



Level 3

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

(HC110-37)

Qualification

Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (HC110-37)

Title and level	GLH	TQT	Global Skills Qualification number
Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)	186	260	HC110-37

Introduction

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

The GSQ Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) 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 **HC100-37 Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)** learners must achieve **26** credits.

9 credits from the mandatory units

At least 17 credits from Option B

Mandatory Units

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
667	F/600/1808	Development of working relationships in hospitality	4	30
590	A/600/1810	Health, safety and security in the hospitality working environment	4	35
627	H/502/0132	Food safety in catering	1	9

Optional Group B

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
641	L/600/1813	Preparation, cooking and finishing of fish dishes	3	26
642	D/600/1816	Preparation, cooking and finishing of meat dishes	3	26
643	H/600/1817	Preparation, cooking and finishing of poultry dishes	3	26
644	K/600/1818	Preparation, cooking and finishing of vegetable dishes	3	26
618	F/600/1811	Preparation, cooking and finishing of hot sauces	3	26
619	D/502/8276	Principles of preparing, cooking and finishing complex soups	2	9
676	T/502/8266	Principles of preparing cooking and finishing of fresh pasta dishes	2	8
677	Y/502/8275	Principles of preparing cooking and finishing complex cakes, sponges, biscuits and scones	2	12
678	F/502/8318	Principles of preparing, cooking and finishing complex cold products	2	10
670	J/600/8182	Preparation, cooking and finishing dressings and cold sauces	3	26
679	K/502/8328	Principles of preparing, cooking and finishing complex hot desserts	2	9
680	F/502/8254	Principles of preparing, cooking and finishing complex cold desserts	2	9
681	K/502/3775	The principles of food safety supervision for catering	3	25
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	1	6

		takeaway service		
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 3 Certificate in Hospitality and Catering Principles (Professional Cookery)	186	260

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 667 **Development of working relationships in hospitality**

UAN: T/600/1059

Level: 3

Credit value: 4

GLH: 30

Aim

This unit provides the learner an understanding of the principles of developing working relationships in hospitality. The unit covers working relations with both customers and colleagues, there is also a focus on working with a manager and the importance of good communication.

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 key elements that encourage good working relationships	1.1	Explain the importance of clear communication in the workplace
	1.2	Identify methods for communicating clearly with colleagues, managers and customers
	1.3	Identify the basic legal requirements that cover working with colleagues
	1.4	State the importance of recognising and valuing diversity
	1.5	Explain the importance of meeting the special needs that colleagues and customers may have
Learning outcome 2 2. Understand the principles of maintaining	2.1	State the importance of working as a team

good working relationships with colleagues	2.2 State the importance of providing honest, helpful and motivating feedback to colleagues on their performance 2.3 State the importance of discussing issues with colleagues 2.4 Explain how to build colleagues' strengths and weaknesses in the context of a team 2.5 State the importance of showing that colleagues are respected as individuals 2.6 Explain how to deal with disagreements between colleagues 2.7 Identify the types of information about colleagues and customers that should be kept confidential
Learning outcome 3 3. Know how to work well with a manager	3.1 state the importance of keeping managers up-to-date with work related issues 3.2 describe situations where a manager's help and advice should be sought 3.3 state the importance of responding positively to feedback from a manager 3.4 state the importance of having procedures to follow for when someone has a disagreement with their manager
Learning outcome 4 4. Know how to maintain good customer relations	4.1 describe how to present a positive and professional image to customers 4.2 identify the need to adapt behaviour for different customers 4.3 identify types of issues that customers need to be kept informed about 4.4 describe how to explain to customers when their needs and expectations cannot be met 4.5 state the value of exceeding customers' expectations 4.6 identify the importance of knowing limits of personal authority when solving customers problems 4.7 state the importance for having procedures for dealing with customer complaints 4.8 state the importance for having procedures for dealing with customers who are aggressive and abusive

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 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 641 Preparation, cooking and finishing of fish dishes

UAN: A/600/0639

Level: 2

Credit value: 3

GLH: 9

Aim

This unit is about providing knowledge for preparing fresh, semi-prepared fish for basic dishes using different preparation methods. This unit is for staff who have basic preparation skills and are capable of working under limited supervision only.

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 poultry for basic dishes	1.1 Describe preparation methods for fish 1.2 State the reasons for using different methods of fish preparation 1.3 Describe the characteristics of different types of commonly used fish 1.4 State what should be done if there are problems with the quality of fish 1.5 Identify how to store prepared fish which is ready for cooking 1.6 Identify the correct procedures for thawing frozen fish
Learning outcome 2 2. Know how to cook fish for basic dishes	2.1 Identify the correct tools and equipment for different fish cooking methods 2.2 Describe correct cooking methods for different types of fish

	2.3	State the correct temperatures for cooking fish
	2.4	State healthy eating considerations when cooking fish
Learning outcome 3	3.1	describe the correct finishing methods for fish dishes
3. Know how to finish fish for basic dishes	3.2	State the importance of correctly finishing dishes for service
	3.3	State the requirements for colour, consistency and flavour of different fish dishes
	3.4	State the correct temperature for holding and serving fish dishes

Unit 642 Preparation, cooking and finishing of meat dishes

UAN: T/600/0641

Level: 2

Credit value: 3

GLH: 9

Aim

This unit is about providing knowledge for preparing fresh, semi-prepared meat for basic dishes using different preparation methods. This unit is for staff who have basic preparation skills and are capable of working under limited supervision only.

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 poultry for basic dishes	1.1 Describe preparation methods for meat 1.2 State the reasons for using different methods of meat preparation 1.3 Describe the characteristics of different types of meat 1.4 Identify cuts of meat 1.5 State what should be done if there are problems with the quality of meat 1.6 Identify how to store prepared meat which is ready for cooking
Learning outcome 2 2. Know how to cook meat for basic dishes	2.1 Identify the correct tools and equipment for different meat cooking methods 2.2 Describe correct cooking methods for different types of meat

	2.3	State the benefits of sealing meat
	2.4	State the correct temperatures for cooking meat
	2.5	State healthy eating considerations when cooking meat
Learning outcome 3	3.1	Describe the correct finishing methods for meat dishes
3. Know how to finish meat for basic dishes	3.2	State the importance of correctly finishing dishes for service
	3.3	State how to check meat dishes have met finishing requirements
	3.4	State the correct temperature for holding and serving meat dishes

Unit 643 Preparation, cooking and finishing of poultry dishes

UAN: J/600/0644
Level: 2
Credit value: 3
GLH: 9

Aim

This unit is about providing knowledge for preparing fresh, semi-prepared poultry for basic dishes using different preparation methods. This unit is for staff who have basic preparation skills and are capable of working under limited supervision only.

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 poultry for basic dishes	1.1 Describe preparation methods for poultry 1.2 State the reasons for using different methods of poultry preparation 1.3 Describe the characteristics of different types of poultry 1.4 State what should be done if there are problems with the quality of poultry 1.5 Identify how to store prepared poultry which is ready for cooking
Learning outcome 2 2. Know how to cook poultry for basic dishes	2.1 Identify the correct tools and equipment for different poultry cooking methods 2.2 Describe correct cooking methods for different types of poultry

	2.3	State the correct temperatures for cooking poultry
	2.4	State healthy eating considerations when cooking poultry
Learning outcome 3	3.1	Describe the correct finishing methods for poultry dishes
3. Know how to finish poultry for basic dishes	3.2	State the importance of correctly finishing dishes for service
	3.3	State how to check poultry dishes have met finishing requirements
	3.4	State the correct temperature for holding and serving poultry dishes

Unit 644 Preparation, cooking and finishing of vegetable dishes

UAN: Y/600/0647

Level: 2

Credit value: 3

GLH: 9

Aim

This unit is about providing knowledge for preparing vegetables and semi-prepared vegetables for basic dishes using different preparation methods. This unit is for staff who have basic preparation skills and are capable of working under limited supervision only.

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 preparation methods for vegetables
1. Know how to prepare vegetables for basic dishes	1.2	State the reasons for using different methods for preparing vegetables
	1.3	Describe the characteristics of different vegetables
	1.4	Describe how to maintain the appearance and texture of vegetables during preparation
	1.5	State what should be done if there are problems with the quality of vegetables
	1.6	Identify how to store prepared vegetables which are ready for cooking

Learning outcome 2 2. Know how to cook vegetables for basic dishes	2.1 Identify the correct tools and equipment for different vegetable cooking methods 2.2 Describe correct cooking methods for different types of vegetables 2.3 State the correct temperatures for cooking vegetables 2.4 State healthy eating considerations when cooking vegetables dishes 2.5 State the reasons for blanching vegetables
Learning outcome 3 3. Know how to finish vegetables for basic dishes	3.1 Describe the correct finishing methods for vegetable dishes 3.2 State the importance of correctly finishing dishes for service 3.3 State the how to check vegetable dishes have met finishing requirements 3.4 State the correct temperature for holding and serving vegetable dishes

Unit 618 Principles of preparing cooking and finishing basic hot sauces

UAN: J/502/8272
Level: 2
Credit value: 2
GLH: 9

Aim

This unit aims to provide learners with the knowledge of how to prepare, cook and finish hot sauces including:

- Thickened gravy (jus lie)
- Roast gravy (jus roti)
- Curry gravy
- White sauce (béchamel)
- Brown sauce (espagnole)
- Veloute
- Puree

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 the safe use of alcohol in sauces
1. Know how to prepare basic hot sauces	1.2	Outline the quality points in sauce ingredients
	1.3	Describe how to deal with problems with ingredients
	1.4	State the importance of using the correct tools, equipment and techniques to prepare hot sauces
	1.5	Describe preparation methods for hot

		sauces
Learning outcome 2 2. Know how to cook basic hot sauces	2.1 2.2 2.3 2.4	State the importance of using the correct tools, equipment and techniques to cook hot sauces Describe cooking methods for hot sauces State the temperature for cooking hot sauces State how to identify when hot sauces have the correct flavour colour, texture and quality
Learning outcome 3 3. Know how to finish basic hot sauces	3.1 3.2 3.3 3.4	Describe how to finish hot sauces Explain how to present cooked hot sauces State the correct temperatures for holding and serving hot sauces State healthy eating options when making hot sauces

Unit 619 Principles of preparing cooking and finishing basic hot sauces

UAN: L/502/8273
Level: 2
Credit value: 2
GLH: 9

Aim

This unit aims to provide learners with the knowledge of how to prepare, cook and finish basic soups including puree, cream and broth/potage.

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 basic soups	1.1 Outline quality points in soup ingredients 1.2 Describe preparation methods for soups 1.3 State the tools and equipment required to carry out different preparation methods 1.4 Describe how to deal with problems with soup ingredients
Learning outcome 2 2. Know how to cook basic soups	2.1 State the importance of using the correct equipment and techniques when cooking soups 2.2 Describe cooking methods for different types of soups 2.3 State the temperature for cooking soups

	2.4	State how to identify when soups meet dish requirements for colour, flavour and consistency
	2.5	State healthy eating considerations when making soups
Learning outcome 3 3. Know how to finish basic soups	3.1	Describe the finishing methods for soups
	3.2	Explain how to adjust the taste and flavour of soups
	3.3	State the correct temperature for holding and serving soups

Unit 676 Principles of preparing, cooking and finishing fresh pasta dishes

UAN: T/502/8266

Level: 3

Credit value: 2

GLH: 9

Aim

This unit aims to provide learners with the knowledge of how to prepare, cook and finish fresh pasta dishes, including ravioli and tortellini. It will cover knowledge of both fresh and filled pasta and a range of preparation and cooking techniques.

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 prepare fresh pasta dishes	1.1 Describe quality points in fresh pasta 1.2 Explain the reasons for using different preparation methods 1.3 Describe corrective actions if there are quality problems with ingredients 1.4 Identify the tools and equipment used when carrying out different preparation methods 1.5 Describe the importance of using the correct equipment and techniques when carrying out different preparation methods
Learning outcome 2 2. Know how to cook fresh pasta dishes	2.1 Describe cooking methods for fresh pasta dishes 2.2 Explain how to identify when pasta is cooked correctly

	2.3	State the temperature for cooking complex pasta dishes
Learning outcome 3	3.1	Describe the finishing methods for fresh pasta dishes
3. Know how to finish fresh pasta dishes	3.2	Describe the characteristics of finished complex pasta dishes
	3.3	State methods to minimise common faults in fresh pasta dishes
	3.4	State the correct temperature for holding and serving complex pasta dishes
	3.5	State how to store complex pasta dishes
	3.6	State healthy eating considerations when cooking complex pasta dishes

Unit 677 Principles of preparing, cooking and finishing complex cakes, sponges, biscuits and scones

UAN: Y/502/8275
Level: 3
Credit value: 2
GLH: 12

Aim

This unit aims to provide learners with the knowledge of how to prepare, cook and finish complex cakes, sponges, biscuits and scones including:

- Genoese
- Rich fruit cakes
- Joconde sponge biscuits
- Savarin
- Sable biscuits
- Tuiles biscuits
- Fresh gateaux
- Chocolate torte
- Hot plate scones

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	Describe the quality points in ingredients used for preparing complex cakes, sponges, biscuits and scones
1. Know how to prepare complex cakes, sponges, biscuits and scones	1.2	Describe corrective actions if there are quality problems with ingredients
	1.3	State the correct tools and equipment to use when preparing complex cakes, sponges, biscuits and scones

	1.4 Explain the effects of various preparation and aeration methods on complex cakes, sponges, biscuits and scones 1.5 Explain how the choice of fat and flour relates to the end product 1.6 Describe preparation methods for complex cakes, sponges, biscuits and scones
Learning outcome 2 2. Know how to cook complex cakes, sponges, biscuits and scones	2.1 Describe cooking methods for different types of complex cakes, sponges, biscuits and scones 2.2 State the temperatures for cooking complex cakes, sponges, biscuits and scones 2.3 State healthy eating considerations when cooking complex cakes, sponges, biscuits and scones
Learning outcome 3 3. Know how to finish complex cakes, sponges, biscuits and scones	3.1 Identify when complex cakes, sponges, biscuits and scones have the correct colour, flavour, texture and quantity 3.2 Explain how to minimise common faults 3.3 Explain how to control portions and minimise waste 3.4 Describe finishing methods for complex cakes, sponges, biscuits and scones 3.5 Explain how to store complex cakes, sponges, biscuits and scones

Unit 678 Principles of preparing, cooking and finishing complex cold products

UAN: F/502/8318

Level: 3

Credit value: 2

GLH: 12

Aim

This unit aims to provide learners with knowledge of how to produce complex cold products such as cooked meats, salads, farinaceous products, fish (whole and portioned), pate, terrines and mousses. They will gain knowledge of the following preparation, cooking and finishing techniques:

- Boiling
- Roasting
- Combination cooking methods
- Poaching (shallow and deep)
- Baking
- Steaming
- Pressing and reforming
- Shaping and moulding
- Filleting
- De-boning
- Skinning and trimming
- Blending/liquidising
- Rolling
- Carving
- Trussing and tying
- Mincing and processing
- Sieving

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 prepare complex cold products	1.1 Explain different preparation methods when preparing complex cold products 1.2 Describe corrective actions if there are quality problems with ingredients 1.3 Identify the tools and equipment used when carrying out different preparation methods 1.4 State the importance of using the correct equipment and techniques when carrying out different preparation methods
Learning outcome 2 2. Know how to cook complex cold products	2.1 Describe different cooking methods for complex cold products 2.2 Describe the characteristics of finished complex cold products 2.3 Describe methods to minimise common faults in complex cold products 2.4 State healthy eating considerations when making complex cold products
Learning outcome 3 3. Know how to present complex cold products	3.1 Describe the finishing methods for complex cold products 3.2 State garnishes used to present complex cold products 3.3 Describe how garnishes are used in the presentation of complex cold products 3.4 State how to deal with unwanted products from the buffet table 3.5 State how to store complex cold products

Unit 670 Preparation, cooking and finishing of cold sauces

UAN: J/600/1812

Level: 3

Credit value: 3

GLH: 26

Aim

This unit is about providing knowledge for preparing Dressings and Cold sauces using different preparation and cooking methods. The unit also provides the understanding relating to finishing dressings and cold sauces correctly in readiness for service.

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 prepare dressings and cold sauces for basic dishes	1.1 describe preparation methods for dressings and cold sauces 1.2 state the reasons for using different methods of dressings and cold sauces preparation 1.3 describe the characteristics of different types of dressings and cold sauces 1.4 state the corrective action to be taken if there are quality problems 1.5 identify how to store prepared dressings and cold sauces
Learning outcome 2 2. Know how to cook dressings and cold sauces	2.1 identify the correct tools and equipment for different dressings and cold sauces cooking methods 2.2 describe correct cooking methods for different types of dressings and cold sauces

	2.3	state the correct temperatures for cooking dressings and cold sauces
	2.4	state healthy eating considerations when cooking dressings and cold sauce
Learning outcome 3	3.1	describe the correct finishing methods for dressings and cold sauces dishes
3. Know how to finish dressings and cold sauces	3.2	state the importance of correctly finishing dishes for service
	3.3	state how to check dressings and cold sauces dishes have met finishing requirements
	3.4	state the correct temperature for holding and serving dressings and cold sauces dishes
	3.5	describe methods for adjusting the flavour of dressings and cold sauces

Unit 680 Principles of preparing, cooking and finishing complex cold desserts

UAN: F/502/8254

Level: 3

Credit value: 2

GLH: 9

Aim

This unit aims to provide learners with knowledge of how to prepare, cook and finish complex cold desserts including cheesecake, mousses, meringues and sorbets. They will cover a range of preparation, cooking, processing and finishing techniques.

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 prepare complex cold desserts	1.1 Describe preparation methods when preparing complex cold desserts 1.2 Describe corrective actions if there are quality problems with ingredients 1.3 Identify the tools and equipment used when carrying out different preparation methods 1.4 State the importance of using the correct equipment and techniques when carrying out different preparation methods
Learning outcome 2 2. Know how to cook complex cold desserts	2.1 Describe different cooking methods for complex cold desserts 2.2 Describe the characteristics of finished complex cold desserts 2.3 Describe methods to minimise common faults in complex cold desserts

	2.4	State healthy eating considerations when making complex cold desserts
Learning outcome 3 3. Know how to finish complex cold desserts	3.1 3.2	Explain how to identify when complex cold desserts meet dish requirements for colour, flavour, texture and finish Describe finishing methods for complex cold desserts

Unit 681 The principles of food safety supervision for catering

UAN: K/502/3775

Level: 3

Credit value: 3

GLH: 9

Aim

The aim of the unit is to ensure that learners are trained in accordance with regulation (EC) no 853/2004 of the European Parliament and of the council of 29 April 2004. These regulations require food businesses to develop and implement food safety management systems that are based on HACCP principles. The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities.

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. Understand the role of the supervisor in ensuring compliance with food safety legislation	1.1	Summarise the importance of food safety management procedures
	1.2	Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance
	1.3	Outline how the legislation is enforced
Learning outcome 2 2. Understand the application and monitoring of good hygiene practice	2.1	Explain the importance of, and methods for, temperature control
	2.2	Explain procedures to control contamination and cross-contamination
	2.3	Justify the importance of high standards of personal hygiene

	2.4 Explain procedures for cleaning, disinfection and waste disposal 2.5 Outline requirements relating to the design of food premises and equipment 2.6 Describe the importance of, and methods for, pest control
Learning outcome 3 3. Understand how to implement food safety management procedures	3.1 Describe the importance to food safety of microbial, chemical, physical and allergenic hazards 3.2 describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions 3.3 explain the requirements for monitoring and recording food safety procedures 3.4 describe methods for, and the importance of, evaluating food safety controls and procedures
Learning outcome 4 4. Understand the role of the supervisor in staff training	4.1 explain the requirements for induction and on-going training of staff 4.2 explain the importance of effective communication of food safety procedures

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
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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