



Level 2

**Certificate in Hospitality and
Catering Principles
(Professional Cookery-
Hospitality Services)**

(HC110-36)

Qualification

Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services) (HC110-36)

Title and level	GLH	TQT	Global Skills Qualification number
Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services)	103	141	HC110-36

Introduction

This document tells you what you need to do to deliver the qualifications:

The GSQ Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services) is a qualification that is either assessed in a workplace or realistic work environment.

The qualification is aimed at learners who work or want to work in the hospitality sector. The purpose is to develop students' knowledge and skills to prepare them for employment and/or career progression in the hospitality sector. It is also for those learners that want a rounded knowledge of both front of house and the kitchen, which will enable them to look at more senior positions in the future.

Candidate Entry Requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

It is recommended that candidates should have a minimum of a level 1 qualification in hospitality. However, experience of working in the industry at the level 2 standard will be adequate to ensure they have the potential to gain the qualification successfully.

It is a requirement that learners have access to a suitably equipped hospitality setting in order to achieve the skills elements of the qualification.

The qualification is suitable for learners of 16 years of age and above.

Qualification Units

To achieve the **HC100-36 Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery- Indian Cuisine)** learners must achieve **15** credits.

7 credits from the mandatory units

At least 6 credits from Option B

The remaining credits from B or C

Mandatory Units

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
590	R/600/0615	Safe, hygienic and secure working environments in hospitality	2	16
591	Y/502/0615	Effective teamwork	2	19
628	D/600/0617	Giving customers a positive impression	2	18
589	T/600/1059	Principles of customer service in hospitality, leisure, travel and tourism	1	10

Optional Group B

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
627	H/502/0132	Food safety in catering	1	9
632	F/600/0626	Preparation and clearing of service areas	3	26
633	T/600/0624	Service of food at table	1	10
659	A/502/8298	Principles of providing a silver service	1	8
660	M/502/8296	Principles of providing a buffet and carvery service	1	6
651	Y/502/8308	Principles of preparing and serving cocktails	1	8
652	M/502/8265	Principles of preparing and serving wines	2	15
634	J/600/0627	Service of alcoholic and non-alcoholic drinks	1	10
655	R/502/8307	Principles of maintaining cellars and kegs	2	12
656	J/502/8319	Principles of cleaning drinks dispense lines	2	10
657	M/502/8315	Principles of receiving storing and issuing drinks stock	1	6
653	D/502/8309	Principles of preparing and serving dispensed and instant hot drinks	1	6
598	K/502/8281	Principles of producing basic fish dishes	2	10

601	H/502/8294	Principles of producing basic vegetable dishes	1	9
603	R/502/8291	Principles of producing basic rice, pulse and grain dishes	1	9
604	F/502/8285	Principles of producing basic pasta dishes	1	8
637	L/600/0631	Cleaning and servicing of hospitality areas	1	5
636	R/600/0629	Chemicals and Equipment used for Cleaning in the Hospitality Industry	2	16
638	J/600/1082	Maintain housekeeping supplies	2	15
639	M/600/1092	Provide a linen service	1	10
664	Y/502/8325	Principles of carrying out periodic room service and deep cleaning	2	15
630	D/600/0620	Arrival of customers	1	7
645	F/600/1078	Dealing with bookings	1	10
631	H/600/0621	Departure of customers	1	7
646	A/600/1080	Handle mail and book external services	1	10
649	D/502/8312	Principles of storing and retrieving information	2	10
665	A/502/8317	Principles of resolving customer service problems	2	10
662	Y/502/8311	Principles of promoting additional services or products to customers	2	10
662	K/502/8314	Principles of maintaining customer service through effective handover	2	15
635	L/600/1133	Dealing with payments	1	9
663	M/502/8301	Principles of cleaning and protecting floors, carpets and soft furnishings	2	10
647	H/502/8313	Principles of completing kitchen documents	1	7
648	T/502/8316	Principles of setting up and closing the Kitchen	1	7
658	R/502/8260	Principles of preparing and clearing areas for table service	2	15

Optional Group C

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
597	D/502/8326	Principles of cleaning windows from the inside	1	6
595	T/502/8297	Principles of providing a counter and takeaway service	1	6
596	L/502/8256	Principles of collecting linen and making beds	1	6

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. This includes both guided learning hours and hours spent in preparation, study and assessment. GLH and TQT may vary with this qualification depending on units chosen.

Title and level	GLH	TQT
Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services)	103	141

Portfolio of evidence

To achieve this portfolio, you will need to produce a portfolio of evidence to show that you have the knowledge and skills in your chosen qualification. You will need to demonstrate the practical skills required and be observed by a competent tutor/assessor who will support you with evidence collection.

Your knowledge and understanding and practical skills will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Centre Requirements

As a minimum, it is expected that centres seeking approval for this qualification have access to a well-equipped industrial facility which follow all hygiene requirements.

- washing facilities – hand washing, food preparation and washing up
- refrigerator or freezer space
- small and large equipment – it is recommended that centre review the range of

equipment requirements against each unit within the qualification.

Centre Staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered.
- have recent relevant experience in the specific area they will be assessing and continue to achieve a minimum 30 professional development hours per year
- have credible experience of providing training

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Tutors/Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer qualifications are valued as qualifications for Centre staff, but they are not currently a requirement for the qualifications.

Continual Professional Development (CPD)

Centres must support their staff to ensure that they have a current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Unit 590 Safe, hygienic and secure working environments in hospitality

UAN: R/600/0615

Level: 1

Credit value: 2

GLH: 16

Aim

This unit has been written to cover the knowledge relating to the basic health, hygiene, safety and security, which they can apply in a hospitality environment.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know their personal responsibilities under the Health and Safety at Work Act	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 2. Know why it is important to work in a safe and hygienic way	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 you must follow 2.5 state why it is important to report all unusual/non-routine incidents to the

		appropriate person
Learning outcome 3	3.1	identify the types of common hazards found in the workplace
3. Know about hazards and safety 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 fire safety procedures
	3.6	describe security procedures

Unit 591 Effective teamwork

UAN: Y/600/0616

Level: 1

Credit value: 2

GLH: 19

Aim

This unit will provide learners with the knowledge to make useful contributions to the work of a team.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to organise their own work	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 2. Know how to support the work of a team	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
Learning outcome 3 3. Know how to contribute to their own learning and development	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

Unit 628 Giving customers a positive impression

UAN: D/600/0617
Level: 2
Credit value: 2
GLH: 18

Aim

This unit will give learners the knowledge to communicate with customers and give a positive impression of themselves and an organisation.

Knowledge of outcomes

This unit aims to provide learners with knowledge on how to prepare and cook food using a Tandoor oven, including:

- Tandoori chicken
- Kebabs
- Tandoori fish
- Naan breads

Learners will gain knowledge of the following preparation and cooking methods:

- Marinating
- Portioning
- Forming on skewers
- Tandoori roasting

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to establish positive relationships with customers	1.1	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 2. Understand why organisations have standards and procedures	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 3. Know how to communicate information to customers	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
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Unit 589 Principles of Customer Service in Hospitality, Leisure, Travel and Tourism
UAN: T/600/1059
Level: 2
Credit value: 1
GLH: 10

Aim

This unit will provide the introductory knowledge to customer service in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for staff engaging with internal and/or external customers.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	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 2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	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
Learning outcome 3 3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	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

Unit 627 Food safety in catering

UAN: H/502/0132

Level: 2

Credit value: 1

GLH: 9

Aim

This unit will provide learners with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the unit at level 2 will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole.

This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.

Knowledge of outcomes

This unit aims to provide learners with knowledge on how to prepare and cook food using a Tandoor oven, including:

- Tandoori chicken
- Kebabs
- Tandoori fish
- Naan breads

Learners will gain knowledge of the following preparation and cooking methods:

- Marinating
- Portioning
- Forming on skewers
- Tandoori roasting

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Identify the types of game available in different seasons
1. Know how to prepare game dishes	1.2	Outline the quality points in fresh game: furred and feathered
	1.3	State what should be done if there are problems with the quality of game
	1.4	State the importance of using the correct tools, equipment and techniques when preparing game
	1.5	Describe preparation methods for game
	1.6	Identify how to store prepared game

		which is ready for cooking
Learning outcome 2 2. Know how to cook game dishes	2.1 2.2 2.3 2.4	State the importance of using the correct tools and equipment to cook game dishes Describe cooking methods for different types of game State the importance of using the correct cooking methods State the correct temperatures for cooking game
Learning outcome 3 3. Know how to finish game dishes	3.1 3.2 3.3 3.4	Describe finishing methods for game dishes Describe how to correct a game dish to meet finishing requirements State the correct temperature for holding and serving game dishes State healthy eating considerations when cooking and finishing game

Unit 632 Preparation and clearing of service areas

UAN: F/600/0626

Level: 2

Credit value: 3

GLH: 26

Aim

The aim of this unit is to enable learners to understand how to prepare food and drink service areas and equipment for service before customers arrive, and appropriately clear down after they have left.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to prepare service areas and equipment for food and drink service	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 2. Know how to prepare customer areas for	2.1 Describe safe and hygienic working practices when preparing customer dining areas for table service

food and drink 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
Learning outcome 3 3. Know how to clear food and drink service areas after service	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 4. Know how to clean and store glassware	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

Unit 633 Service of food at table

UAN: T/600/0624

Level: 2

Credit value: 1

GLH: 10

Aim

This unit gives learners knowledge on greeting and providing customers with information in choosing food. It also covers serving customer orders, providing customers with items such as cutlery and condiments and keeping the dining area clean, tidy and safe during service.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to greet customers and take orders	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 2. Know how to serve customers in a dining area	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
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Unit 659 Principles of providing a silver service

UAN: A/502/8298

Level: 2

Credit value: 1

GLH: 8

Aim

The aim of this unit is to enable learners to gain knowledge of how to silver serve various foods including soups and sauces, bread rolls, potatoes, meat and poultry, vegetables and sweets, and how to clear finished courses including cutlery, crockery and other table items such as glassware.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Understand how to silver serve food	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 2. Know how to clear finished courses when providing a silver service	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
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Unit 660 Principles of providing a buffet and carvery service

UAN: M/502/8296

Level: 2

Credit value: 1

GLH: 6

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare and maintain a buffet and carvery display by arranging table items, service equipment and food items and how to serve and assist customers at a buffet and carvery display.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to prepare and maintain a buffet and carvery display	1.1 Describe safe and hygienic working practices when preparing and maintaining 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 2. Know how to serve and assist customers	2.1 Describe safe and hygienic working practices when maintaining dining area

at a buffet and carvery display	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
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Unit 651 Principles of preparing and serving cocktails

UAN: Y/502/8308

Level: 2

Credit value: 1

GLH: 8

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare service areas and equipment for cocktail service, how to prepare and serve cocktails using different methods.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to prepare service areas and equipment for serving cocktails	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 2. Know how to prepare and serve cocktails	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 652 Principles of preparing and serving wines

UAN: M/502/8265

Level: 2

Credit value: 2

GLH: 15

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare service areas, equipment and stock for wine service, how to determine customer requirements for wine, the promotion of wines and how to present and serve wine at the correct temperature.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to prepare service areas, equipment and stock for wine service	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 2. Know how to promote and serve wines to meet relevant legislation and customer	2.1 State current relevant legislation relating to the sale of wine

needs	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
Learning outcome 3 3. Know how to present and serve wine to meet relevant legislation and customer needs	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 2.4 Describe the correct method of service for white, red, rose and sparkling wines 2.5 Describe the types of unexpected situations that might occur when serving wine

Unit 634 Service of alcoholic and non alcoholic drinks

UAN: J/600/0627
Level: 2
Credit value: 1
GLH: 10

Aim

This unit provides knowledge on serving alcoholic and non-alcoholic drinks, and identifies the appropriate legislation that needs to be complied with.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to take customer orders	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 2. Know how to serve alcoholic and non-alcoholic drinks	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
Learning outcome 3 3. Know the appropriate legislation that relates to the serving of alcoholic drinks	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

Unit 655 Principles of maintaining cellars and kegs

UAN: R/502/8307

Level: 2

Credit value: 2

GLH: 10

Aim

The aim of this unit is to enable learners to gain knowledge of how to maintain cellars, keeping them clean, ensuring that equipment such as refrigeration units is in working order, and that conditions are correct, and how to connect and disconnect kegs and gas cylinders and check they are functioning properly.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Describe safe and hygienic practices when maintaining cellars
1. Know how to maintain 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 2. Know how to prepare kegs and gas for use	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
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Unit 656 Principles of cleaning drinks dispense lines

UAN: J/502/8319

Level: 2

Credit value: 2

GLH: 10

Aim

The aim of this unit is to enable learners to gain knowledge of how and why to clean drink dispense lines to the correct standard and how to safely use cleaning agents and equipment to ensure lines are free from damage and in good working order.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to clean drink dispense lines to the correct standard	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 2. Know how to safely use cleaning agents and equipment.	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
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Unit 657 Principles of receiving, storing and issuing drinks stock

UAN: M/502/8315

Level: 2

Credit value: 1

GLH: 6

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare for and check drinks deliveries, the documentation that should be received and the importance of stock rotation.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Describe safe and hygienic working practices when receiving drinks deliveries
1. Know how to receive 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 2. Know how to store and issue drinks stock	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
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Unit 653 Principles of preparing and serving dispensed and instant hot drinks

UAN: H/502/8327

Level: 2

Credit value: 1

GLH: 6

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare the work area and preparation, service and other equipment for service and how to prepare and serve dispensed and instant hot drinks such as coffee, tea and hot chocolate.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Describe safe and hygienic working practices when preparing the work area and equipment for service
1. Know how to prepare 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 2. Know how to prepare and serve instant hot drinks	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
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Unit 598 Principles of producing basic fish dishes

UAN: K/502/8281

Level: 1

Credit value: 1

GLH: 9

Aim

This unit aims to provide learners with the knowledge of how to cook and finish basic fish dishes using raw fish portions, processed fish products and whole fish.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Outline the quality points to look for in fish
1. Know how to cook basic fish dishes	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 2. Know how to finish basic fish dishes	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
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Unit 601 Principles of producing basic vegetable dishes

UAN: H/502/8294

Level: 2

Credit value: 1

GLH: 9

Aim

This unit aims to provide learners with the knowledge of how to cook and finish basic vegetable dishes including vegetable curry, roasted vegetables and stuffed vegetables, as well as how to finish vegetables in a simple form, for example boiling, steaming, roasting.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Outline quality points in prepared vegetables
1. Know how to cook vegetable dishes	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 vegetables 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	2.1	Describe finishing methods for vegetable dishes
2. Know how to finish 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 603 Principles of producing basic rice, pulse and grain dishes

UAN: R/502/8291

Level: 2

Credit value: 1

GLH: 8

Aim

This unit aims to provide learners with the knowledge of how to cook and finish basic rice, pulse and grain dishes, including simple cooked rice and pulses to accompany other dishes as well as specific rice and pulse dishes including dhal, moulded rice and grilled set polenta. The learner will gain knowledge of the following preparation and cooking methods:

- Soaking and washing
- Boiling
- Braising
- Steaming
- Frying
- Baking
- Microwaving

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Outline quality points in rice, pulses and grains
1. Know how to cook rice, pulse and grain dishes	1.2	Describe how to deal with problems with rice, pulses and grains
	1.3	State the importance of using the correct tools and equipment to cook rice, pulses and grains
	1.4	Describe cooking methods for rice, pulses and grains

Learning outcome 2 2. Know how to finish rice, pulse and grain dishes	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
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Unit 604 Principles of producing basic pasta dishes

UAN: F/502/8285

Level: 2

Credit value: 1

GLH: 5

Aim

This unit aims to provide learners with knowledge of how to prepare, cook and finish basic pasta dishes. Learners will gain knowledge of the following types of pasta:

- Stuffed
- Shaped
- Lasagne
- Dried
- Pre-prepared fresh pasta

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Outline the quality points in pasta and dish ingredients
1. Know how to cook basic pasta dishes	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	2.1	State the temperature for holding and serving pasta dishes
2. Know how to finish basic 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 637 Cleaning and servicing of hospitality areas

UAN: L/600/0631

Level: 2

Credit value: 2

GLH: 16

Aim

This unit provides learners with the knowledge to effectively service guest bedrooms, bathrooms and toilets and to correctly dispose of waste.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	State procedures to follow when preparing rooms for cleaning
1. Know the general cleaning procedures	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 of organisation of standards for cleaning

Learning outcome 2 2. Know how to clean and service toilet and bathroom areas	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
Learning outcome 3 3. Know how to clean and service furnished areas	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

Unit 636 Chemicals and equipment used for cleaning in the hospitality industry

UAN: R/600/0629

Level: 2

Credit value: 2

GLH: 15

Aim

This unit identifies the procedures and safe practices that need to be complied with when using different chemicals and equipment.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	List appropriate cleaning chemicals for different purposes
1. Know how to safely use different cleaning chemicals	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	List 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 2. Know how to safely use different types of cleaning equipment	2.1 2.2 2.3 2.4 2.5	Describe current legislation for using cleaning equipment Select appropriate cleaning equipment for different purposes State the importance of following manufacturers instructions for use of cleaning equipment Describe safe working practices when using cleaning equipment Describe how to respond to types of problems and unexpected situations that may occur when preparing and using cleaning equipment

Unit 638 Maintain housekeeping supplies

UAN: J/600/1082

Level: 2

Credit value: 1

GLH: 10

Aim

This unit provides knowledge associated with working with housekeeping supplies and the areas used to store them safely.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Understand the health and safety considerations required when handling housekeeping supplies.	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 2. Understand the importance of checking housekeeping supplies when delivered to hospitality premises.	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 1.4 Describe why security procedures are needed in a housekeeping supplies storage area

Learning outcome 3 3. Understand the importance of procedures used during the storing and issuing of housekeeping supplies	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
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Unit 639 Provide a linen service

UAN: M/600/1092

Level: 2

Credit value: 1

GLH: 10

Aim

This unit investigates the knowledge required to effectively receive and handle linen as part of a linen service found within hospitality operations including hotels and hospitals.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Understand the role of the linen service in hospitality operations	1.1 Describe the basic legal requirements that ensure that health and safety is maintained when handling linen supplies
Learning outcome 2 2. Understand the importance of checking linen when delivered to hospitality premises	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 3. Understand the importance of procedures used during the storing and issuing of linen	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.
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Unit 664 Principles of carrying out periodic room servicing and deep cleaning

UAN: Y/502/8325
Level: 32
Credit value: 2
GLH: 15

Aim

The aim of this unit is to enable learners to gain knowledge of how to undertake periodic room servicing, deep cleaning involving, for example turning mattresses, changing curtains, high dusting, cleaning carpet edges, skirting boards and paintwork, and how to undertake periodic servicing and deep cleaning of bathrooms and toilets.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning. When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to undertake periodic room servicing	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 or have been replaced
Learning outcome 2 2. Know how to undertake periodic deep cleaning	2.1	Identify the preparations needed to carry out periodic servicing and deep Cleaning of bathrooms and toilets
	2.2	Identify materials and equipment

	needed to servicing and cleaning different areas of bathrooms and toilets
2.3	Describe how to report areas and items that might need specialist maintenance
2.4	Describe the types of unexpected situations that might occur when servicing and cleaning bathrooms and toilets

Unit 630 Arrival of customers

UAN: D/600/0620

Level: 2

Credit value: 1

GLH: 7

Aim

The aim of this unit is to deal with the principles involved with the arrival and registration of guests.

Knowledge of outcomes

This unit aims to provide learners with knowledge on how to prepare and cook food using a Tandoor oven, including:

- Tandoori chicken
- Kebabs
- Tandoori fish
- Naan breads

Learners will gain knowledge of the following preparation and cooking methods:

- Marinating
- Portioning
- Forming on skewers
- Tandoori roasting

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know the procedures for checking in customers	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 2. Know the documentation for checking in customers	2.1 list appropriate documentation for checking in customers 2.2 state the importance of having all correspondence related to the booking available

Unit 645 Dealing with bookings

UAN: F/600/1078

Level: 2

Credit value: 1

GLH: 10

Aim

This unit provides knowledge associated with dealing with customer enquiries and processing them as full bookings. The unit also examines how sales can be maximised when communicating with potential customers.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know the importance of effective communication when dealing with bookings	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 2. Understand how to deal effectively with booking enquiries	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 3. Know how to process bookings	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 Explain why it is important to follow up unconfirmed bookings
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Unit 631 Departure of customers

UAN: H/600/0621

Level: 2

Credit value: 1

GLH: 7

Aim

This unit provides learners with the knowledge to maintain customer accounts, and deal with departing customers.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to prepare and maintain customer accounts	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 2. Know how to deal with the departure of	2.1 Identify legal requirements relating to customer departure

customers	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
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Unit 646 Handle mail and book external services

UAN: A/600/1080

Level: 2

Credit value: 1

GLH: 10

Aim

This unit develops the knowledge required to work in a front of house department where mail and messages are handled on behalf of guests. The unit also examines the knowledge needed to book external services on behalf of guests such as theatre tickets, taxis and event. The unit also examines the particular security concerns that are relevant to handling packages and mail as items of guest property.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know the level of responsibility required when handling mail and messages	1.1	Explain 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 2. Know the roles associated with handling mail and messages	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 3. Understand the roles associated with booking external services for guests	3.1 3.2 3.3 3.4	Describe the range of services that might be booked on behalf of guests Explain how guests can be effectively informed of external services that are available to them Describe the procedures required to provide confirmation of services Describe how unexpected situations should be dealt with

Unit 649 Principles of storing and retrieving information

UAN: D/502/8312

Level: 2

Credit value: 2

GLH: 10

Aim

The aim of this unit is to enable learners to gain knowledge of relevant processes and procedures for storing and retrieving information using different systems in line with organisational requirements and legislation.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to process information following relevant procedures and legislation	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 2. Know how to retrieve information following	2.1 State the legal requirements and relevant procedures for accessing an information system

relevant procedures and legislation	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 665 Principles of resolving customer service problems

UAN: A/502/8317
Level: 2
Credit value: 2
GLH: 10

Aim

The aim of this unit is to enable learners to gain knowledge of how to recognise and resolve customer service problems.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know about customer service problems	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 2. Know how to resolve customer service	2.1 Describe organisational procedures and systems for dealing with customer service problems

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
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Unit 662 Principles of promoting additional services or products to customers

UAN: Y/502/8311

Level: 2

Credit value: 2

GLH: 6

Aim

The aim of this unit is to enable learners to gain knowledge of the importance of promoting additional services or products that are available to increase customer satisfaction and how to promote additional services or products to customers to the benefit of organisations and its customers.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know the importance of promoting additional services or products that are available	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	2.1	Describe appropriate procedures and systems for encouraging customers to

2. Know how to promote additional services or products to customers to benefit organisations and its customers	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
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Unit 661 Principles of maintaining customer service through effective handover

UAN: K/502/8314

Level: 2

Credit value: 2

GLH: 15

Aim

The aim of this unit is to enable learners to gain knowledge of the responsibilities in a customer service team and this is organised, how to follow up customer service actions and how to maintain customer service through effective handover by checking completion of actions with colleagues.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Identify services or products that rely on effective teamwork
1. Know about responsibilities in a customer service team	1.2	Identify customer service delivery process stages that rely on exchange of information between self and colleagues
	1.4	Describe the importance of agreeing how information should be exchanged with colleagues to enable completion of customer service actions
	1.5	Describe ways of retaining information when passing responsibility to colleagues for completing a customer service action

Learning outcome 2 2. Know how to follow up customer service actions	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 Review the way customer service actions are shared with colleagues
Learning Outcome 3 3. Know how to maintain customer service through effective handover	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 Contribute to reviewing the way customer service actions are shared in customer service processes

Unit 635 Dealing with payments

UAN: L/600/1133

Level: 2

Credit value: 1

GLH: 9

Aim

This unit is about providing knowledge for maintaining and dealing with payments.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to set up a payment point	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 2. Know how to operate a payment point	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 3. Know the problems that may occur at the	3.1 Describe the types of problems that might happen when dealing with a payment

payment point	3.2	State the importance of telling the customer about any delays during the payment process
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Unit 663 Principles of cleaning and protecting floors, carpets and soft furnishings

UAN: M/502/8301

Level: 2

Credit value: 2

GLH: 10

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare to clean soft floors and furnishings and how to maintain soft floors and furnishings including the removal of stains and applying treatments.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	State the importance of maintaining personal hygiene that meets the standards of the cleaning specification throughout the cleaning process
1. Know how to prepare to clean and protect floors, carpets and soft furnishings	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	2.1	State the importance of removing superficial dust and debris before starting the cleaning process
2. Know how to maintain soft floors and furnishings	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 647 Principles of completing kitchen documentation

UAN: H/502/8313
Level: 2
Credit value: 1
GLH: 7

Aim

This unit aims to give learners knowledge of documentation commonly used in kitchen environments, including:

- Temperature charts
- Time sheets
- Accident report forms
- Food safety information
- Equipment fault reports
- Stock usage reports

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1 State why it is important to complete kitchen documentation
1. Know how 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

	F1.6 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
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Unit 648 Principles of setting up and closing the kitchen

UAN: T/502/8316
Level: 2
Credit value: 1
GLH: 7

Aim

This unit aims to provide learners with the knowledge of how to prepare tools and equipment in a kitchen for food operations and how to safely shut down the kitchen at the end of a shift.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to set up the kitchen	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 2. Know how to close the kitchen	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 you should report problems to
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Unit 658 Principles of preparing and clearing areas for table service

UAN: R/502/8260

Level: 2

Credit value: 2

GLH: 15

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare and clear areas and equipment for table service including checking stock levels, prepare customer dining areas for table service including laying tables and clearing dining and service areas such as stacking cutlery for cleaning.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to prepare service areas and equipment for table service	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 2. Know how to prepare customer and dining areas for table service	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
Learning Outcome 3 3. Know how to clear dining and service areas after table service	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

Unit 597 Principles of cleaning windows from the inside

UAN: D/502/8326

Level: 1

Credit value: 1

GLH: 6

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare to clean windows from the inside, the appropriate cleaning equipment and materials to use and how to clean the inside surface of windows.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to prepare to clean windows from inside	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 and 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 2. Know how to clean the inside surface of windows	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 595 Principles of providing a counter and takeaway service

UAN: T/502/8297

Level: 1

Credit value: 1

GLH: 6

Aim

The aim of this unit is to enable learners to gain knowledge of how to serve food and drink on a counter or takeaway basis and how to maintain the counter and service areas.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to serve customers at the counter	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 2. Know how to maintain counter and service areas	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
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Unit 596 Principles of collecting linen and making beds

UAN: L/502/8256

Level: 1

Credit value: 1

GLH: 6

Aim

The aim of this unit is to enable learners to gain knowledge of how to collect clean linen and bed coverings and move them to the rooms and how to strip and make beds.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know how to collect clean linen and bed coverings	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 2. Know how to strip and make beds	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