Unit 27 Principles of producing basic fish dishes (K/502/8281) (cont'd)**Delivery and assessment**

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, stating:

- the temperature for holding and serving fish dishes
- healthy eating considerations when producing fish dishes.

Assessment criteria: 2.3, 2.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a poster(s).

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 28 Principles of maintaining customer service through effective handover (K/502/8314)

Unit summary	This unit will allow learners to know about their responsibilities in a customer service team. Learners will know the importance of the exchange of information between self and colleagues and following up on customer service actions. They'll know how to maintain customer service throughout this process.
Credit value	2
Guided learning hours	15
Level	2
Mandatory/optional	Optional
NOS mapping	2GEN8/10

Learning outcome 1

The learner will:

- 1 Know about responsibilities in a customer service team

The learner can:

- 1.1 Identify services or products that rely on effective teamwork
- 1.2 Identify customer service delivery process stages that rely on exchange of information between self and colleagues
- 1.3 Describe the importance of agreeing how information should be exchanged with colleagues to enable completion of customer service actions
- 1.4 Describe ways of retaining information when passing responsibility to colleagues for completing a customer service action

Learning outcome 2

The learner will:

- 2 Know how to follow up customer service actions

The learner can:

- 2.1 State the importance of checking that a customer service action has been completed
- 2.2 State the importance of knowing all details of customer service actions that colleagues were due to complete
- 2.3 State the importance of asking colleagues about the outcome of completing the customer service action as agreed
- 2.4 Describe how to review the way customer service actions are shared with colleagues

Unit 28 Principles of maintaining customer service through effective handover (K/502/8314) (cont'd)

Learning outcome 3

The learner will:

- 3 Know how to maintain customer service through effective handover

The learner can:

- 3.1 Describe appropriate customer service procedures for the delivery of services or products
- 3.2 State the importance of passing responsibility to appropriate colleagues for completing particular customer service actions
- 3.3 State the importance of carefully checking with a colleague whether the expected customer service actions have been completed
- 3.4 Know how to review the way customer service actions are shared in customer service processes

Delivery and assessment

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion identifying services or products that rely on effective teamwork and customer service process stages that rely on exchange of information between self and colleagues.

Assessment criterion: 1.1, 1.2

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide written identifications or produce posters.

Types of evidence: learner report. An oral or written report that describes the importance of agreeing how information should be exchanged with colleagues to enable completion of customer service actions and ways of retaining information when passing responsibility to colleagues for completing a customer service action.

Assessment criteria: 1.2, 1.3

Additional information: learners could present their report by means of PowerPoint presentation.

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion stating the importance of:

- checking that a customer service action has been completed
- knowing all details of customer service actions that colleagues were due to complete
- asking colleagues about the outcome of completing the customer service action as agreed

Assessment criteria: 1.1–1.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide written statements or produce posters.

Types of evidence: Learner report. An oral or written report that describes how to review the way customer service actions are shared with colleagues.

Assessment criterion: 2.4

Additional information: learners could present their report by means of a PowerPoint presentation.

Unit 28 Principles of maintaining customer service through effective handover (K/502/8314)
(cont'd)**Delivery and assessment**

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- describe appropriate customer service procedures for the delivery of services or products
- state the importance of passing responsibility to appropriate colleagues for completing particular customer service actions
- state the importance of carefully checking with a colleague whether the expected customer service actions have been completed.

Assessment criteria: 3.1–3.3

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video. Learners could also produce a PowerPoint or video presentation and/or poster(s).

Types of evidence: Learner report. An oral or written report that demonstrates that learners know how to review the way customer service actions are shared in customer service processes.

Assessment criterion: 3.4

Additional information: Learners could present their report by means of a PowerPoint or video presentation.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 29 Principles of preparing and serving wines (M/502/8265)

Unit summary	This unit allows learners to gain the knowledge of how to prepare equipment and stock for serving wine, including suitable glassware and temperature. It allows learners to understand the importance of promoting and serving wines to meet relevant legislation and customers.
Credit value	2
Guided learning hours	15
Level	2
Mandatory/optional	Optional
NOS mapping	2BS4/10

Learning outcome 1

The learner will:

- 1 Know how to prepare service areas, equipment and stock for wine service

The learner can:

- 1.1 Describe safe and hygienic working practices when preparing service areas, equipment and stock for wine service
- 1.2 Identify equipment and glassware needed for different types of wine
- 1.3 Identify suitable temperatures for the storage of different types of wine
- 1.4 Describe procedures for preparing service areas, equipment and stock
- 1.5 Describe the types of unexpected situations that might happen when preparing service areas

Learning outcome 2

The learner will:

- 2 Know how to promote and serve wines to meet relevant legislation and customer needs

The learner can:

- 2.1 State current relevant legislation relating to the sale of wine
- 2.2 State the importance of maximising sales through up-selling and how to do this
- 2.3 Describe how to interpret the wine label information
- 2.4 Identify what factors to consider when providing advice to customers on choice of wine
- 2.5 Outline under what circumstances customer must not be served with alcohol

Unit 29 Principles of preparing and serving wines (M/502/8265) (cont'd)

Learning outcome 3

The learner will:

- 3 Know how to present and serve wine to meet relevant legislation and customer needs

The learner can:

- 3.1 State relevant licensing weights, measures and trades description legislation
- 3.2 Identify glassware and handling procedures used in the service of different types of wine
- 3.3 Identify the recommended temperatures for the storage of different types of wine during service
- 3.4 Describe the correct method of service for white, red, rose and sparkling wines
- 3.5 Describe the types of unexpected situations that might occur when serving

Delivery and assessment

Types of evidence: learner report. An oral or written report that describes:

- safe and hygienic working practices when preparing service areas, equipment and stock for wine service
- procedures for preparing service areas, equipment and stock.

Assessment criteria: 1.1, 1.4

Additional information: learners could present their report by means of a PowerPoint or video presentation.

Types of evidence: Records of questioning. A record of oral or written questions whose answers identify:

- equipment and glassware needed for different types of wine
- suitable temperatures for the storage of different types of wine.

Assessment criteria: 1.2, 1.3

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion describing the types of unexpected situations that might happen when preparing service areas.

Assessment criterion: 1.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide written descriptions.

Types of evidence: learner report. An oral or written report that states:

- current relevant legislation relating to the sale of wine
- the importance of maximising sales through up-selling and how to do this.

Assessment criteria: 2.1, 2.2

Additional information: learners could present their report by means of a PowerPoint or video presentation. Learners could also role play up-selling to demonstrate how to do this.

Unit 29 Principles of preparing and serving wines (M/502/8265) (cont'd)**Delivery and assessment**

Types of evidence: learner report. An oral or written report that describes how to interpret the wine label information.

Assessment criterion: 2.3

Additional information: learners could present their report by means of a PowerPoint or video presentation. Learners could also produce an annotated poster.

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion that identifies what factors to consider when providing advice to customers on choice of wine and outlines under what circumstances customers must not be served with alcohol.

Assessment criteria: 2.4, 2.5

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- state relevant licensing weights, measures and trades description legislation
- identify glassware and handling procedures used in the service of different types of wine
- identify the recommended temperatures for the storage of different types of wine during service.

Assessment criteria: 3.1–3.3

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video. Learners could also produce posters.

Types of evidence: simulated activity. A series of role plays/simulations in which learners describe the correct methods of service for white, red, rose and sparkling wines.

Assessment criterion: 3.4

Additional information: role plays/simulations could involve description of correct methods of service for white, red, rose and sparkling wines. Learners could also provide PowerPoint, video or written descriptions, or a series of annotated images.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion describing the types of unexpected situations that might occur when serving wine.

Assessment criterion: 3.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide written descriptions.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 30 Principles of providing a buffet and carvery service (M/502/8296)

Unit summary	The unit allows learners to gain knowledge on how to prepare and maintain a buffet and carvery display and to know how to serve and assist customers.
Credit value	1
Guided learning hours	6
Level	2
Mandatory/optional	Optional
NOS mapping	2FS4/10

Learning outcome 1

The learner will:

- 1 Know how to prepare and maintain a buffet and carvery display

The learner can:

- 1.1 Describe safe and hygienic working practices when preparing and maintaining a buffet or carvery display
- 1.2 Describe procedures for maintaining dining service areas and service equipment
- 1.3 State the importance of checking table items for damage and cleanliness before service
- 1.4 Describe the types of unexpected situations that might occur when preparing and maintaining a buffet or carvery

Learning outcome 2

The learner will:

- 2 Know how to serve and assist customers at a buffet and carvery display

The learner can:

- 2.1 Describe safe and hygienic working practices when maintaining dining area and serving customers at a buffet or carvery display
- 2.2 State the importance of giving accurate information to customers when serving food items
- 2.3 State the importance of controlling portions when serving customers
- 2.4 Describe the types of unexpected situations that might occur when serving customers from a buffet or carvery display

Unit 30 Principles of providing a buffet and carvery service (M/502/8296) (cont'd)

Delivery and assessment
<p>Types of evidence: learner report. An oral or written report that describes:</p> <ul style="list-style-type: none"> • safe and hygienic working practices when preparing and maintaining a buffet or carvery display • procedures for maintaining dining service areas and service equipment. <p>Assessment criteria: 1.1, 1.2</p> <p>Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.</p> <p>Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion, which:</p> <ul style="list-style-type: none"> • state the importance of checking table items for damage and cleanliness before service • describe the types of unexpected situations that might occur when preparing or maintaining a buffet or carvery. <p>Assessment criteria: 1.3, 1.4</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.</p> <p>Types of evidence: simulated activity. A series of role plays/simulations in which learners describe safe and hygienic working practices when maintaining dining area and serving customers at a buffet or carvery display.</p> <p>Assessment criterion: 2.1</p> <p>Additional information: role plays could involve the demonstration of safe and hygienic working practices when maintaining dining area and serving customers at a buffet or carvery display. Learners could also provide PowerPoint or written descriptions or annotated photographs.</p> <p>Types of evidence: records of questioning. A record of oral or written questions whose answers state the importance of:</p> <ul style="list-style-type: none"> • giving accurate information to customers when serving food items • controlling portions when serving customers. <p>Assessment criteria: 2.2, 2.3</p> <p>Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters.</p> <p>Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion, which describe the types of unexpected situations that might occur when serving customers from a buffet or carvery display.</p> <p>Assessment criterion: 2.4</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a series of annotated images.</p> <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p>

Unit 31 Principles of cleaning and protecting floors, carpets and soft furnishings (M/502/8301)

Unit summary	The unit allows learners to gain knowledge of how to prepare to clean soft floors and furnishings and maintain soft floors and furnishings.
Credit value	2
Guided learning hours	12
Level	2
Mandatory/optional	Optional
NOS mapping	2HK4/10, 2HK5/10

Learning outcome 1

The learner will:

- 1 Know how to prepare to clean and protect floors, carpets and soft furnishings

The learner can:

- 1.1 State the importance of maintaining personal hygiene that meets the standards of the cleaning specification throughout the cleaning process
- 1.2 State the importance of wearing the appropriate personal protective equipment throughout the cleaning process
- 1.3 State the importance of checking health and safety instructions against organisational requirements
- 1.4 State the importance of following checks and restrictions for use of deep cleaning equipment
- 1.5 State the importance of checking that the material is suitable for the planned treatment

Learning outcome 2

The learner will:

- 2 Know how to maintain soft floors and furnishings

The learner can:

- 2.1 State the importance of removing superficial dust and debris before starting the cleaning process
- 2.2 State the importance of softening ground-in soil and/or stains
- 2.3 State the importance of carrying out test cleans before applying treatments
- 2.4 Describe safe working practices when working at heights
- 2.5 State the importance of removing any excess moisture from the area which has been cleaned

Unit 31 Principles of cleaning and protecting floors, carpets and soft furnishings (M/502/8301) (cont'd)

Delivery and assessment

Types of evidence: records of questioning. A record of oral or written questions whose answers state the importance of maintaining personal hygiene that meets the standards of the cleaning specification throughout the cleaning process.

Assessment criterion: 1.1

Additional information: answers could stem from work experience that learners may have had, from workplace observation or from watching a training video. Learners could also produce a poster to state the importance of maintaining personal hygiene that meets the standards of the cleaning specification throughout the cleaning process.

Types of evidence: learner report. An oral or written report that states:

- the importance of checking health and safety instructions against organisational requirements
- the importance of checking that the material is suitable for the planned treatment

Assessment criteria: 1.3, 1.5

Additional information: learners could present their report by means of a PowerPoint presentation. Learners could also provide written statements.

Types of evidence: simulated activity. A role play/simulation in which learners state the importance of following checks and restrictions for use of deep cleaning equipment.

Assessment criterion: 1.4

Additional information: Role plays/simulations could involve the demonstration of following checks and restrictions for use of deep cleaning equipment. Learners could also provide PowerPoint, video or written statements.

Types of evidence: Records of professional discussion. Individual notes of a professional (group) discussion, stating the importance of removing superficial dust and debris before starting the cleaning process.

Assessment criterion: 2.1

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide a written statement.

Types of evidence: records of questioning. A record of oral or written questions whose answers state the importance of softening ground-in soil and/or stains and of carrying out test cleans before applying treatments.

Assessment criteria: 2.2, 2.3

Additional information: answers could stem from work experience that learners may have had, from workplace observation or from watching a training video. Learners could also produce posters to state the importance of softening ground-in soil and/or stains and of carrying out test cleans before applying treatments. Learners could also provide written statements.

Types of evidence: simulated activity. A series of role plays/simulations in which describe safe working practices when working at heights.

Assessment criterion: 2.4

Additional information: role plays/simulations could involve the demonstration of safe working practices when working at heights. Learners could also provide PowerPoint, video or written descriptions.

Unit 31 Principles of cleaning and protecting floors, carpets and soft furnishings (M/502/8301)
(cont'd)**Delivery and assessment**

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, stating the importance of removing any excess moisture from the area which has been cleaned.

Assessment criterion: 2.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also produce a PowerPoint presentation or provide a written statement.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 32 Principles of receiving, storing and issuing drinks stock (M/502/8315)

Unit summary	This unit allows learners to know how to receive drink deliveries, how to check deliveries and store and issue the drinks stock.
Credit value	1
Guided learning hours	6
Level	2
Mandatory/optional	Optional
NOS mapping	2BS9/10

Learning outcome 1

The learner will:

- 1 Know how to receive drinks deliveries

The learner can:

- 1.1 Describe safe and hygienic working practices when receiving drinks deliveries
- 1.2 State the importance of securing receiving areas from unauthorised access
- 1.3 State the importance of checking that deliveries match the order and delivery documentation
- 1.4 Identify what documentation must be retained for records
- 1.5 Describe the types of unexpected situations that might occur when receiving drinks stock

Learning outcome 2

The learner will:

- 2 Know how to store and issue drinks stock

The learner can:

- 2.1 Describe safe and hygienic working practices when storing and issuing drinks
- 2.2 State the importance of securing storage areas from unauthorised access at all times
- 2.3 State the importance of following correct storage and rotation procedures and maintaining a minimum stock of drink items
- 2.4 State the importance of receiving the correct documentation before stock is issued
- 2.5 Describe the types of unexpected situations that might occur when storing and issuing drinks

Unit 32 Principles of receiving, storing and issuing drinks stock (M/502/8315) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that:

- describes safe and hygienic working practices when receiving drinks deliveries
- identifies what documentation must be retained for records.

Assessment criteria: 1.1, 1.4

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of questioning. A record of oral or written questions whose answers state the importance of:

- securing receiving areas from unauthorised access
- checking that deliveries match the order and delivery documentation.

Assessment criteria: 1.2, 1.3

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe the types of unexpected situations that might occur when receiving drinks stock.

Assessment criterion: 1.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

Types of evidence: learner report. An oral or written report that:

- describes safe and hygienic working practices when storing and issuing drinks
- states the importance of securing storage areas from unauthorised access at all times.

Assessment criteria: 2.1, 2.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of questioning. A record of oral or written questions whose answers state the importance of:

- following correct storage and rotation procedures and maintaining a minimum stock of drink items
- receiving the correct before stock is issued.

Assessment criteria: 2.3, 2.4

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Unit 32 Principles of receiving, storing and issuing drinks stock (M/502/8315) (cont'd)**Delivery and assessment**

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe the types of unexpected situations that might occur when storing and issuing drinks.

Assessment criterion: 2.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 33 Principles of preparing and clearing areas for table service (R/502/8260)

Unit summary	This unit allows learners to know how to prepare and clear areas and equipment for table service. This includes checking stock levels, stock rotation and working in a safe and hygienic way.
Credit value	2
Guided learning hours	15
Level	2
Mandatory/optional	Optional
NOS mapping	2FS1/10

Learning outcome 1

The learner will:

- 1 Know how to prepare service areas and equipment for table service

The learner can:

- 1.1 Describe safe and hygienic working practices when preparing areas and equipment for table service
- 1.2 Describe procedures for storage and stock rotation of food service items
- 1.3 Describe procedures for maintaining service equipment
- 1.4 Describe the types of unexpected situations that might occur when preparing service areas and equipment

Learning outcome 2

The learner will:

- 2 Know how to prepare customer and dining areas for table service

The learner can:

- 2.1 Describe safe and hygienic working practices when preparing customer dining areas for table service
- 2.2 State the importance of checking table items and menus before service
- 2.3 State the importance of checking heating/air conditioning/ventilation and lighting before use when preparing customer dining areas for table service
- 2.4 Describe the types of unexpected situations that might occur when preparing customer dining areas

Unit 33 Principles of preparing and clearing areas for table service (R/502/8260) (cont'd)

Learning outcome 3

The learner will:

- 3 Know how to clear dining and service areas after table service

The learner can:

- 3.1 Describe safe and hygienic working practices when clearing dining and service areas
- 3.2 Describe the procedures for handling and disposing of waste correctly
- 3.3 Identify the security procedures that should be followed
- 3.4 Describe the types of unexpected situations that might occur when clearing dining and service areas

Delivery and assessment

Types of evidence: learner report. An oral or written report that describes safe and hygienic practices when preparing areas and equipment for table service.

Assessment criterion: 1.1

Additional information: learners could present their report by means of a PowerPoint presentation.

Types of evidence: records of questioning. A record of oral or written questions whose answers describe procedures for:

- storage and stock rotation of food service items
- maintaining service equipment

Assessment criteria: 1.2, 1.3

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video. Learners could also produce posters or use video evidence.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion describing the types of unexpected situations that might happen when preparing service areas and equipment.

Assessment criterion: 1.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide a written description.

Types of evidence: simulated activity. A series of role plays/simulations in which learners:

- describe safe and hygienic working practices when preparing customer dining areas for table service
- state the importance of checking table items and menus before service.

Assessment criteria: 2.1, 2.2

Additional information: role play/simulation could involve the description safe and hygienic working practices when preparing customer dining areas for table service. Learners could also provide video or written explanations, or a set of annotated photographs.

Unit 33 Principles of preparing and clearing areas for table service (R/502/8260) (cont'd)**Delivery and assessment**

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion:

- stating the importance of checking heating/air conditioning/ventilation and lighting before use when preparing customer dining areas for table service
- describing the types of unexpected situations that might occur when preparing customer dining areas.

Assessment criteria: 2.3, 2.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide a poster and written description.

Types of evidence: learner report. An oral or written report that describes safe and hygienic practices when clearing dining and service areas and the procedures for handling and disposing of waste correctly.

Assessment criteria: 3.1, 3.2

Additional information: learners could present their report by means of a PowerPoint presentation.

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion identifying the security procedures that should be followed and describing the types of unexpected situations that might occur when clearing dining and service areas.

Assessment criteria: 3.3, 3.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide a poster and a written description.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 34 Principles of producing basic rice, pulse and grain dishes (R/502/8291)

Unit summary	This unit aims to provide learners with the knowledge of how to cook and cool rice, pulse and grain dishes whilst maintaining food safety.
Credit value	1
Guided learning hours	8
Level	2
Mandatory/optional	Optional
NOS mapping	2PR8

Learning outcome 1

The learner will:

- 1 Know how to cook rice, pulse and grain dishes

The learner can:

- 1.1 Outline quality points in rice, pulse and grain
- 1.2 Describe how to deal with problems with rice, pulse and grain
- 1.3 State the importance of using the correct tools and equipment to cook rice, pulse and grain
- 1.4 Describe cooking methods for rice, pulse and grain

Learning outcome 2

The learner will:

- 2 Know how to finish rice, pulse and grain dishes

The learner can:

- 2.1 State how to identify when rice, pulse and grain based dishes have the correct flavour colour texture and quality
- 2.2 Describe methods for cooling cooked rice, grain and pulses that maintain food safety
- 2.3 State the correct temperature for holding rice, pulse and grain dishes
- 2.4 State healthy eating options when cooking rice, pulse and grain dishes

Unit 34 Principles of producing basic rice, pulse and grain dishes (R/502/8291) (cont'd)

Delivery and assessment
<p>Types of evidence: Learner report. An oral or written report that:</p> <ul style="list-style-type: none"> • outlines quality points in rice, pulse and grain • describes how to deal with problems with rice, pulse and grain. <p>Assessment criteria: 1.1, 1.2</p> <p>Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also provide a series of annotated images.</p> <p>Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which state the importance of using the correct tools and equipment to cook rice, pulse and grain.</p> <p>Assessment criterion: 1.3</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a poster.</p> <p>Types of evidence: Assessor records of observation. Assessor records of observation Records of observation by the Assessor, which show that learners have described cooking methods for rice, pulse and grain.</p> <p>Assessment criterion: 1.4</p> <p>Additional information: learners could use practical demonstration to describe cooking methods for rice, pulse and grain. Learners could also provide video evidence or a series of annotated photographs.</p> <p>Types of evidence: learner report. An oral or written report that states:</p> <ul style="list-style-type: none"> • how to identify when rice, pulse and grain based dishes have the correct flavour, colour, texture and quality • the correct temperature for holding rice, pulse and grain dishes. <p>Assessment criteria: 2.1, 2.3</p> <p>Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce a poster(s).</p> <p>Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have described methods for cooling cooked rice, grain and pulses that maintain food safety.</p> <p>Assessment criterion: 2.2</p> <p>Additional information: learners could use practical demonstration to describe cooking methods for cooling cooked rice, grain and pulses that maintain food safety. Learners could also provide video evidence or a series of annotated photographs.</p> <p>Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which state healthy eating considerations when cooking rice, pulse and grain dishes.</p> <p>Assessment criterion: 2.4</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a poster.</p>

Unit 34 Principles of producing basic rice, pulse and grain dishes (R/502/8291) (cont'd)

Delivery and assessment
The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

WITHDRAWN

Unit 35 Principles of maintaining cellars and kegs (R/502/8307)

Unit summary	This unit allows learners to understand how to maintain cellars in a safe and hygienic way. It will allow learners to know the importance of keeping the cellar in order and secure. The unit also allows learners to know how to prepare kegs and gas for use.
Credit value	2
Guided learning hours	12
Level	2
Mandatory/optional	Optional
NOS mapping	2BS5/10

Learning outcome 1

The learner will:

- 1 Know how to maintain cellars

The learner can:

- 1.1 Describe safe and hygienic practices when maintaining cellars
- 1.2 State the importance of following specific security procedures for going in and out of the cellar
- 1.3 State the importance of securing cellars against unauthorised access at all times
- 1.4 State the importance of keeping the cellar clean and tidy and at a recommended temperature at all times
- 1.5 Describe the types of unexpected situations that might happen when maintaining cellars

Learning outcome 2

The learner will:

- 2 Know how to prepare kegs and gas for use

The learner can:

- 2.1 Describe safe and hygienic working practices when preparing kegs and gas cylinders for use and dealing with mixed gases
- 2.2 State the importance of turning off the gas supply before disconnecting the keg
- 2.3 Describe how to tell if stock is out of condition
- 2.4 State the importance of checking date stamp on stock
- 2.5 Describe the types of situations that might happen when preparing kegs and gas cylinders

Unit 35 Principles of maintaining cellars and kegs (R/502/8307) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that describes safe and hygienic practices when maintaining cellars.

Assessment criterion: 1.1

Additional information: learners could present their report by means of a PowerPoint presentation.

Types of evidence: records of questioning. A record of oral or written questions whose answers state the importance of:

- following specific security procedures for going in and out of the cellar
- securing cellars against unauthorised access at all times
- keeping the cellar clean and tidy and at a recommended temperature at all times.

Assessment criteria: 1.2–1.4

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion describing the types of unexpected situations that might happen when maintaining cellars.

Assessment criterion: 1.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide a written description.

Types of evidence: simulated activity. A series of role plays/simulations in which learners:

- describe safe and hygienic working practices when preparing kegs and gas cylinders for use and dealing with mixed gases
- state the importance of turning off the gas supply before disconnecting the keg.

Assessment criteria: 2.1, 2.2

Additional information: role play/simulation could involve the description of safe and hygienic working practices when preparing kegs and gas cylinders for use and dealing with mixed gases. Learners could also provide video or written explanations, or a set of annotated photographs.

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- describe how to tell if stock is out of condition
- state the importance of checking date stamp on stock.

Assessment criteria: 2.3, 2.4

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video. Learners could also produce a PowerPoint presentation.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion describing the types of situations that might happen when preparing kegs and gas cylinders.

Assessment criterion: 2.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide a written description.

Unit 35 Principles of maintaining cellars and kegs (R/502/8307) (cont'd)

Delivery and assessment
The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 36 Principles of setting up and closing the kitchen (T/502/8316)

Unit summary	This unit aims to provide learners with the knowledge of how to prepare utensils and equipment for use in the kitchen. This unit allows learners to know the legal requirements of storing food when the kitchen is closed and how to close the kitchen correctly.
Credit value	1
Guided learning hours	7
Level	2
Mandatory/optional	Optional
NOS mapping	2P&C2/09

Learning outcome 1

The learner will:

- 1 Know how to set up the kitchen

The learner can:

- 1.1 Explain why knives and utensils must be handled correctly
- 1.2 State to whom incidents must be reported
- 1.3 State why incidents must be recorded
- 1.4 Explain why faulty equipment and maintenance requirements must be reported

Learning outcome 2

The learner will:

- 2 Know how to close the kitchen

The learner can:

- 2.1 Explain why it is important to turn off equipment safely
- 2.2 Explain why tools should be cleaned and stored following use
- 2.3 State the legal requirements for the storage of food when the kitchen is closed
- 2.4 State who problems should be reported to

Unit 36 Principles of setting up and closing the kitchen (T/502/8316) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that explains why knives and utensils must be handled correctly.

Assessment criterion: 1.1

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce a poster.

Types of evidence: records of questioning. A record of oral or written questions whose answers state:

- to whom incidents must be reported
- why incidents must be recorded.

Assessment criteria: 1.2, 1.3

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which explain why faulty equipment and maintenance requirements must be reported.

Assessment criterion: 1.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

Types of evidence: learner report. An oral or written report that explains why:

- it is important to turn off equipment safely
- tools should be cleaned and stored following use.

Assessment criteria: 2.1, 2.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of questioning. A record of oral or written questions whose answers state:

- the legal requirements for the storage of food when the kitchen is closed
- who problems should be reported to.

Assessment criteria: 2.3, 2.4

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 37 Principles of preparing and serving cocktails (Y/502/8308)

Unit summary	This unit enables learners to gain the knowledge of how to prepare and serve cocktails, including cocktail mixing ingredients and methods. It also allows learners to understand how to prepare the cocktail preparation area and equipment.
Credit value	1
Guided learning hours	8
Level	2
Mandatory/optional	Optional
NOS mapping	2BS3/10

Learning outcome 1

The learner will:

- 1 Know how to prepare service areas and equipment for serving cocktails

The learner can:

- 1.1 Describe safe and hygienic working practices when preparing areas and equipment for making cocktails
- 1.2 State the importance of keeping preparation areas and equipment hygienic when preparing cocktails
- 1.3 State the importance of having all the ingredients ready before preparing cocktails
- 1.4 Describe the types of unexpected situations that might occur when preparing areas and equipment to make cocktails

Learning outcome 2

The learner will:

- 2 Know how to prepare and serve cocktails

The learner can:

- 2.1 Outline the different ingredients that can be used when mixing cocktails
- 2.2 Describe the different methods used to mix cocktails
- 2.3 State current relevant legislation relating to licensing and weights and measures legislation
- 2.4 Describe safe and hygienic working practices when preparing and serving cocktails
- 2.5 State the importance of following safe working practices when preparing and serving cocktails
- 2.6 State the importance of offering customers accurate information
- 2.7 Describe the types of unexpected situations that might happen when preparing and serving cocktails

Unit 37 Principles of preparing and serving cocktails (Y/502/8308) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that describes safe and hygienic working practices when preparing area and equipment for making cocktails.

Assessment criterion: 1.1

Additional information: learners could present their report by means of a PowerPoint or video presentation.

Types of evidence: records of questioning. A record of oral or written questions whose answers state the importance of:

- keeping preparation areas and equipment hygienic when preparing cocktails
- having all the ingredients ready before preparing cocktails.

Assessment criteria: 1.2, 1.3

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion describing the types of unexpected situations that might occur when preparing areas and equipment to make cocktails.

Assessment criterion: 1.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide written statements or produce illustrated posters.

Types of evidence: simulated activity. A series of role plays/simulations in which learners outline the different ingredients that can be used when mixing cocktails and describe the different methods used to mix cocktails.

Assessment criteria: 2.1, 2.2

Additional information: role plays/simulations could involve the outlining of the different ingredients that can be used when mixing cocktails and description of the different methods used to mix cocktails. Learners could also provide PowerPoint, video or written descriptions, or a set of annotated images.

Types of evidence: records of questioning. A record of oral or written questions whose answers state:

- current relevant legislation relating to licensing and weights and measures legislation
- the importance of following safe and hygienic working practices when preparing and serving cocktails
- the importance of offering customers accurate information.

Assessment criteria: 2.3, 2.5, 2.6

Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

Types of evidence: learner report. An oral or written report that describes safe and hygienic working practices when preparing and serving cocktails.

Assessment criterion: 2.4

Additional information: learners could present their report by means of a PowerPoint presentation. Learners could also produce posters or video evidence.

Unit 37 Principles of preparing and serving cocktails (Y/502/8308) (cont'd)

Delivery and assessment
<p>Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion describing the types of unexpected situations that might happen when preparing and serving cocktails.</p> <p>Assessment criterion: 2.7</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide written statements or produce illustrated posters.</p> <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p>

Unit 38 Principles of promoting additional services or products to customers (Y/502/8311)

Unit summary	This unit allows learners to know the importance of promoting additional services or products to customers for both the benefit of the organisation and its customers.
Credit value	2
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2GEN6/10

Learning outcome 1

The learner will:

- 1 Know the importance of promoting additional services or products that are available

The learner can:

- 1.1 State the importance of accurate services or products knowledge when dealing with customers
- 1.2 State the importance of checking with colleagues when unsure about new service or product details
- 1.3 State the importance of identifying appropriate services or products that may interest customers
- 1.4 State the importance of informing customers of additional services or products that will improve the customer experience

Learning outcome 2

The learner will:

- 2 Know how to promote additional services or products to customers to benefit organisations and its customers

The learner can:

- 2.1 Describe appropriate procedures and systems for encouraging customers to use additional services or products
- 2.2 Describe how the use of additional services or products will benefit organisations and its customers
- 2.3 Identify factors that influence customers to use additional services or products
- 2.4 Describe how to introduce additional services or products to customers outlining its benefits, overcoming any reservations and agreeing to provide the additional services or products

Unit 38 Principles of promoting additional services or products to customers (Y/502/8311) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that states the importance of:

- accurate services or products knowledge when dealing with customers
- checking with colleagues when unsure about new services or product details.

Assessment criteria: 1.1, 1.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also provide a series of annotated images.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which state the importance of:

- identifying appropriate services or products that may interest customers
- informing customers of additional services or products that may interest customers.

Assessment criteria: 1.3, 1.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce posters.

Types of evidence: learner report. An oral or written report that describes:

- appropriate procedures and systems for encouraging customers to use additional services or products
- how the use of additional services or products will benefit organisations and customers.

Assessment criteria: 2.1, 2.2

Additional information: Learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of questioning. A record of oral or written questions whose answers identify factors that influence customers to use additional services or products.

Assessment criterion: 2.3

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce a poster.

Types of evidence: learner report. An oral or written report that describes how to introduce additional services or products to customers, outlining benefits, overcoming any reservations and agreeing to provide the additional services or products.

Assessment criterion: 2.4

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could base their report on simulations/role-plays in which they introduce additional services or products to customers, outlining benefits, overcoming any reservations and agreeing to provide the additional services or products.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 39 Principles of carrying out periodic room servicing and deep cleaning (Y/502/8325)

Unit summary	The purpose of this unit is to provide the learner with the knowledge of how to undertake periodic room servicing, deep cleaning, servicing and deep cleaning of bathrooms and toilets.
Credit value	2
Guided learning hours	15
Level	2
Mandatory/optional	Optional
NOS mapping	2HK7/10

Learning outcome 1

The learner will:

- 1 Know how to undertake periodic room servicing

The learner can:

- 1.1 Describe the importance of following a schedule for periodic room servicing and deep cleaning in an organisation
- 1.2 Describe the importance of inspecting the work area on completion of periodic room servicing
- 1.3 Describe quality standards for the appearance and cleanliness of rooms
- 1.4 Identify the correct procedures for dealing with items that need to be replaced
- 1.5 Identify the correct procedures for dealing with items that have been replaced

Learning outcome 2

The learner will:

- 2 Know how to undertake periodic deep cleaning

The learner can:

- 2.1 Describe the preparations needed to carry out periodic deep cleaning and its importance
- 2.2 Identify the equipment and materials needed for periodic deep cleaning of rooms
- 2.3 Identify procedures for using equipment and materials efficiently and safely
- 2.4 Identify health and safety requirements for high dusting

Unit 39 Principles of carrying out periodic room servicing and deep cleaning (Y/502/8325) (cont'd)

Learning outcome 3

The learner will:

- 3 Know how to undertake periodic servicing and deep cleaning of bathrooms and toilets

The learner can:

- 3.1 Identify the preparations needed to carry out periodic servicing and deep cleaning of bathrooms and toilets
- 3.2 Identify materials and equipment needed to servicing and cleaning different areas of bathrooms and toilets
- 3.3 Describe how to report areas and items that might need specialist maintenance
- 3.4 Describe the types of unexpected situations that might occur when servicing and cleaning bathrooms and toilets

Delivery and assessment

Types of evidence: records of questioning. A record of oral or written questions whose answers describe the importance of following a schedule for periodic room servicing and deep cleaning in an organisation.

Assessment criterion: 1.1

Additional information: answers could stem from work experience that learners may have had, from workplace observation or from watching a training video. Learners could also produce a poster to describe the importance of following a schedule for periodic room servicing and deep cleaning in an organisation. This could take the form of an annotated schedule for periodic room servicing and deep cleaning in an organisation.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, describing the importance of inspecting the work area on completion of periodic room servicing.

Assessment criterion: 1.2

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide a written description.

Types of evidence: learner report. An oral or written report that:

- describes quality standards for the appearance and cleanliness of rooms
- identifies the correct procedures for dealing with items that need to be replaced
- identifies the correct procedures for dealing with items that have been replaced

Assessment criteria: 1.3–1.5

Additional information: learners could present their report by means of a PowerPoint presentation. Learners could also provide a written description and identifications.

Unit 39 Principles of carrying out periodic room servicing and deep cleaning (Y/502/8325) (cont'd)**Delivery and assessment**

Types of evidence: simulated activity. A series of role plays/simulations in which learners describe the preparations needed to carry out periodic deep cleaning and its importance and identify the equipment and materials needed for periodic deep cleaning of rooms.

Assessment criteria: 2.1, 2.2

Additional information: role plays/simulations could involve the demonstration of the preparations needed to carry out periodic deep cleaning and of the equipment and materials needed. Learners could also provide PowerPoint, video or written descriptions.

Types of evidence: Records of questioning. A record of oral or written questions whose answers identify procedures for using equipment and materials efficiently and safely and health and safety requirements for high dusting.

Assessment criteria: 2.3, 2.4

Additional information: answers could stem from work experience that learners may have had, from workplace observation or from watching a training video. Learners could also produce posters to identify procedures for using equipment and materials efficiently and safely and health and safety requirements for high dusting.

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have identified the preparations needed to carry out periodic servicing and deep cleaning of bathrooms and toilets and materials and equipment needed for servicing and cleaning different areas of bathrooms and toilets.

Assessment criteria: 3.1, 3.2

Additional information: learners could use practical demonstration to identify the preparations needed to carry out periodic servicing and deep cleaning of bathrooms and toilets and materials and equipment needed for servicing and cleaning different areas of bathrooms and toilets. Learners could also provide video evidence, or a set of annotated photographs.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, describing how to report areas and items that might need specialist maintenance and the types of unexpected situations that might occur when servicing and cleaning bathrooms and toilets.

Assessment criteria: 3.3, 3.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also produce a PowerPoint presentation or provide a written description.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 40 Principles of cleaning windows from the inside (D/502/8326)

Unit summary	This unit allows learners to gain knowledge of how to prepare to clean windows from the inside and how to clean the inside surface of windows.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional
NOS mapping	1HK2/10

Learning outcome 1

The learner will:

- 1 Know how to prepare to clean windows from inside

The learner can:

- 1.1 State the importance of preparing windows and surrounding areas before cleaning
- 1.2 Identify types of equipment and cleaning materials that should be used for:
 - loose dirt
 - dirt that is hard to remove
- 1.3 State the importance of following manufacturers' instructions when using cleaning equipment and materials
- 1.4 Identify types of problems that might occur when cleaning windows

Learning outcome 2

The learner will:

- 2 Know how to clean the inside surface of windows

The learner can:

- 2.1 State the standards for cleaning windows
- 2.2 State the required frequency for cleaning windows
- 2.3 Identify the appropriate safety equipment and personal protective clothing to use when cleaning windows
- 2.4 Describe the importance of reporting any dirt that cannot be removed to the relevant person
- 2.5 Describe the importance of leaving frames and sills dry at the end of cleaning

Unit 40 Principles of cleaning windows from the inside (D/502/8326) (cont'd)

Delivery and assessment

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, stating the importance of preparing windows and surrounding areas before cleaning.

Assessment criterion: 1.1

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also produce a poster to state the importance of preparing windows and surrounding areas before cleaning or provide a written statement.

Types of evidence: simulated activity. A role plays/simulation in which learners identify types of equipment and cleaning materials that should be used for:

- loose dirt
- dirt that is hard to remove.

Assessment criterion: 1.2

Additional information: role play/simulation could involve the identification of types of equipment and cleaning materials that should be used for:

- loose dirt
- dirt that is hard to remove.

Learners could also provide PowerPoint, video or written identifications and descriptions, or a set of annotated photographs.

Types of evidence: learner report. An oral or written report that states the importance of following manufacturer's instructions when using cleaning equipment and materials.

Assessment criterion: 1.3

Additional information: learners could present their report by means of a PowerPoint presentation. Learners could also provide a written statement.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, identifying types of problems that might occur when cleaning windows.

Assessment criterion: 1.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also produce a poster to state identify types of problems that might occur when cleaning windows or provide a written identification.

Types of evidence: records of questioning. A record of oral or written questions whose answers state the standards for cleaning windows and the required frequency for cleaning windows.

Assessment criteria: 2.1, 2.2

Additional information: answers could stem from work experience that learners may have had, from workplace observation or from watching a training video. Learners could also produce a PowerPoint presentation or provide written statements.

Unit 40 Principles of cleaning windows from the inside (D/502/8326) (cont'd)**Delivery and assessment**

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have identified the appropriate safety equipment and personal protective clothing to use when cleaning windows and have described the importance of reporting any dirt that cannot be removed to the relevant person and of leaving frames and sills dry at the end of cleaning.

Assessment criteria: 2.3–2.5

Additional information: learners could use practical demonstration to identify how to identify the appropriate safety equipment and personal protective clothing to use when cleaning windows and describe the importance of reporting any dirt that cannot be removed to the relevant person and of leaving frames and sills dry at the end of cleaning. Learners could also provide a set of annotated photographs and video evidence.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 41 Principles of providing a counter and takeaway service (T/502/8297)

Unit summary	This unit allows learners to know how to serve food to customers, the importance of working in a safe and hygienic way and how to maintain the counter and service areas.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional
NOS mapping	1FS3/10

Learning outcome 1

The learner will:

- 1 Know how to serve customers at the counter

The learner can:

- 1.1 Describe safe and hygienic working practices for serving customers and its importance
- 1.2 State the importance of controlling portions when serving customers
- 1.3 State the importance of giving accurate information to customers
- 1.4 Describe the types of unexpected situations that might occur when serving customers

Learning outcome 2

The learner will:

- 2 Know how to maintain counter and service areas

The learner can:

- 2.1 Describe safe and hygienic working practices for clearing counter and service areas
- 2.2 State the importance of keeping counter preparation areas and dining areas tidy and free from rubbish and food debris throughout the service
- 2.3 State the importance of maintaining a constant stock of service items
- 2.4 Describe the types of unexpected situations that might occur when clearing away

Unit 41 Principles of providing a counter and takeaway service (T/502/8297) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that describes safe and hygienic working practices for serving customers and its importance.

Assessment criterion: 1.1

Additional information: Learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce a poster.

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion, which:

- state the importance of controlling portions when serving customers
- state the importance of giving accurate information to customers
- describe the types of unexpected situations that might occur when serving customers.

Assessment criteria: 1.2–1.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have described safe and hygienic working practices for clearing counter and service areas and stated the importance of keeping counter preparation areas and dining areas tidy and free from rubbish and food debris throughout the service.

Assessment criteria: 2.1, 2.2

Additional information: learners could use practical demonstration to describe safe and hygienic working practices for clearing counter and service areas and state the importance of keeping counter preparation areas and dining areas tidy and free from rubbish and food debris throughout the service. Learners could also provide video evidence or a series of annotated photographs.

Types of evidence: records of questioning. A record of oral or written questions whose answers:

- state the importance of maintaining a constant stock of service items
- describe the types of unexpected situations that might occur when clearing away.

Assessment criteria: 2.3, 2.4

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 42 Principles of collecting linen and making beds (L/502/8256)

Unit summary	This unit provides learners with the knowledge of how to collect clean linen and bed coverings and how to strip and make beds.
Credit value	1
Guided learning hours	8
Level	1
Mandatory/optional	Optional
NOS mapping	1HK2/10

Learning outcome 1

The learner will:

- 1 Know how to collect clean linen and bed coverings

The learner can:

- 1.1 Describe safe lifting and handling techniques and their importance
- 1.2 Identify standards for quality of linen and bed coverings
- 1.3 Describe the importance of keeping soiled linen separate from clean linen
- 1.4 Describe the importance of security procedures for linen and linen store
- 1.5 Describe the importance of checking linen to make sure it is clean and up to standard
- 1.6 Describe the types of problems that might occur when choosing and collecting linen from a linen store

Learning outcome 2

The learner will:

- 2 Know how to strip and make beds

The learner can:

- 2.1 Identify the correct procedures to deal with soiled linen
- 2.2 Identify the correct practice to sort different fabrics
- 2.3 Identify standard procedures for making and re-sheeting beds
- 2.4 State the importance of using the right sized linen
- 2.5 State the types of unexpected situations that might happen when stripping and making beds
- 2.6 Describe procedures to use when bedbugs or other infestations are found

Unit 42 Principles of collecting linen and making beds (L/502/8256) (cont'd)

Delivery and assessment

Types of evidence: simulated activity. A role play/simulation in which learners describe safe lifting and handling techniques and their importance.

Assessment criterion: 1.1

Additional information: role play/simulation could involve the description of safe lifting and handling techniques and their importance. Learners could also provide PowerPoint, video or written descriptions, or a set of annotated images.

Types of evidence: records of questioning. A record of oral or written questions whose answers identify standards for quality of bed linen and bed coverings and describe the importance of keeping soiled linen separate from clean linen.

Assessment criteria: 1.2, 1.3

Additional information: answers could stem from work experience that learners may have had, from workplace observation or from watching a training video. Learners could also produce a PowerPoint presentation or provide written statements.

Types of evidence: learner report. An oral or written report that describes the importance of security procedures for linen and linen store.

Assessment criterion: 1.4

Additional information: learners could present their report by means of a PowerPoint presentation. Learners could also provide a written description.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion describing the importance of checking linen to make sure it is clean and up to standard and the types of problems that might occur when choosing and collecting linen from a linen store.

Assessment criteria: 1.5, 1.6

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide written descriptions.

Types of evidence: Assessor records of observation. Records of observation by the Assessor, which show that learners have identified:

- the correct procedures to deal with soiled linen
- the correct practice to sort different fabrics
- standard procedures for making and re-sheeting beds

Assessment criteria: 2.1–2.3

Additional information: learners could use practical demonstration. Learners could also provide a set of annotated photographs, video evidence or written identifications, for example as a set of posters.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, stating the importance of using the right sized linen and the types of unexpected situations that might happen when stripping and making beds.

Assessment criteria: 2.4, 2.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also produce a PowerPoint presentation or provide written statements.

Unit 42 Principles of collecting linen and making beds (L/502/8256) (cont'd)**Delivery and assessment**

Types of evidence: learner report. An oral or written report that describes procedures to use when bedbugs or other infestations are found.

Assessment criterion: 2.6

Additional information: learners could present their report by means of a PowerPoint presentation. Learners could also provide a written description.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services) is internally assessed and externally quality assured.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guidance for Centres' document on our dedicated qualifications website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

WITHDRAWN

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.

Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see the NCFE website.

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