

Basic Hospitality Skills **Multi-Tasker Course**



Assessor's Book



Foreward

The Skills for Inclusive Growth (S4IG) is an initiative of the Australian Government in collaboration with the Ministry of Skills Development, Employment and Labour Relations Heritage (Sri Lanka). The S4IG Program has partnered with the Federation of Chamber of Commerce in Sri Lanka (FCCISL) to improve the skills of women, men and persons with disabilities in the tourism and hospitality industry in Ampara, Batticaloa, Polonnaruwa and Trincomalee to strengthen the performance of enterprises, improve their quality of services, generating employment and increasing incomes.

The Work Place Based Basic Skills Program in Tourism and Hospitality has been designed to enable workplaces to deliver industry recognised training on the job and assess and track the skills of employees as they achieve required industry competency standards. This workplace training is an initiative of the S4IG Program and FCCISL. This approach is supporting employers to deliver quality vocational training and strengthen the quality and relevance of the skills ecosystem in Sri Lanka.

A Training Package has been developed for employers which includes the following resources:

- (i) Trainee and Trainer Learning Resources/Manuals
- (ii) Assessment Tools and Instruments
- (iii) Mentoring guidelines
- (iv) Video learning materials to underpin and reinforce workplace occupational requirements
- (v) Assessment (Skills) Passport
- (vi) A Workplace Trainers Program
- (vii) A Workplace Assessors Program
- (viii) A Workplace Mentors Program

The training package has been developed by Training and Recruitment Academy (TRAc) and their highly skilled professional team, with assistance and support from FCCISL, S4IG staff and District Chambers of Commerce and Industry Associations in the four districts (Ampara, Batticaloa, Trincomalee, Polonnaruwa). The training package is internationally recognised giving added value and surety of quality to employers and trainees looking to improve the performance of enterprises and service provision across the tourism value chain.

We gratefully acknowledge the support extended from both government and the private sector towards the development of these training resources and look forward to their widespread implementation across workplaces in Sri Lanka. I also extend our gratitude to the service providers that have worked tirelessly to prepare and test the training package resources.



David Ablett
Team Leader
Skills for Inclusive Growth (S4IG)



Welcome to your course

Dear Assessor

Below please find the pathways a trainee can take to receive certification for their efforts.

To achieve the full Diploma you must complete the Units 1-3 (and Unit 4 if you are working with food) and then get 37 credits to complete the qualification.

Here are some other pathways to certification:

Stream	Certificate can be achieved Stage 1	Certificate can be achieved Stage 2	Certificate can be achieved Stage 3
F&B (F&B Starter Certificate Level 1)	Competition of mandatory units 1,2,3 & 4	(any 4 of) 5,6,7,8,14	Diploma awarded if candidate choose to expand into multi-tasker qualification
Housekeeping (Housekeeping Starter Certificate Level 1)	Competition of mandatory units 1,2,3	(any 5 of) 9, 10, 11,1 2, 13, 14	Diploma awarded if candidate choose to expand into multi-tasker qualification
Multitasker (Hospitality Multi tasker Diploma Level 2)	Competition of mandatory units 1,2,3 & 4	(any 8 of) 5, 6, 7, 8, 9, 10, 11,1 2, 13, 14	

Good luck with your course!

ASSESSOR'S NOTES

At the end of each unit there is clear assessment criteria given for each area to be assessed. These include direct observation, submission of evidence (including video and witness testimony), worksheets (question sheets).

During the pilot phase of this programme assessment can only be carried out by the following means:

- Direct observation of candidate by qualified assessor
- Questioning of candidate by qualified assessor
- Checking of worksheets (to show theoretical knowledge) by qualified assessor
- Submission of video evidence to qualified assessor

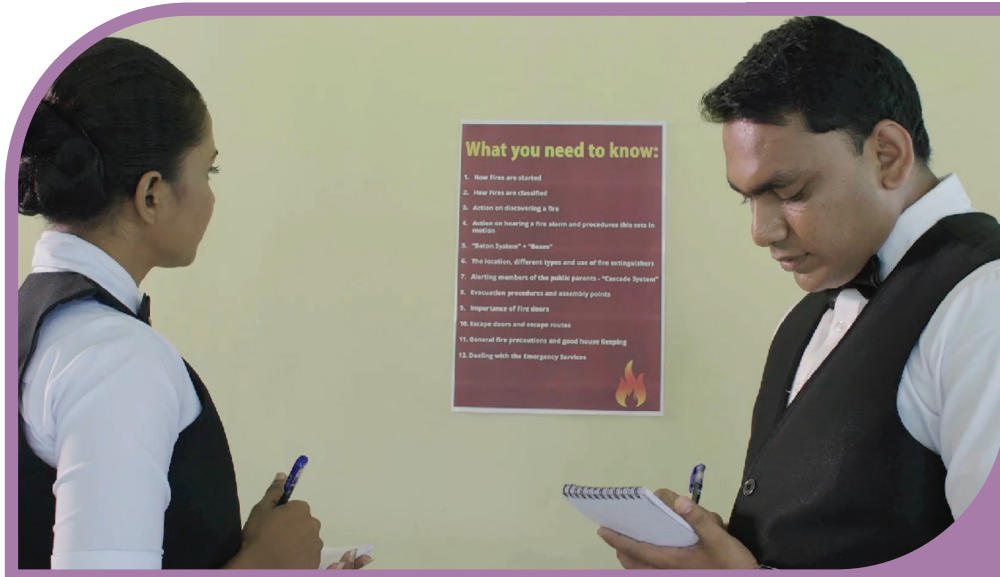
We will look to introduce witness testimony at a later stage.

For a candidate to pass a unit they must show competence in all the areas described for assessment in the criteria.

The criteria are divided into two areas. Theoretical and Practical.

Theoretical	Practical
Know how to...	Be able to...
Assessed by: <ul style="list-style-type: none">• Questioning of candidate• Checking of worksheet• Submission of video of candidate interviewed on relevant questions	Assessed by: <ul style="list-style-type: none">• Direct observation• Submission of video of candidate doing necessary activity

Basic Hospitality Skills Multi-Tasker Course



Unit 1

Maintenance of a Safe, Hygienic and
Secure Working Environment

Assessment Criteria

This Unit will take approximately **25 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 1 Maintenance of a Safe, Hygienic and Secure Working Environment

Unit summary

This unit is about basic health, hygiene, safety and security. This includes maintaining a clean and hygienic personal appearance, getting any cuts and grazes treated and reporting illness and infections. The unit also covers safety and security in your workplace-helping to spot and deal with hazards and following emergency procedures when necessary

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain personal health and hygiene	1.1 wear clean, smart and appropriate clothing, footwear and headgear 1.2 Keep hair neat and tidy and wear it in line with organisational standards 1.3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards 1.4 Get any cuts, grazes and wounds treated by the appropriate person 1.5 Report illness and infections promptly to the appropriate person			
2 Know how to maintain personal health and hygiene	2.1 State own responsibilities under the Health and Safety at Work Act 2.2 State general rules on hygiene that must be followed 2.3 State correct clothing, footwear and headgear that should be worn at all time 2.4 State the importance of maintaining good personal hygiene 2.5 Describe how to deal with cuts, grazes and wounds and why it is important to do so			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to help maintain a hygienic, safe and secure workplace	<p>3.1 Identify any hazards or potential hazards and deal with these correctly</p> <p>3.2 Report any accidents or near accidents quickly and accurately to the proper person</p> <p>3.3 Follow health, hygiene and safety procedures during work</p> <p>3.4 Practice emergency procedures correctly</p> <p>3.5 Follow organisational security procedures</p>			
4 Know how to maintain a hygienic, safe and secure workplace	<p>4.1 State the importance of working in a healthy, safe and hygienic way</p> <p>4.2 State where information about health and safety in your workplace can be obtained</p> <p>4.3 Describe the types of hazard in the workplace that may occur and how to deal with these</p> <p>4.4 State hazards that can be dealt with personally and hazards that must be reported to someone else</p> <p>4.5 State how to warn other people about hazards and why this is important</p> <p>4.6 State why accidents and near accidents should be reported and who these should be reported to</p> <p>4.7 Describe the type of emergencies that may happen in the workplace and how to deal with these</p> <p>4.8 State where to find first-aid equipment and who the registered first-aider is in the workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.9 State safe lifting and handling techniques that should be followed</p> <p>4.10 State other ways of working safely that are relevant to own position and why these are important</p> <p>4.11 Describe organisational emergency procedures, in particular fire, and how these should be followed</p> <p>4.12 State the possible causes for fire in the workplace</p> <p>4.13 Describe how to minimise the risk of fire</p> <p>4.14 State where to find fire alarms and how to set them off</p> <p>4.15 State why a fire should never be approached unless it is safe to do so</p> <p>4.16 State the importance of following fire safety laws</p> <p>4.17 Describe organisational security procedures and why these are important</p> <p>4.18 State the correct procedures for dealing with customer property</p> <p>4.19 State the importance of reporting all usual/non-routine incidents to appropriate person</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

Maintain personal health and hygiene

The assessor **must** assess assessment criteria 1.1 and 1.2 by directly observing the learner's work.

The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

Help to maintain a hygienic, safe and secure workplace

The assessor **must** assess assessment criteria 3.1, 3.3, 3.4 and 3.5 by directly observing the learner's work.

The assessor may assess criterion 3.2 through questioning or witness testimony or simulation if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **hazards**
 - a relating to equipment
 - b relating to areas where you work
 - c relating to personal clothing
- **One** from **ways of dealing with hazards**
 - a putting them right yourself
 - b reporting them to appropriate colleagues
 - c warning other people
- at least **one** from **emergency procedures**
 - a fire
 - b threat
 - c security

Evidence for the remaining assessment criteria may be assessed through questioning witness testimony or simulation.

Basic Hospitality Skills Multi-Tasker Course



Unit 2

Give Customers a Positive Impression
of Yourself and Your Organisation

Assessment Criteria

This Unit will take approximately **33 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 2: Give Customers a Positive Impression of Yourself and Your Organisation

Unit summary

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learners' behaviour counts when dealing with a customer.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish rapport with customers	1.1 Meet their organisation's standards of appearance and behaviour 1.2 Greet their customer respectfully and in a friendly manner 1.3 Communicate with their customer in a way that makes them feel valued and respected 1.4 Identify and confirm their customer's expectations 1.5 Treat their customer courteously and helpfully at all times 1.6 Keep their customer informed and reassured 1.7 Adapt their behaviour to respond to different customer behaviour			
2 Respond appropriately to customers	2.1 Respond promptly to a customer seeking help 2.2 Choose the most appropriate way to communicate with their customer 2.3 Check with their customer that they have fully understood their expectations 2.4 Respond promptly and positively to their customer's questions and comments 2.5 Allow their customer time to consider their response and give further explanation when appropriate			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Communicate information to customers	<p>3.1 Quickly find information that will help their customer</p> <p>3.2 Give their customer information they need about the services or products offered by their organisation</p> <p>3.3 Recognise information that their customer might find complicated and check whether they fully understand</p> <p>3.4 Explain clearly to their customers any reasons why their expectations cannot be met</p>			
4 Understand how to give customers a positive impression of themselves and the organisation	<p>4.1 Describe their organisation's standards for appearance and behaviour</p> <p>4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately</p> <p>4.3 Identify their organisation's rules and procedures regarding the methods of communication they use</p> <p>4.4 Explain how to recognise when a customer is angry or confused</p> <p>4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information</p>			

Basic Hospitality Skills Multi-Tasker Course



Unit 3

Work Effectively as Part of a
Hospitality Team

Assessment Criteria

This Unit will take approximately **22 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 3: Working Effectively as Part of a Hospitality Team

Unit summary

This unit assesses learner's skills and knowledge when working as part of a team. Teams include line managers, supervisors as well as other people in the same team and those working at the same level. The unit includes planning and organising work, working effectively as part of a team and getting feedback from others to support his/her own learning and development.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan and organise own work	1.1 Make sure the requirements of the work are understood 1.2 Ask questions if the requirements of the work are not clear 1.3 Accurately follow instructions 1.4 Plan work and prioritise tasks in order of importance 1.5 Keep everything needed for the work organised and available 1.6 Keep work areas clean and tidy 1.7 Keep waste to a minimum 1.8 Ask for help from the relevant person if it is needed 1.9 Provide work on time and as agreed			
2 Be able to work effectively with team members	2.1 Give team members help when they ask for it 2.2 Ensure the help given to team members is within the limits of own job role 2.3 Ensure the help given to team members does not prevent own work being completed on time 2.4 Pass on important information to team members as soon as possible			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 Maintain good working relationships with team members</p> <p>2.6 Report any problems with working relationships to the relevant person</p> <p>2.7 Communicate clearly and effectively with team members</p>			
3 Be able to develop own skills	<p>3.1 Seek feedback on own work and deal with this feedback positively</p> <p>3.2 Identify with the relevant person aspects of own work which are up to standard and areas that could be improved</p> <p>3.3 Agree what has to be done to improve their work</p> <p>3.4 Agree a learning plan with the relevant person</p> <p>3.5 Seek opportunities to review and develop learning plan</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to plan and organise own work	<p>4.1 State why it is essential to understand the requirements of the work</p> <p>4.2 List the benefits of planning and organising work</p> <p>4.3 Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions</p> <p>4.4 List the benefits of keeping everything needed for own work organised and available</p> <p>4.5 State why it is important to keep work areas clean and tidy</p> <p>4.6 State why it is important to keep waste to a minimum</p> <p>4.7 State when to ask for help and who can be asked</p>			
5 Know how to work effectively with team members	<p>5.1 State the importance of effective teamwork</p> <p>5.2 State the people in own team and explain how they fit into the organisation</p> <p>5.3 List the responsibilities of the team and why it is important to the organisation as a whole</p> <p>5.4 Describe how to maintain good working relationships with team members</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.5 State how to determine if helping a team member will prevent own work from being completed on time</p> <p>5.6 State the limits of own job role and what can and cannot be done when helping team members</p> <p>5.7 State why essential information needs to be passed on to a team member as soon as possible</p> <p>5.8 List the types of behaviour that help teams to work effectively and behaviours that do not</p> <p>5.9 State why problems with working relationships should be reported to the relevant person</p> <p>5.10 Describe how to communicate clearly and why it is important to do so</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to develop own skills	<p>6.1 State the importance of improving own knowledge and skills</p> <p>6.2 Describe how to get feedback from team members and how this is helpful</p> <p>6.3 Describe how a learning plan can improve own work</p> <p>6.4 State why it is important to regularly review own learning plan</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

Learning outcomes	Example assessment methods	Examples of evidence
Plan and organise your work	Observation Witness Testimony Questioning	Observation sheets Notes of meetings with line manager Witness assessment criteria
Work effectively with team members	Observation Witness Testimony Questioning	Records of oral questioning Question/answer sheets Records of professional discussion Cross-reference to outcome 1
Develop your own skills	Observation Witness Testimony Questioning	Observation sheets Notes of meetings with line manager Witness assessment criteria

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
Ask for help from the relevant person if you need it	Simulation Oral questions Written questions Professional discussion	Observation sheet Question/answer sheets Records of professional discussion

Basic Hospitality Skills Multi-Tasker Course



Unit 4

Maintain Food and Safety when
Storing, Handling & Serving Food

Assessment Criteria

This Unit will take approximately **31 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 4: Maintain Food Safety When Storing, Holding and Serving Food

Unit summary

This unit reflects current food safety guidance in the UK and integrates the key themes of cleaning and preventing cross-contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff who store, hold and serve food. Separate units are available for those who cook and prepare food, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain food safety	<p>1.1 Describe what might happen if significant food safety hazards are not controlled</p> <p>1.2 Describe the types of significant food safety hazards likely to come across when handling and storing food</p> <p>1.3 Describe how these hazards should be controlled by personal hygiene, cleaning, safe storage and the avoidance of cross-contamination</p> <p>1.4 State why some hazards are more important than others in terms of food safety</p> <p>1.5 State who to report significant food safety hazards to</p>			
2 Be able to keep self clean and hygienic	<p>2.1 Wear clean and suitable clothes appropriate to the jobs to be done</p> <p>2.2 Only wear jewellery and other accessories that do not cause food safety hazards</p> <p>2.3 Change clothes when necessary to prevent bacteria spreading</p> <p>2.4 Wash hands thoroughly at appropriate times</p> <p>2.5 Avoid unsafe behaviour that could contaminate the food</p> <p>2.6 Report any cuts, grazes, illness and infections promptly to the proper person</p> <p>2.7 Make sure any cuts and grazes are treated and covered with an appropriate dressing</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to keep self clean and hygienic	<p>3.1 State why clean and suitable clothes appropriate to job must be worn</p> <p>3.2 State what types of clothes are appropriate to different jobs in the handling and serving of food</p> <p>3.3 Describe how jewellery and accessories can cause food safety hazards</p> <p>3.4 State when to change clothes to prevent bacteria spreading and why this is important</p> <p>3.5 State why hands should be washed after going to the toilet, when going to food preparation and cooking areas, after touching raw food and waste before serving food</p> <p>3.6 State the importance of not handling food with an open wound</p> <p>3.7 State how to deal with open wounds when handling food</p> <p>3.8 State the importance of reporting illnesses and infections promptly</p> <p>3.9 State why it is important to report stomach illnesses in particular</p> <p>3.10 State the importance of avoiding touching face, nose or mouth, chewing gum, eating, smoking when working with food</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to keep working area clean and hygienic	<p>4.1 Make sure surfaces and equipment for displaying and serving food are clean and in good condition</p> <p>4.2 Use clean and suitable cloths and equipment for wiping and cleaning between tasks</p> <p>4.3 Remove from use any surfaces and equipment that are damaged or have loose parts</p> <p>4.4 Report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety</p> <p>4.5 Dispose of waste promptly, hygienically and appropriately</p> <p>4.6 Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings, furniture and fittings</p> <p>4.7 Identify, take appropriate action on and report to appropriate person any signs of pests</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to keep working area clean and hygienic	5.1 State why surfaces and equipment must be clean before beginning a new task and how to do so			
	5.2 State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so			
	5.3 State why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety			
	5.4 List the types of damaged surfaces and equipment that can cause food safety hazards			
	5.5 Describe how to deal with damaged surfaces and equipment that are dangerous to food safety			
	5.6 State the importance of clearing and disposing of waste promptly and safely			
	5.7 Describe how to clear and dispose of waste safely			
	5.8 State how damage to walls, floors, ceiling, furniture and fittings can cause food safety hazards			
	5.9 State what types of damage to look for in walls, floors, ceilings, furniture and fittings that could cause food safety hazards			
	5.10 List the types of pests that could be found in catering operations			
	5.11 Describe how to identify the signs that pests are present			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to store food safely	<p>6.1 Check that food is undamaged and within its 'use-by date' once it has been received</p> <p>6.2 Prepare food for storage</p> <p>6.3 Put food in the correct storage area as quickly as necessary to maintain its safety</p> <p>6.4 Make sure storage areas are clean and maintained at the correct temperature for the type of food</p> <p>6.5 Store food so that cross-contamination is prevented</p> <p>6.6 Follow stock rotation procedures</p> <p>6.7 Safely dispose of food that is beyond 'use-by date'</p> <p>6.8 Keep necessary records up to date</p>			
7 Know how to store food safely	<p>7.1 State the importance of making sure food deliveries are undamaged and within their 'use-by date'</p> <p>7.2 State why it is important that food is stored at the correct temperature</p> <p>7.3 Describe how to ensure food is stored at the correct temperature</p> <p>7.4 State the importance of preparing food for storage while retaining important labelling information</p> <p>7.5 State why food must be put in the correct storage area</p> <p>7.6 State what temperature different foods should be stored at</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 State the importance of clean storage areas</p> <p>7.8 Describe what to do if storage areas are not kept clean</p> <p>7.9 Describe how to check food is stored at the correct temperature</p> <p>7.10 State the importance of separating raw and ready to-eat food</p> <p>7.11 List what types of food are raw and which are ready-to-eat</p> <p>7.12 Explain why stock rotation procedures are important</p> <p>7.13 State why food beyond its 'use-by date' must be disposed of</p>			
8 Be able to hold and serve food safely	<p>8.1 Handle food in a way that protects it from hazards</p> <p>8.2 Follow organisational procedures for items that may cause allergic reactions</p> <p>8.3 Use methods, times and temperatures that maintain food safety</p> <p>8.4 Keep necessary records up to date</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Know how to hold and serve food safely	<p>9.1 Describe how to check food during holding and serving</p> <p>9.2 State the importance of knowing that certain foods can cause allergic reactions</p> <p>9.3 State what procedure to follow to deal with food that can cause allergic reactions</p> <p>9.4 State what to do if a customer asks if a particular dish is free from a certain food allergen</p> <p>9.5 Describe how cross-contamination can happen between raw food and food that is ready to eat</p> <p>9.6 Describe how to avoid cross-contamination between raw and ready to eat food</p> <p>9.7 State the holding temperatures and times that must be used for the food</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

Keep yourself clean and hygienic

The assessor **must** assess assessment criteria 2.1, 2.2 and 2.4 by directly observing the learner's work.

The assessor may assess assessment criteria 2.3, 2.5, 2.6 and 2.7 through questioning or witness testimony if no naturally occurring evidence is available.

Understanding of why you must be clean and hygienic must be assessed through questioning.

Keep your working area clean and hygienic

The assessor **must** assess assessment criteria 4.1, 4.2 and 4.5 by directly observing the learner's work.

The assessor may assess assessment criteria 4.3, 4.4, 4.6 and 4.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- **both** from **surfaces and equipment**
 - a surfaces and utensils used for displaying and serving food
 - b appropriate cleaning equipment

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Store food safely

The assessor **must** assess assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 by directly observing the learner's work.

The assessor may assess assessment criteria 6.7 and 6.8 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one storage areas**
 - a ambient temperature
 - b refrigerator
 - c freezer

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Assessment requirements/evidence requirements

Hold and serve food safely

The assessor **must** assess assessment criteria 8.1 and 8.3 by directly observing the learner's work.

The assessor may assess assessment criteria 8.2 and 8.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three hazards**
 - a sources of bacteria and other organisms
 - b chemical
 - c physical
 - d allergenic

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Basic Hospitality Skills Multi-Tasker Course



Unit 5

Prepare and Clear Areas for Table
Service

Assessment Criteria

This Unit will take approximately **32 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 5: Prepare and Clear Areas for Table Service

Unit summary

This unit is about preparing areas and equipment for table service by checking stock levels and ensuring waste food containers are ready for use. It also covers preparing customer and dining areas, including laying up the tables and checking that condiments are ready for use. Finally, the unit covers clearing areas after service, eg stacking cutlery for cleaning and checking that service equipment such as hot plates are clean and turned off.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare service areas and equipment for table service	<p>1.1 Check that service areas are hygienic, undamaged and ready to use in line with the service operation</p> <p>1.2 Check that service equipment is clean, undamaged, positioned ready to use and turned on where appropriate</p> <p>1.3 Check that there are sufficient stocks of table items stored in line with service operation</p> <p>1.4 Prepare condiments and accompaniments ready for service and store them in line with food hygiene regulations</p> <p>1.5 Check refuse and waste food containers are clean and ready for use</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare service areas and equipment for table service	<p>2.1 Describe safe and hygienic working practices when preparing service areas and equipment for table service</p> <p>2.2 State why a constant stock of food service items has to be maintained</p> <p>2.3 State why it is important to check expiry dates on items and how to do so</p> <p>2.4 Outline organisation's procedures for storage and stock rotation</p> <p>2.5 State why service equipment should be turned on before service</p> <p>2.6 State why waste must be handled and disposed of correctly</p> <p>2.7 State where and from whom health and safety and food hygiene information can be obtained</p> <p>2.8 Outline the types of unexpected situations that may occur when preparing service areas and equipment and how to deal with them</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to clear dining and service areas after table service	<p>3.1 Check dining furniture, table linen and table items are clean and undamaged</p> <p>3.2 Arrange restaurant furniture according to the food service operation</p> <p>3.3 Lay up tables according to cover lay up</p> <p>3.4 Check menus and ensure that they contain accurate information and are ready for customer use</p> <p>3.5 Check that condiment containers are clean, full and ready for customer use</p>			
4 Understand how to clear dining and service areas after table service	<p>4.1 Describe safe and hygienic working practices when preparing customer dining areas</p> <p>4.2 State why it is essential to check table linen and table items before service</p> <p>4.3 State why menus should be checked before use</p> <p>4.4 State why heating, air conditioning, ventilation and lighting should be checked before use when preparing customer dining areas for table service</p> <p>4.5 Outline the types of unexpected situations that may occur when preparing customer dining areas and how to deal with them</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to prepare customer and dining areas for table service	<p>5.1 Arrange table items used in food service area for cleaning or store them as required</p> <p>5.2 Prepare service and table linen for despatch to laundry or clean down and remove disposable items</p> <p>5.3 Store food items and accompaniments for future use in line with food hygiene regulations</p> <p>5.4 Dispose of rubbish and waste food correctly</p> <p>5.5 Make sure that service equipment is clean and turned off or stored</p> <p>5.6 Leave dining and food service areas tidy and ready for cleaning</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to prepare customer and dining areas for table service	<p>6.1 Describe safe and hygienic working practices when clearing dining and service areas</p> <p>6.2 State why all dining and service areas should be left clean after service</p> <p>6.3 State why certain electrical equipment should be turned off after service</p> <p>6.4 State why waste must be handled and disposed of correctly</p> <p>6.5 Describe how to dispose of broken glass and crockery safely</p> <p>6.6 State the security procedures that should be followed</p> <p>6.7 Outline the types of unexpected situations that may occur when clearing dining and service areas and how to deal with them</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

Prepare service areas and equipment for table service

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **service operations**
 - a restaurant table service
 - b function service
- at least **four** from **service equipment**
 - a service cutlery/silverware
 - b glassware
 - c service dishes/flats
 - d refrigerated units
 - e hot/cold beverage service containers
 - f trays/trolleys
 - g sideboards/side tables/service station
- at least **one** from **condiments and accompaniments**
 - a dry seasonings/flavourings
 - b mustards, sauces and salad dressings
 - c prepared bread items

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Assessment requirements/evidence requirements

Prepare customer and dining areas for table service

The assessor **must** assess assessment criteria 3.1–3.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **four** from **table items**
 - a crockery
 - b cutlery/silverware
 - c glassware
 - d menus/menu folders
 - e table decorations
 - f condiments and accompaniments
 - g napkins and table coverings
- at least **one** from **service operations**
 - a restaurant table service
 - b function service
- at least **one** from **cover lay-up**
 - a full place settings for à la carte menu
 - b full place settings for table d'hôte menu
 - c full place settings for function

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Assessment requirements/evidence requirements

Prepare customer and dining areas for table service

The assessor **must** assess assessment criteria 5.1–5.6 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **four** from **table items**
 - a cutlery/silverware
 - b glassware
 - c menus/menu holders
 - d table decorations
 - e condiments and accompaniments
 - f napkins and table coverings
- at least **two** from **food service areas**
 - a customer dining areas
 - b sideboards/side tables/trolleys
 - c service preparation areas
- at least **three** from **service equipment**
 - a hot plates/plates
 - b warmers
 - c refrigerated units
 - d hot/cold beverage service containers
 - e trays/trolleys
 - f sideboards/side tables/service station

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Basic Hospitality Skills Multi-Tasker Course



Unit 6

Serve Food at Table

Assessment Criteria

This Unit will take approximately **31 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 6: Serve Food at the Table

Unit summary

This unit is about greeting and assisting customers when they arrive, giving them accurate information about dishes and taking their orders. It also covers serving customer orders, providing customers with items such as cutlery and condiments and keeping the dining area clean and tidy during service.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to greet customers and take orders	<p>1.1 Greet customers and identify their requirements and check any booking records as appropriate to the service operation</p> <p>1.2 Provide customers with assistance when they arrive</p> <p>1.3 Make sure customers have access to the correct menu</p> <p>1.4 Give accurate information on individual dishes according to customer requirements</p> <p>1.5 Maximise the order using appropriate sales techniques</p> <p>1.6 Assist customers to make a choice where appropriate</p> <p>1.7 Identify, record and deal with orders promptly</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to greet customers and take orders	<p>2.1 Describe organisational standards for customer service</p> <p>2.2 State why menus should be checked before use</p> <p>2.3 Explain why information about the menu should be given accurately to customers</p> <p>2.4 Explain why it is important to have knowledge about food being served</p> <p>2.5 Describe the types of assistance that customers may need when they arrive and how to deal with these</p> <p>2.6 Outline the types of unexpected situations that may occur when greeting customers and dealing with orders and to deal with them</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to serve customers orders and maintain the dining area	<p>3.1 Provide customers with the correct table items for the food to be served at the appropriate times</p> <p>3.2 Serve food with clean and undamaged service equipment of the appropriate type</p> <p>3.3 Serve food of the type, quality and quantity required using the appropriate service method</p> <p>3.4 Keep customer area tidy and clean</p> <p>3.5 Remove and replace used table items as required and maintain the correct stocks</p> <p>3.6 Remove leftover food items, condiments and accompaniments from the table when required and deal with them correctly</p> <p>3.7 Carry out work with the minimum of disturbance to customers</p>			
4 Understand how to serve customers' orders and maintain the dining area	<p>4.1 Describe safe and hygienic working practices when serving customer orders</p> <p>4.2 State which condiments and accompaniments best complement each menu item</p> <p>4.3 State which service equipment is appropriate for different menu items</p> <p>4.4 Explain why food should be arranged and presented in line with the menu specifications</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 Describe safe and hygienic working practices when maintaining dining and service areas</p> <p>4.6 State why dining and service areas must be kept tidy and free from rubbish and food debris</p> <p>4.7 State why waste must be handled and disposed of correctly</p> <p>4.8 Explain why a constant stock of linen, table items and accompaniments must be maintained</p> <p>4.9 Outline the types of unexpected situations that may occur when serving food at table and how to deal with these</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

Greet customers and take orders

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.6 and 1.7 by directly observing the learner's work.

The assessor may assess assessment criterion 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **customers**
 - a with special requirements
 - b without special requirements
- at least **two** from **customer requirements**
 - a correct number of place settings
 - b dietary requirements
 - c special seating requirements
- at least **one** from **service operations**
 - a table service
 - b function service
- at least **two** from **information**
 - a dishes available
 - b dish composition and method of cooking
 - c prices
 - d special offers and promotions

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Assessment requirements/evidence requirements

Serve customers' orders and maintain the dining area

The assessor **must** assess assessment criteria 3.1–3.7 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three** from **table items**
 - a crockery
 - b cutlery and silverware
 - c glassware
 - d napkins
 - e condiments and accompaniments
- at least **two** from **service equipment**
 - a dishes/linens, flats
 - b trays/trolley service cutlery and silverware
 - c service cloths/linen
- at least **one** from **service method**
 - a plated items
 - b served items

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Basic Hospitality Skills Multi-Tasker Course



Unit 7

Convert a Room for Dining

Assessment Criteria

This Unit will take approximately **23 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 7: Convert a Room for Dining

Unit summary

This unit is about converting an empty, but appropriate room so that it is suitable for dining purposes. It also covers returning the room to its original state.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to set up food dining areas	<p>1.1 Ensure number of staff required are available to prepare food dining areas, and inform the proper person when more staff are required</p> <p>1.2 Prioritise work and carry out in an efficient manner</p> <p>1.3 Identify items requiring moving, the number of people needed to move each item and the amount of time required to do so</p> <p>1.4 Move items not required in a safe way and pack away as required</p> <p>1.5 Set up necessary dining and service equipment in a safe and hygienic manner to meet organisational requirements, using required number of people to move each item</p> <p>1.6 Clean any unhygienic dining or service equipment or dining areas</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to set up food dining areas	<p>2.1 State why it is important to lift heavy or bulky items using approved safe methods</p> <p>2.2 Describe safe methods for lifting and carrying</p> <p>2.3 Describe how to determine how many staff are needed for lifting and carrying different items</p> <p>2.4 State what equipment commonly needs to be moved</p> <p>2.5 Describe what specific packing requirements certain equipment may have</p> <p>2.6 Describe the organisation's table layouts</p> <p>2.7 Describe the organisation's service structure</p> <p>2.8 State why, and to whom, problems such as damaged, dirty or missing equipment should be reported</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to return food dining area to its original state	<p>3.1 Ensure that the required number of staff are available to clear the food dining areas and inform the proper person when more staff are required</p> <p>3.2 Prioritise work and carry out in an efficient manner</p> <p>3.3 Clean surfaces and service equipment where required</p> <p>3.4 Move dining equipment and service equipment in an orderly manner ensuring they are packed away correctly</p> <p>3.5 Safely return any items to their proper place</p> <p>3.6 Ensure that area is left as required by organisational standards</p>			
4 Understand how to return food dining area to its original state	<p>4.1 State what materials and equipment are used for clearing different types of surfaces in food dining areas</p> <p>4.2 State why work area needs to be inspected on completion</p> <p>4.3 State what information is required in order to clean food dining surfaces</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

Set up food dining areas

The assessor **must** assess assessment criteria 1.2, 1.3 and 1.5 by directly observing the learner's work.

For assessment criterion 1.1, 'ensure the required number of staff are available' must be observed. However, where there is no naturally occurring evidence for 'informing the right person when more staff are required', the assessor may assess the learner through questioning or witness testimony for this aspect.

The assessor may assess assessment criteria 1.4 and 1.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **dining equipment**
 - a tables
 - b chairs
 - c service surface
- at least **three** from **service equipment**
 - a customer cutlery
 - b service apparatus
 - c customer plates/bowls
 - d condiments

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Assessment requirements/evidence requirements

Return food dining area to its original state

The assessor **must** assess assessment criteria 3.2, 3.4, 3.5 and 3.6 by directly observing the learner's work.

For assessment criterion 3.1, 'ensure the required number of staff are available' must be observed. However, where there is no naturally occurring evidence for 'informing the right person when more staff are required', the assessor may assess the learner through questioning or witness testimony for this aspect.

The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **dining equipment**
 - a tables
 - b chairs
 - c service surface
- at least **three** from **service equipment**
 - a customer cutlery
 - b customer plates/bowls
 - c service apparatus
 - d condiments

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Basic Hospitality Skills Multi-Tasker Course



Unit 8

Prepare and Serve Dispensed and
Instant Hot Drinks

Assessment Criteria

This Unit will take approximately **30 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 8: Prepare and Serve Dispensed and Instant Hot Drinks

Unit summary

This unit is about operating basic equipment such as small dispensing machines, kettles, urns, coffee and tea pots. The unit also covers the preparation and service of hot drinks such as coffee, tea and hot chocolate.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare equipment and work area for service	<p>1.1 Prepare the preparation, service and other equipment ready for use</p> <p>1.2 Clean the work areas, leaving them tidy and ready for use</p> <p>1.3 Make sure that preparation, service and other equipment is clean and free from damage</p> <p>1.4 Store sufficient drink ingredients and accompaniments ready for use</p>			
2 Understand how to prepare equipment and work area for service	<p>2.1 Describe safe and hygienic working practices when preparing and serving hot drinks</p> <p>2.2 State why drinks, ingredients and accompaniments must be available and ready for immediate use</p> <p>2.3 State why it is important to check for damage in all work areas and service equipment before taking orders</p> <p>2.4 Outline the types of unexpected situation that may occur when preparing areas and equipment for the preparation of hot drinks and how to deal with them</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare and serve hot drinks	<p>3.1 Identify customer requirements</p> <p>3.2 Provide customers with accurate information on drinks as required</p> <p>3.3 Promote company drinks to customers at all appropriate times</p> <p>3.4 Make the drinks using the correct equipment and ingredients</p> <p>3.5 Serve the drink in company style, offering the correct accompaniments</p> <p>3.6 Clean preparation and serving equipment after use and tidy the preparation and serving area</p>			
4 Understand how to prepare and serve hot drinks	<p>4.1 Describe safe and hygienic working practices when preparing and serving hot drinks</p> <p>4.2 State why information about products given to customers should be accurate</p> <p>4.3 Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements</p> <p>4.4 State why and to whom all customer incidents should be reported</p> <p>4.5 Explain why and to whom all breakages and spillages should be reported</p> <p>4.6 State why customers' and service areas should be kept clean, tidy and free from rubbish and used equipment</p>			

Learning outcomes and assessment criteria

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

Prepare work areas and equipment for service

The assessor **must** assess assessment criteria 1.1–1.4 by directly observing the learner's work..

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **preparation equipment**
 - a small vending machines
 - b urns/kettles
 - c coffee pots
 - d tea pots
- at least **two** from **service equipment**
 - a cutlery
 - b glassware
 - c crockery
 - d trays
- at least **one** from **other equipment**
 - a dish washers
 - b fridges/freezers
 - c thermometers
- at least **two** from **drinks**
 - a coffee
 - b hot chocolate
 - c tea
- at least **three** from **drink ingredients**
 - a coffee bags/pods/capsules
 - b pre-ground coffee beans
 - c instant coffee
 - d syrups
 - e chocolate powder
 - f loose tea
 - g tea bags
 - h fruit/herbal tea

Assessment requirements/evidence requirements

- at least **two** from **drink accompaniments**
 - a) sugar
 - b) milk
 - c) dusting/topping powder
 - d) cream

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare and serve hot drinks

The assessor **must** assess assessment criteria 3.1, 3.2, 3.4, 3.5 and 3.6 by directly observing the learner's work.

The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **drinks**
 - a coffee
 - b hot chocolate
 - c tea
- at least **one** from **preparation equipment**
 - a small vending machines
 - b kettles
 - c urns
 - d coffee pots
 - e tea pots
- at least **two** from **service equipment**
 - a cutlery
 - b glassware
 - c crockery
 - d trays
- at least **three** from **drink ingredients**
 - a coffee bags/pods/capsules
 - b pre-ground coffee beans
 - c instant coffee
 - d syrups
 - e chocolate powder

Assessment requirements/evidence requirements

f loose tea
g tea bags
h fruit/herbal tea

- at least **two** from **drink accompaniments**

a sugar
b milk
c dusting/topping powder
d cream

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Basic Hospitality Skills Multi-Tasker Course



Unit 9

Collect Linen and Make Beds

Assessment Criteria

This Unit will take approximately **21 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 9: Collect Linen and Make Beds

Unit summary

This unit is about stripping and making beds, handling linen and bed coverings, as well as collecting bed coverings and moving them to the rooms.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to collect clean linen and bed coverings	<p>1.1 Choose and collect the linen and bed coverings needed for work schedule</p> <p>1.2 Make sure the linen and bed coverings meet organisational standards</p> <p>1.3 Handle and move the linen and bed coverings safely</p> <p>1.4 Keep linen store safe and secure</p>			
2 Understand how to collect clean linen and bed coverings	<p>2.1 Describe safe lifting and handling techniques and why they should always be used</p> <p>2.2 State organisational standards for collection of linen and bed coverings</p> <p>2.3 State why soiled linen should be kept separate from clean linen</p> <p>2.4 State why linen and linen store must be secure</p> <p>2.5 State why it is important to check linen to make sure it is clean and up to standard</p> <p>2.6 Outline the types of problems that may happen when choosing and collecting linen from the linen store and how to deal with them</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to strip and make beds	<p>3.1 Strip all linen and bed covering from beds</p> <p>3.2 Handle and store soiled linen and bed coverings correctly</p> <p>3.3 Get bed ready for making</p> <p>3.4 Make sure the bed base, bed head, linen and bed coverings are clean and not damaged</p> <p>3.5 Make the bed to premise's standards with the correct linen and bed coverings</p> <p>3.6 Leave bed neat, smooth and ready for use</p> <p>3.7 Deal with customers' personal property according to organisational procedures</p>			
4 Know how to strip and make beds	<p>4.1 State the correct way to deal with soiled linen</p> <p>4.2 State the right way to sort different fabrics</p> <p>4.3 State organisation's procedures for making and resheeting beds</p> <p>4.4 State why it is important to use the right sized linen</p> <p>4.5 Outline the types of unexpected situations –including customer incidents- that may happen when stripping and making beds and how to deal with them</p> <p>4.6 Describe how to spot and what procedures to use if encountering bedbugs or other infestations</p>			

Learning outcomes and assessment criteria

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

Collect clean linen and bed coverings

The assessor **must** assess assessment criteria 1.1–1.4 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **five** from **linen and bed coverings**
 - a sheets
 - b blankets/duvets
 - c bedspreads/throws
 - d pillowcases/sheets
 - e waterproof sheets
 - f valances
 - g mattress protectors
 - h duvets/pillows
 - i bathroom linen

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Assessment requirements/evidence requirements

Strip and make beds

The assessor **must** assess assessment criteria 3.1–3.7 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **five** from **linen and bed coverings**
 - a sheets
 - b blankets/duvets
 - c bedspreads/throws
 - d pillowcases/sheets
 - e waterproof sheets
 - f valances/mattress protectors
 - g duvets/pillows
- at least **one** from **beds**
 - a double/single beds
 - b cots/folding beds
 - c zip and link
 - d sofa beds
- at least **one** from **customers**
 - a new
 - b stay over

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Basic Hospitality Skills Multi-Tasker Course



Unit 10

Clean Windows from the Inside

Assessment Criteria

This Unit will take approximately **16 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 10: Clean Windows From the Inside

Unit summary

This unit is about cleaning the inside surfaces of windows, using appropriate cleaning equipment and materials. The unit does not require learners to work above hand-reach height.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare to clean windows from inside	1.1 Prepare working area and equipment 1.2 Inspect the surface to be cleaned 1.3 Identify any damaged or loose surfaces 1.4 Report damaged or loose surfaces to the relevant person and ask for advice 1.5 Choose cleaning materials and methods that are appropriate to the work schedule, the type of dirt and the surface to be cleaned			
2 Know how to prepare to clean windows from inside	2.1 State organisation's standards for cleaning windows 2.2 State how frequently windows should be cleaned 2.3 State why protective clothing should be worn when cleaning 2.4 State why cleaning materials should not be mixed 2.5 State why manufacturers' instructions should be followed when using cleaning equipment and materials 2.6 Outline the types of problems that occur when cleaning windows and how to deal with them 2.7 State what to do if window areas are above hand reach height 2.8 State why it is important to prepare windows and surrounding areas for cleaning			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.9 State why loose or damaged surfaces should be identified and reported</p> <p>2.10 State the types of equipment and materials that should be used for loose dirt and dirt that is hard remove</p>			
3 Be able to clean the inside surface of windows	<p>3.1 Apply the cleaning agent to the surface in a controlled way, following the manufacturers' instructions and recommendations</p> <p>3.2 Loosen dirt that is stuck on to the surface without causing damage</p> <p>3.3 Clean thoroughly and remove any dirt without damaging the surface</p> <p>3.4 Report any dirt that you cannot remove to the relevant person</p> <p>3.5 Leave windows and glass dry and smear free</p> <p>3.6 Make sure that frames and sills are dry</p> <p>3.7 Put the work area back as found</p>			
4 Know how to clean the inside surface of windows	<p>4.1 State why dirt that cannot be removed should be reported</p> <p>4.2 State why frames and sills should be left dry</p>			

Learning outcomes and assessment criteria

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

Prepare to clean windows from the inside

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work.

The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **preparation** of work area
 - a use of protective clothing
 - b put up hazard warning signs
 - c protect surrounding areas
- **both** from **surfaces**
 - a windows
 - b window frames
- at least **two** from cleaning **equipment and materials**
 - a cloths
 - b cleaning chemicals
 - c squeegees
- at least **one** from **dirt**
 - a loose dirt
 - b dirt that is hard to remove

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Assessment requirements/evidence requirements

Clean the inside surfaces of windows

The assessor **must** assess assessment criteria 3.1, 3.2, 3.3, 3.5, 3.6 and 3.7 by directly observing the learner's work.

The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- **both** from **surfaces**
 - a windows
 - b frames
- at least **one** from **dirt**
 - a loose dirt
 - b dirt that is hard to remove

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Basic Hospitality Skills Multi-Tasker Course



Unit 11

Cleaning and Servicing a Range of
Housekeeping Areas

Assessment Criteria

This Unit will take approximately **28 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 11: Cleaning and Servicing a Range of Housekeeping Areas

Unit summary

This unit is about daily cleaning routines. It covers cleaning toilet and bathroom areas, floors, walls and mirrors. It also covers cleaning furnished areas and disposing of both hazardous and non-hazardous waste.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to clean and service toilet and bathroom areas	<p>1.1 Prepare bathroom and toilet areas for cleaning</p> <p>1.2 Choose the correct cleaning equipment and materials for toilet and bathroom areas</p> <p>1.3 Clean toilets and surrounding areas correctly</p> <p>1.4 Clean bathroom appliances and surrounding areas correctly</p> <p>1.5 Clean floors, walls, mirrors and other areas following correct procedures</p> <p>1.6 Identify and report anything that needs maintenance or repair</p> <p>1.7 Complete and pass on any records of work, when required</p> <p>1.8 Carry out a final check of the area to ensure customer satisfaction</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to clean and service toilet and bathroom areas	<p>2.1 Describe what to do if customers are present when cleaning rooms</p> <p>2.2 Explain why it is important to prepare the area and yourself before cleaning and disposing of waste</p> <p>2.3 Give examples of the types of items in bathrooms and bedrooms that may need maintenance and repair</p> <p>2.4 Explain why it is important to report items needing repair and who to report them to</p> <p>2.5 Identify the types of records that should be kept in relation to cleaning</p> <p>2.6 Identify why work areas need to be inspected on completion</p> <p>2.7 State organisational standards for cleaning toilets and bathroom areas</p> <p>2.8 State when hazard signs are sometimes needed in preparing the work areas</p> <p>2.9 State what materials and equipment are used for cleaning different areas of the bathroom and how to choose the correct one</p> <p>2.10 Describe the types of unexpected situations that may happen when cleaning bathrooms and toilets and how to deal with them</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to clean and service furnished areas	<p>3.1 Prepare furnished areas for cleaning</p> <p>3.2 Choose the correct cleaning equipment and materials for each part of the area</p> <p>3.3 Clean the floor covering according to workplace procedures</p> <p>3.4 Clean the furniture according to workplace procedures</p> <p>3.5 Clean mirrors, wall covering and any other surfaces and leave the whole area tidy</p> <p>3.6 Identify and report anything that needs maintenance or repair</p> <p>3.7 Complete and pass on any records of work correctly</p> <p>3.8 Carry out a final check of the area to make sure it will satisfy the customer</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to clean and service furnished areas	<p>4.1 State organisational standards for cleaning in furnished areas</p> <p>4.2 Describe safe lifting and carrying techniques and why these should always be used</p> <p>4.3 State what materials and equipment are used for cleaning different furnished areas and how to choose the correct one</p> <p>4.4 Explain why certain areas need to be kept secure from unauthorised access</p> <p>4.5 Describe the types of unexpected situations that may happen when cleaning furnished areas and how to deal with these</p>			
5 Be able to dispose of waste	<p>5.1 Wear appropriate personal protective clothing</p> <p>5.2 Prepare the waste for despatch making sure it is handled carefully</p> <p>5.3 Sanitise waste containers following workplace procedures</p>			
6 Know how to dispose of waste	<p>6.1 Describe how to identify different sorts of waste and how different sorts of waste should be disposed of</p> <p>6.2 State what materials and equipment are used for waste disposal</p> <p>6.3 Describe the types of problems and unexpected situations that may happen when disposing of waste and how to deal with these</p>			

Learning outcomes and assessment criteria

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

Clean and service toilet and bathroom areas

The assessor **must** assess assessment criteria 1.1–1.5 and 1.8 by directly observing the learner's work.

The assessor may assess assessment criteria 1.6 and 1.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **preparations**
 - a use of protective clothing
 - b put up hazard warning signs
 - c protect surrounding areas

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Clean and service furnished areas

The assessor **must** assess assessment criteria 3.1–3.5 and 3.8 by directly observing the learner's work.

The assessor may assess assessment criteria 3.6 and 3.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **preparations**
 - a use of protective clothing
 - b put up hazard warning signs
 - c protect vulnerable surrounding areas

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Assessment requirements/evidence requirements

Dispose of waste

The assessor **must** assess assessment criteria 5.1–5.3 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **waste**
 - a hazardous waste
 - b non-hazardous waste
- at least **two** from **collection methods**
 - a external collection
 - b incineration/compression
 - c recycling

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Basic Hospitality Skills Multi-Tasker Course



Unit 12

Use of Different Chemicals and
Equipment in Housekeeping

Assessment Criteria

This Unit will take approximately **33 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 12: Use of Different Chemicals and Equipment in Housekeeping

Unit summary

This unit is about choosing the right cleaning chemicals, using the chemicals correctly and disposing of them safely. This unit also covers using manual equipment (such as wet mops, dry mops, dusters and buckets) and electrical equipment (such as suction cleaners and spray extractors).

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to work using different chemicals	<p>1.1 Choose correct chemicals for areas going to be cleaned</p> <p>1.2 Wear appropriate protective clothing</p> <p>1.3 Prepare and use chemicals in line with the manufacturers' instructions, using the correct equipment</p> <p>1.4 Store chemicals securely</p> <p>1.5 Complete relevant documentation in line with organisational procedures</p>			
2 Understand how to work using different chemicals	<p>2.1 State the basic legal requirements relating to safe working practices when using cleaning chemicals</p> <p>2.2 Describe the warning signs used on cleaning chemical containers and what they mean</p> <p>2.3 State how to select appropriate chemicals for a full range of cleaning jobs</p> <p>2.4 State why it is important to wear protective clothing when using chemicals</p> <p>2.5 State why it is important to follow manufacturers' instructions for cleaning chemicals</p> <p>2.6 Explain why it is dangerous to mix certain types of chemicals together</p> <p>2.7 State what might happen if relevant legal requirements for this sort of work are not followed</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.8 State why work routines and sequences need to be followed</p> <p>2.9 Described what precautions should be made to the work area before using chemicals</p> <p>2.10 State documents that should to be completed when using chemicals</p> <p>2.11 Outline the types of problems and unexpected situations that may happen when preparing and using chemicals and how to deal with these</p>			
3 Be able to work using manual equipment	<p>3.1 Choose correct equipment for areas going to be cleaned</p> <p>3.2 Prepare areas for cleaning</p> <p>3.3 Use equipment safely, correctly and where appropriate using correct chemicals</p> <p>3.4 Leave areas clean, tidy and free from debris</p> <p>3.5 Store equipment in line with organisational procedures</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to work using manual equipment	<p>4.1 State the basic legal requirements relating to safe working practices when using manual cleaning equipment</p> <p>4.2 Explain how to choose manual cleaning equipment for the types of cleaning to be carried out</p> <p>4.3 State why it is important to follow manufacturers' instructions for manual equipment</p> <p>4.4 State why the equipment should be cleaned and stored correctly after use</p> <p>4.5 Outline the types of problems and unexpected situations that may happen when preparing and using manual cleaning equipment and how to deal with these</p>			
5 Be able to work using electrical equipment	<p>5.1 Choose the correct equipment and chemicals for the area to be cleaned</p> <p>5.2 Check that equipment is safe to use</p> <p>5.3 Select and use correct attachments for equipment</p> <p>5.4 Use equipment, attachments and chemicals in line with manufacturers' instructions</p> <p>5.5 Store equipment and attachments correctly and in line with the manufacturers' instructions</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to work using electrical equipment	<p>6.1 State current relevant legislation relating to safe working practices when using cleaning chemicals and electrical equipment</p> <p>6.2 State the main dangers when using electrical equipment and how to avoid these</p> <p>6.3 Describe safe handling and lifting techniques</p> <p>6.4 State why safe carrying and lifting techniques should be used</p> <p>6.5 State what factors need to be taken into account when using electrical equipment</p> <p>6.6 Describe the types of problems and unexpected situations that may happen when preparing and using electrical cleaning equipment and how to deal with these</p>			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

Work using different chemicals

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three** from **chemicals**
 - a multi-surface cleaner
 - b toilet cleaner
 - c glass cleaner
 - d air freshener
 - e polish
 - f sanitizer
 - g other

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Work using manual equipment

The assessor **must** assess assessment criteria 3.1–3.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **five** from **equipment**
 - a mop systems for wet use
 - b mop systems for dry use
 - c colour-coded cloths
 - d duster
 - e bucket
 - f sponge/non-abrasive pad
 - g brushes
 - h dustpan
 - i abrasive pad

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Assessment requirements/evidence requirements

Work using electrical equipment

The assessor **must** assess assessment criteria 5.1–5.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **equipment**
 - a vacuum cleaners
 - b suction dryers
 - c polishers/burnishers
 - d scrubbers
 - e spray extractors
- at least **two** from **attachments**
 - a hard/soft floor attachments
 - b upholstery attachments
 - c brushes/pads
 - d crevice tools
 - e spray extractors/nozzles
 - f hoses
- at least **two** from **chemicals**
 - a carpet shampoo
 - b foam inhibitor
 - c spray polish
 - d floor maintainer
 - e floor stripper
 - f degreasers
 - g greasy stain removers
 - h non-greasy stain removers
 - i cleaning granules

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony. For this unit, the assessor is only required to collect supplementary evidence for:

- two from equipment
- three from attachments
- three from chemicals

Basic Hospitality Skills Multi-Tasker Course



Unit 13

Clean Maintain and Protect Semi-Hard
and Hard Floors

Assessment Criteria

This Unit will take approximately **23 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 13: Clean, Maintain and Protect Semi-Hard and Hard Floors

Unit summary

This unit is about cleaning semi-hard and hard floors using manual equipment. It covers assessing the amount of cleaning that is required and the selection of appropriate equipment and cleaning agents. It is also about employing the correct process when cleaning by removing ground-in dirt before applying the appropriate treatment and ensuring that, when your work is complete, the area is left dry. The unit covers the application of protective coatings, burnishing the floor using appropriate electrical equipment and then reinstating the work area when completed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to clean semihard and hard floors	<p>1.1 State types of semi-hard and hard floors</p> <p>1.2 Explain the process for preparing to clean hard floors</p> <p>1.3 State the importance of maintaining personal hygiene when cleaning</p> <p>1.4 State the importance of removing personal items and where these should be stored</p> <p>1.5 State the importance of wearing appropriate personal protective equipment and for others to see it being worn</p> <p>1.6 State the importance of checking health and safety instructions against organisational requirements</p> <p>1.7 Explain why it is important to follow the checks and restrictions for use of deep cleaning equipment</p> <p>1.8 State what could happen if the right safety measures are not taken</p> <p>1.9 State the importance of colour coding</p> <p>1.10 State factors which would affect how to clean a semi-hard or hard floor</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to clean semi-hard and hard floors	<p>2.1 State the importance of removing large items of debris by hand before beginning cleaning</p> <p>2.2 Describe the safe handling techniques which should be used for removing large items of debris</p> <p>2.3 State methods for removing loose dust and debris</p> <p>2.4 Explain how to select a method for removing loose dust and debris</p> <p>2.5 State which containers to put dust and debris into</p> <p>2.6 Describe how different types of spillages can be identified</p> <p>2.7 Describe the importance of reporting body fluids and spillages that you cannot identify</p> <p>2.8 Give reasons why body fluids or spillages that are unidentified should not be cleaned until instructions to do so have been issued</p> <p>2.9 State methods that could be used to remove spillages</p> <p>2.10 Explain how to select a method to clean up spillages</p> <p>2.11 State the importance of disposing of unused cleaning solutions correctly</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to treat semi-hard and hard floors	<p>3.1 State methods of treatment for semi-hard and hard floors and the most effective and economical to use for the task</p> <p>3.2 Explain how to select the most appropriate place to carry out test cleans</p> <p>3.3 Explain why test cleans should be carried out before applying treatments</p> <p>3.4 Describe the circumstances under which equipment and surfaces should be pre-treated</p> <p>3.5 Explain why treatments should be applied evenly</p> <p>3.6 State the importance of reporting any stains that cannot be removed</p> <p>3.7 State the importance of leaving the floor:</p> <ul style="list-style-type: none"> – neutralised – free of ground-in soil – free of protective coatings 			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to protect hard floors	<p>4.1 State the range of protective coatings available</p> <p>4.2 Describe how to select an appropriate protective coating</p> <p>4.3 Explain how to decide on the number of protective coatings which should be applied</p> <p>4.4 State the importance of applying the coating and burnishing evenly</p> <p>4.5 Describe the correct method of disposing of unused protective coatings</p> <p>4.6 State the importance of putting things back as you found them when cleaning is complete</p>			
5 Be able to prepare to clean semi-hard and hard floors	<p>5.1 Prepare the work area and equipment so that the task can be completed efficiently, correctly and safely</p> <p>5.2 Select the appropriate personal protective equipment for use when cleaning floors</p> <p>5.3 Select the correct equipment for the work area and the most effective treatment to use</p> <p>5.4 Report damaged and deteriorated floor surfaces that may require restoration</p> <p>5.5 Identify and note any factors that may affect how the floor is cleaned</p> <p>5.6 Identify any additional requirements that need to be applied other than supervisors' instructions</p> <p>5.7 Ventilate the area during cleaning</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to clean semi-hard and hard floors	<p>6.1 Remove large items of debris and loose dust carefully and safely without causing it to spread</p> <p>6.2 Report any bodily fluid or spillages that cannot be identified according to organisational requirements</p> <p>6.3 Select a method for clearing up spillages that is correct for:</p> <ul style="list-style-type: none"> – the floor – the size of the spillage – the type of spillage <p>6.4 Select equipment and cleaning agents that are right for the floor taking into account the amount of ground-in soil</p> <p>6.5 Soften ground-in soil and stains before attempting to remove them</p> <p>6.6 Conduct a test clean in an area where marks are least likely to be noticed</p> <p>6.7 Apply the treatment safely according to manufacturer's instructions without over wetting or damaging the surface</p> <p>6.8 Report stains that cannot be removed</p> <p>6.9 Dispose of unused cleaning treatments and waste products in line with organisational requirements</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to protect hard floors	<p>7.1 Select an appropriate protective coating and equipment for the floor surface</p> <p>7.2 Apply the correct number of protective coatings evenly and systematically to the floor, following manufacturer's instructions</p> <p>7.3 Leave the floor dry and free of dust</p> <p>7.4 Dispose of unused materials correctly and return items to the correct place</p> <p>7.5 Dispose of waste correctly</p> <p>7.6 Reinstate the work area</p>			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____

(if sampled)

Basic Hospitality Skills Multi-Tasker Course



Unit 14

Employment and Responsibilities in
the Hospitality, Leisure and Tourism
Sector

Assessment Criteria

This Unit will take approximately **16 hours** to complete

Multi-tasker Basic Hospitality Skills Course

Unit 14: Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standard to understand employment rights and responsibilities.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know employer and employee rights, responsibilities and own organisational procedures	<p>1.1 State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health and Safety and other relevant legislation</p> <p>1.2 State importance of having employment rights and responsibilities</p> <p>1.3 Describe organisational procedures for health and safety, including documentation</p> <p>1.4 Describe organisational procedures for equality and diversity, including documentation</p> <p>1.5 Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support</p>			

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know factors that affect own organisation and occupation	<p>2.1 Describe the role played by own occupation within organisation and industry</p> <p>2.2 Describe career pathways available to them</p> <p>2.3 State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry</p> <p>2.4 Identify sources of information and advice on own industry, occupation, training and career</p> <p>2.5 Describe principles, policies and codes of practice used by own organisation and industry</p> <p>2.6 Describe issues of public concern that affect own organisation and industry</p>			

Course Details (Number of Hours required for the unit and the Credits)

Unit		Hours	Credits
1	Maintenance of a Safe, Hygienic and Secure Working environment	25	3
2	Give Customers a Positive Impression of Yourself and Your Organization	33	5
3	Work Effectively as Part of a Hospitality Team	22	3
4	Maintain Food and Safety when storing, holding and serving food	31	4
5	Prepare and Clear Areas for Table Service	32	4
6	Serve food at table	31	4
7	Convert a room for dining	23	3
8	Prepare and Serve Dispensed and Instant Hot Drinks	30	3
9	Collect Linen and Make Beds	21	3
10	Clean Windows from the Inside	16	2
11	Cleaning and Servicing a Range of Housekeeping Areas	28	3
12	Use of Different Chemicals and Equipment in Housekeeping	33	4
13	Clean, Maintain and Protect Semi-Hard and Hard Floors	23	4
14	Employment Rights and Responsibilities in the Hospitality	16	2

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