

This qualification specification covers the following qualification:

Qualification number	Qualification title
603/6506/7	Gateway Qualifications Level 1 Award in Hospitality and Catering

Version and date	Change detail	Section/page reference
2.0 (January 2026)	Specification template updated	n/a

The previous version of this qualification specification is available in Prism. Search for the qualification in the Qualification Library and select the 'Documents' tab.

About this qualification specification

Gateway Qualifications is a nationally regulated Awarding Organisation that supports education and training providers through its strong relationships, adaptability and expert team.

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Gateway Qualifications Level 1 Award in Hospitality and Catering.

This document should be read in conjunction with the Gateway Qualifications' Centre Handbook and other publications available on the website, which contain more detailed guidance on assessment and quality assurance practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre and be approved to offer this qualification.

If your centre is not yet recognised, please contact our Business Development team to discuss becoming a Gateway Qualifications recognised centre:

Telephone: 01206 911211
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Website: [Gateway Qualifications](https://www.gatewayqualifications.org.uk)

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Introduction

This qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

This qualification is intended to provide learners with a broad introduction to the hospitality and catering sector, equipping learners with underpinning knowledge and skills specific to the sector. It is designed to support progression to further learning and ultimately to work in hospitality and catering or other related sectors.

The qualification has been developed with the support of a number of further education colleges, training providers and adult and community learning providers. It has been designed to be consistent with the principles for study programmes for 16-19 year olds but is also relevant for adults. This qualification is also suitable for pre 16 learners.

1. Qualification overview

1.1 Qualification purpose

The purpose of this qualification is to develop knowledge and understanding of hospitality and catering while preparing learners to progress to the next level of vocational study, introducing key industry practices, expectations, and working environments so they can develop confidence, essential employability skills, and an understanding of customer service, health and safety, and food safety requirements.

1.2 Aims and objectives

The aim of this qualification is to develop learners' knowledge and understanding of the hospitality and catering sector. It introduces key industry practices and helps learners build the confidence and skills needed to progress to the next level of vocational learning in hospitality, catering or a related area.

The objectives of the qualification are to provide learners with the opportunity to:

- understand the main features of the hospitality and catering industry
- recognise the importance of customer service, health and safety and basic food safety when working in hospitality settings
- develop the personal and workplace skills needed to move on to further study or opportunities in the sector

1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Level 1 Award in Hospitality and Catering
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	603/6506/7
Learning aim reference number	60365067
Level	Level 1
Guided learning hours (GLH)	48
Total qualification time (TQT)	60
Credit value	6
Sector subject area	7.4 Hospitality and Catering
Age appropriateness	Pre 16, 16-18, 19+

Grading scale	Pass/Fail
Assessment method	Portfolio of Evidence
Regulation information	This qualification is regulated by Ofqual for use in England only

1.4 Entry requirements

There are no specific prior skills/knowledge learners must have for this qualification.

Centres must ensure that learners have the correct information and advice when selecting qualifications to ensure that the qualification will meet their needs.

Centres must ensure that this qualification suits the age and abilities of their learners by ensuring that learners can meet the relevant literacy, numeracy, digital, and health and safety requirements of the qualification.

Learners enrolled on this qualification should not undertake another qualification at the same level with a similar title or content, as this could impact funding eligibility due to duplicated learning.

Centres are responsible for registering learners via the Gateway Qualifications' online registration portal Quartz. Learner registration guidance is available on our website, [Registering learners](#).

1.5 Progression opportunities

On completion of this qualification learners will be equipped with an introductory set of knowledge and skills, relevant to hospitality and catering.

Successful completion of the Gateway Qualifications Level 1 Award in Hospitality and Catering could allow learners to progress onto:

- Level 2 Certificate/Diploma in Hospitality and Catering
- Level 2 qualifications in Hospitality Services or Food Service
- apprenticeships in Hospitality and Catering
- employment roles in Hospitality and Catering, for example, Kitchen Porter, Waiter, Housekeeping Assistant

A full in-depth careers information, advice and guidance session should be completed for learners before, during and after completion of learning, finding them the most appropriate progression pathways unique to them and based on their ability and aspirations.

1.6 Equity, diversity and inclusion

At Gateway Qualifications we aim to create an environment which celebrates differences and strives for equitable opportunities and outcomes for all. More than a mere commitment, this Equity, Diversity, and Inclusion Policy stands as a framework, informing every aspect of the work we do. It is our aim to support our staff and learners of all abilities, ensuring the development, delivery, and awarding of qualifications in a fair and inclusive manner.

Whilst developing our qualifications, we have given due consideration to eliminating discrimination, harassment and victimisation, advancing equality of opportunity, and fostering good relations between people who share a relevant protected characteristic (as defined in the Equality Act 2010) and those who do not.

For full details please see the [Equity, Diversity and Inclusion Policy](#).

1.7 Resource requirements

There are no prescribed resource requirements for this qualification. However, centres must ensure that learners have access to appropriate and sufficient resources to support the achievement of all learning outcomes.

1.8 Achieving this qualification

The qualification will be awarded to learners who successfully demonstrate all learning outcomes specified for each unit, as required by the rules of combination.

The knowledge and skills that will be assessed as part of the qualification are set out within the unit details.

To be awarded this qualification, learners must meet the rule of combination by successfully achieving at least one unit from the Mandatory Group worth a minimum of 1 credit and 5 further credits from Mandatory Group or Optional Group O1 (Hospitality and Catering).

Mandatory Group

Unit reference	Unit title	Unit level	Credit value	GLH
L/652/0270	Customer Service in the Hospitality Industry	Level 1	3	20
M/652/0271	Health and Safety and Food Safety Awareness in Catering	Level 1	1	8
M/502/4894	Introduction to the Hospitality Industry	Level 1	2	20

Optional Group O1 (Hospitality and Catering)

Unit reference	Unit title	Unit level	Credit value	GLH
K/502/5042	Basic Food Preparation and Cooking	Level 1	3	30
M/617/4157	Digital Skills for Work	Level 1	3	30
A/651/9485	Food Allergy, Intolerance, Sensitivity and Coeliac Disease	Level 1	2	20
K/502/4957	Food Service	Level 1	3	30
K/502/5073	Front Office Operations	Level 1	3	30
Y/618/1197	Handling Payments	Level 1	3	30
A/600/1094	Housekeeping and Guest Services	Level 1	3	30
A/502/5059	Introduction to Food Commodities	Level 1	1	10

F/504/7659	Meeting Special Dietary Needs	Level 1	2	20
F/504/7631	Menu Planning	Level 1	2	20
J/504/7632	Portering and Concierge Duties	Level 1	2	20
R/618/1196	Prepare and Cook Fish for Basic Dishes	Level 1	3	30
A/618/1192	Prepare and Cook Meat for Basic Dishes	Level 1	4	30
Y/618/1202	Prepare and Cook Vegetables for Basic Dishes	Level 1	4	30
L/502/5051	Preparing and Serving Drinks	Level 1	3	30
J/618/1194	Vegan Diet	Level 1	3	30
F/618/1193	Vegetarian Diet	Level 1	3	30

1.9 Indicative content

The examples included within the indicative content are provided as guidance only. They are not exhaustive and should not be regarded as limiting the range of knowledge, skills or understanding that may be taught, developed or assessed. Centres may incorporate additional relevant material, contexts or approaches as appropriate, provided these remain aligned with the stated learning outcomes and overall requirements of the qualification.

2. Assessment

2.1 Assessment overview

The qualification is assessed through a portfolio of evidence which is internally assessed by centre staff and externally quality assured by Gateway Qualifications. For more information, please see the [Centre Guide to Best Practice in Internal Assessment](#).

Each learner must build a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit.

On completion of each unit learners must declare that the work produced is their own and the Assessor must counter sign this.

Should a learner not achieve the required standard to pass an assessment, further teaching and learning should take place before attempting the assessment again.

The qualification will be awarded to learners who successfully demonstrate their achievement of all learning outcomes of the units of the qualification.

For learners who are not successful in achieving the whole qualification but still achieve any full unit, a unit certificate of achievement may be awarded.

2.2 Assessment language

This qualification will be assessed in English. All learners work must be in English. British Sign Language can be used where it is permitted for the purpose of a reasonable adjustment.

2.3 Explanation of assessment terms used in this qualification

Gateway Qualifications has produced guidance to support consistent delivery of units across all centres offering our qualifications.

For clarification on how to interpret and deliver the command words used in our assessments, please refer to the Assessment Command Word Definitions document, available on the Gateway Qualifications website [Internal & External Assessment Practice - Gateway Qualifications](#) under Assessment Design.

3. Unit details

3.1 Mandatory Group units

Customer Service in the Hospitality Industry

Unit reference:	L/652/0270
Unit level:	Level 1
GLH:	20
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the benefits of good customer service.	1.1 Outline what good customer service is. 1.2 State the benefits of good customer service . 1.3 Give examples of good service for different customer groups within the industry. 1.4 Give examples of how digital services can benefit the customer service experience.
2. Be able to communicate with customers in the hospitality environment.	2.1 Identify the benefits of good communication . 2.2 State how to deal with routine customer needs . 2.3 Communicate positively in a hospitality environment (to include verbal and non-verbal communication).
3. Know the importance of good personal presentation.	3.1 Outline the importance of good personal hygiene and presentation in a hospitality environment. 3.2 Identify different dress codes for roles in a hospitality environment.

Indicative content:

AC1.1: Good customer service, for example:

- meeting customer needs
- positive communication
- quick responses

- professional behaviour

AC1.2: Benefits of good customer service, for example:

- customer satisfaction
- repeat business
- positive reviews
- increased profits
- staff morale

AC2.1: Benefits of good communication, for example:

- customer satisfaction
- problem solving
- building trust
- avoiding misunderstandings
- improved teamwork

AC2.2: How to deal with routine customer needs, for example:

- listen carefully
- provide accurate information
- offer assistance
- be friendly and polite
- check satisfaction

AC2.3: Communicate positively in a hospitality environment, for example:

- verbal communication:
 - use polite language
 - speak clearly and at an appropriate volume
 - use positive words
- non-verbal communication:
 - smile to show friendliness
 - maintain eye contact to show attentiveness
 - use open body language (for example, relaxed posture, no crossed arms)
 - nod to show understanding during conversations

AC3.1: Importance of good personal hygiene and presentation, for example:

- customer trust
- health and safety
- professional image
- compliance

Assessment guidance:

Learners must produce evidence that shows their knowledge and understanding for the Learning Outcomes, and the tutor/assessor must produce either an observation or a witness testimony for Assessment Criteria 2.3, which is in Learning Outcome 2.

Health and Safety and Food Safety Awareness in Catering

Unit reference:	M/652/0271
Unit level:	Level 1
GLH:	8
Credit value:	1
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the importance of health and safety in a catering environment.	1.1 State the main responsibilities of employers and employees towards health and safety. 1.2 Identify health and safety hazards in the workplace . 1.3 State why health and safety hazards must be reported . 1.4 State how a risk assessment can help prevent accidents in the workplace. 1.5 State the importance of following instructions, safety rules and safe procedures at work.
2. Know the importance of food safety in a catering environment.	2.1 State the individual's responsibility towards food safety . 2.2 Define the terms hazard, risk, control measure, food hygiene, contamination and food safety management system. 2.3 Identify food hazards in the workplace . 2.4 State how food should be handled to prevent contamination . 2.5 State how food can be stored, prepared and cooked to prevent contamination for those who have allergies, intolerances or sensitivities . 2.6 State the importance of time/temperature controls . 2.7 State the importance of stock rotation .

<p>3. Know how to keep yourself safe, clean and hygienic.</p>	<p>3.1 State the reasons for maintaining personal hygiene.</p> <p>3.2 State the ways in which you can maintain personal hygiene.</p>
<p>4. Know how to keep the work area clean and hygienic.</p>	<p>4.1 State how to keep the work area clean and hygienic.</p> <p>4.2 State the purpose of a cleaning schedule.</p> <p>4.3 State how waste should be stored and disposed of.</p> <p>4.4 State the reasons for keeping areas clean and hygienic.</p>

Indicative content:

AC1.1: Main responsibilities of employers and employees, for example:

- employers:
 - provide a safe and clean workplace
 - train staff on health and safety practices
 - provide safety equipment (for example, gloves, aprons)
 - conduct risk assessments regularly
- employees:
 - follow health and safety rules and procedures
 - use equipment safely and as instructed
 - report any hazards or accidents immediately
 - keep personal hygiene to a high standard

AC1.2: Health and safety hazards in the workplace, for example:

- slips and trips
- burns and cuts
- food contamination
- chemical hazards
- fire risks
- manual handling

AC1.3: Why health and safety hazards must be reported, for example:

- prevent accidents
- protect staff and customers
- legal compliance
- improves workplace standards

AC1.4: How a risk assessment can help prevent accidents, for example:

- identifies risks
- sets control measures

- prepares staff

AC1.5: The importance of following instructions, safety rules, and safe procedures, for example:

- prevents accidents
- protects health
- keeps the workplace safe
- builds trust

AC2.1: Individual's responsibility towards food safety, for example:

- follow hygiene standards
- use safe practices
- prevent contamination
- report issues
- keep up to date with training

AC2.3: Food hazards in the workplace, for example:

- biological hazards
- physical hazards
- chemical hazards
- allergenic hazards

AC2.4: How food should be handled to prevent contamination, for example:

- wash hands
- separate foods
- use clean equipment
- wear protective clothing
- dispose of waste properly

AC2.5: How food can be stored, prepared, and cooked to prevent contamination for those who have allergies, intolerances, or sensitivities, for example:

- label clearly
- avoid cross-contact
- store separately
- clean thoroughly
- train staff

AC2.6: The importance of time/temperature controls, for example:

- prevent bacterial growth
- chill foods correctly
- cook thoroughly
- reheat safely

AC2.7: The importance of stock rotation, for example:

- reduce waste
- maintain freshness
- prevent contamination

- follow FIFO (first in, first out)
- comply with regulations

AC3.1: Reasons for maintaining personal hygiene, for example:

- prevent contamination
- protect customer safety
- meet legal standards
- create a positive image
- maintain health

AC3.2: Ways in which you can maintain personal hygiene, for example:

- wash hands regularly
- wear clean clothing
- cover cuts and wounds
- avoid wearing jewellery
- tie hair back
- avoid touching face or hair
- stay home when ill

AC4.1: How to keep the work area clean and hygienic, for example:

- clean surfaces regularly
- wash equipment and utensils
- use separate areas
- follow cleaning procedures
- keep floors clean
- store tools properly

AC4.2: Purpose of a cleaning schedule, for example:

- organises tasks
- prevents contamination
- tracks responsibility
- improves safety
- ensures compliance

AC4.3: How waste should be stored and disposed of, for example:

- use covered bins
- separate waste
- dispose of waste regularly
- clean bin areas

AC4.4: Reasons for keeping areas clean and hygienic, for example:

- prevent food contamination
- ensure customer safety
- meet legal standards
- maintain workplace reputation
- improve staff safety

Introduction to the Hospitality Industry

Unit reference:	M/502/4894
Unit level:	Level 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the structure of the hospitality industry.	1.1 Identify different types of outlets within the industry. 1.2 Outline the services offered within the industry.
2. Know the career opportunities in the hospitality industry.	2.1 Describe job roles in the industry. 2.2 Describe career opportunities in the industry. 2.3 State different working patterns in the industry. 2.4 Identify sources of information on training and career opportunities.

Indicative content:

AC1.1: Types of outlets, for example:

- hotels
- restaurants
- cafés
- bars and pubs
- catering services

AC1.2: Services, for example:

- accommodation
- food and beverage
- customer service
- special events
- takeaway and delivery

AC2.1: Job roles, for example:

- chef/cook
- waiter/waitress
- receptionist
- housekeeper
- bartender
- event coordinator
- manager

AC2.2: Career opportunities, for example:

- progression
- specialisation
- training
- apprenticeships

AC2.3: Working patterns, for example:

- full-time
- part-time
- shift work
- seasonal work
- casual/on-call work

AC2.4: Sources of information, for example:

- job websites
- hospitality associations
- schools/colleges
- training providers
- workplace opportunities
- social media

3.2 Optional Group O1 (Hospitality and Catering) units

Basic Food Preparation and Cooking

Unit reference:	K/502/5042
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the principal methods of cooking.	1.1 State the principal methods of cooking. 1.2 State typical cooking methods for different commodities.
2. Be able to prepare, cook and present simple dishes.	2.1 Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods. 2.2 Clean work areas and equipment safely and hygienically during and after preparing and cooking food. 2.3 State safe working practices for different cooking methods. 2.4 Review own performance and make suggestions for future improvements.

Digital Skills for Work

Unit reference:	M/617/4157
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use digital skills to handle work-related information.	1.1 Find current, relevant and reliable information required for work-related tasks. 1.2 Organise files and folders efficiently.
2. Be able to create and edit digital content for work-related purposes.	2.1 Create and save documents and sound, image or video files, as appropriate to the work context, following workplace conventions for format and layout. 2.2 Use different applications to enter, edit, format, enhance and save work-related information including text, numerical data, graphics and images as appropriate to the task.
3. Be able to use digital skills to communicate in a work context.	3.1 Use appropriate modes of online communication in a work context, suitable for different audiences and purposes.
4. Be able to work online and use digital devices safely and responsibly in a work context.	4.1 Identify online risks and threats and ways that an organisation can protect themselves from these. 4.2 Follow workplace guidelines for safe and responsible use of devices and the internet, including for handling and storing personal or sensitive data, private or personal use of ICT and social media, protecting own health and wellbeing.
5. Be able to identify and solve technical problems.	5.1 Identify and apply solutions to common technical problems, drawing on appropriate sources of help when needed.

Food Allergy, Intolerance, Sensitivity and Coeliac Disease

Unit reference:	A/651/9485
Unit level:	Level 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about food allergy.	1.1 Describe what is meant by a 'food allergy'. 1.2 Identify common food allergens. 1.3 Outline common signs and symptoms of an adverse reaction to food.
2. Know the responsibilities of food businesses in the UK in relation to allergens.	2.1 Outline the legal requirements relating to allergens for food businesses providing pre-packed food. 2.2 Outline the legal requirements relating to allergens for food businesses providing takeaways or serving meals. 2.3 Describe how a selected food business meets the legal requirements relating to food allergens.
3. Know about food intolerances, sensitivities and coeliac disease.	3.1 State what is meant by a 'food intolerance' and a food sensitivity. 3.2 Give examples of common food intolerances and sensitivities. 3.3 Explain the difference between food allergy, food intolerance and food sensitivity. 3.4 Explain how coeliac disease and gluten intolerance differ. 3.5 Describe how a selected food business supports customers with food intolerances and sensitivities.

Food Service

Unit reference:	K/502/4957
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know different types of food service.	1.1 Describe different types of food service.
2. Be able to serve food.	2.1 State health and safety and hygiene requirements when serving food. 2.2 Serve hot/cold food, including plated and counter service, in a safe and hygienic manner.
3. Be able to work in a food service area.	3.1 Set up, maintain and close down the service area according to instructions.

Front Office Operations

Unit reference:	K/502/5073
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the purpose of the front office.	1.1 State how the front office meets the needs of different customers. 1.2 State the role of the front office in maintaining security. 1.3 State the importance of communication with other departments.
2. Know the structure of the front office.	2.1 Identify job roles in the front office. 2.2 Describe the responsibilities of different job roles in the front office.
3. Be able to work in the front office.	3.1 Meet and greet customers. 3.2 Follow procedures when answering telephone calls. 3.3 Pass on simple messages accurately. 3.4 Deal with routine enquiries including enquiries about local events and services. 3.5 Prepare and copy routine documents.

Handling Payments

Unit reference:	Y/618/1197
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the role of a staff member in the payment process.	1.1 Outline the responsibilities of a staff member in relation to handling payments. 1.2 Give examples of situations involving payments where a staff member should refer a customer to a senior colleague.
2. Know how to process payments.	2.1 Outline different methods of payment used by customers. 2.2 Outline the key stages in the payment process for different payment methods. 2.3 Outline key checking and security measures when taking payments.
3. Know how to cash up.	3.1 Outline procedures for cashing up the takings at the end of trading. 3.2 State why it is important to complete sales records accurately.
4. Be able to handle payments.	4.1 Interact politely with customers when requesting and taking payment. 4.2 Follow correct process and organisational procedures to take payment from customers.

Housekeeping and Guest Services

Unit reference:	A/600/1094
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the purpose of guest services.	1.1 State how guest services meet customer needs. 1.2 State the role of guest services in maintaining security. 1.3 State the importance of communication with other departments.
2. Know the structure of guest services.	2.1 Identify job roles within guest services. 2.2 Describe the responsibilities of different job roles in guest services.
3. Be able to maintain and service accommodation facilities.	3.1 Correctly select, use and store routine cleaning materials and equipment. 3.2 Select suitable personal protective equipment (PPE). 3.3 Maintain and service public areas, toilets and washrooms/bathrooms and bedrooms in accordance with organisations' specifications.

Introduction to Food Commodities

Unit reference:	A/502/5059
Unit level:	Level 1
GLH:	10
Credit value:	1
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the main food commodities.	1.1 Describe the main types of food commodity.
2. Know where the main food commodities can be obtained.	2.1 State where different commodities can be obtained. 2.2 State the benefits of using different suppliers of commodities in different settings.
3. Know how the main food commodities should be stored.	3.1 State safe and hygienic storage methods for the main food commodities.

Meeting Special Dietary Needs

Unit reference:	F/504/7659
Unit level:	Level 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know why some people have special dietary needs.	1.1 State why some people have special dietary needs.
2. Know the special dietary needs of different groups.	2.1 Give examples of groups of people with special dietary needs. 2.2 Identify the special dietary needs of specified groups of people.
3. Know how to meet the needs of people with special dietary needs.	3.1 Identify suitable foods for a given individual with special dietary needs. 3.2 Identify relevant dietary information on food labels for dietary information. 3.3 Outline how you could meet the dietary needs of the given individual by preparing a menu for one day.

Menu Planning

Unit reference:	F/504/7631
Unit level:	Level 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to plan menus.	1.1 State how a menu is used as a planning tool. 1.2 Identify the factors to be considered when planning menus.
2. Be able to plan a menu.	2.1 Plan a simple menu for a given situation.
3. Understand how to calculate the cost of main course.	3.1 Identify the food costs for a given main course. 3.2 Calculate cost of ingredients for a single portion of a given main course. 3.3 Identify costs, other than ingredients, which need to be added to calculate selling price. 3.4 State how the need for profit influences pricing decisions.

Portering and Concierge Duties

Unit reference:	J/504/7632
Unit level:	Level 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know what portering and concierge duties in hospitality involve.	1.1 Outline portering and concierge duties in hospitality. 1.2 Outline the knowledge, skills and resources required for portering and concierge duties. 1.3 Identify the equipment and resources required for portering and concierge duties. 1.4 Outline the hazards and risks to health and safety that may arise from portering and concierge duties.
2. Know the importance of high standards of personal presentation in dealing with customers as a porter or concierge.	2.1 Describe standards of personal presentation that should be met. 2.2 Outline why high standards of personal presentation must be met. 2.3 Outline the consequences of failing to meet required standards of personal presentation in given situations.
3. Know the importance of following organisational policy and procedures as a porter or concierge.	3.1 Give reasons for why it is important to follow organisational policies and procedures as a porter or concierge. 3.2 Outline health and safety procedures that may be in place in relation to portering or concierge duties. 3.3 Outline the consequences of not following policy and procedure in given portering or concierge situations.

Prepare and Cook Fish for Basic Dishes

Unit reference:	R/618/1196
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare fish for a basic dish.	1.1 Check that fish is of acceptable quality. 1.2 Use tools and equipment correctly to prepare fish. 1.3 Use appropriate preparation method to prepare fish for a chosen dish. 1.4 Observe key health and safety requirements when preparing fish.
2. Know about fish preparation.	2.1 Outline key checks to ensure fish is of acceptable quality. 2.2 Identify different preparation methods. 2.3 Give reasons why particular preparation methods are needed for different basic fish dishes. 2.4 Identify appropriate tools for different preparation methods. 2.5 State storage requirements for prepared fish. 2.6 Outline key health and safety considerations when preparing fish.
3. Be able to cook fish for a basic dish.	3.1 Select and use appropriate cooking method for a chosen fish dish. 3.2 Observe key health and safety requirements when cooking fish.
4. Know about fish cookery.	4.1 Identify the main methods of cooking fish. 4.2 Outline the cooking methods used in different basic fish dishes.

	<p>4.3 Outline the key tools and equipment associated with different cooking methods.</p> <p>4.4 Identify key health and safety considerations when cooking fish.</p>
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Prepare and Cook Meat for Basic Dishes

Unit reference:	A/618/1192
Unit level:	Level 1
GLH:	30
Credit value:	4
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare meat for a basic dish.	1.1 Check that meat is of acceptable quality. 1.2 Use tools and equipment correctly to prepare meat. 1.3 Use appropriate preparation method to prepare meat for a chosen dish. 1.4 Observe key health and safety requirements when preparing meat.
2. Know about meat preparation.	2.1 Outline key checks to ensure meat is of acceptable quality. 2.2 Identify different preparation methods. 2.3 Give reasons why particular preparation methods are needed for different basic meat dishes. 2.4 Identify appropriate tools for different preparation methods. 2.5 State storage requirements for prepared meat. 2.6 Outline key health and safety considerations when preparing meat.
3. Be able to cook meat for a basic dish.	3.1 Select and use appropriate cooking method for a chosen meat dish. 3.2 Observe key health and safety requirements when cooking meat.
4. Know about meat cookery.	4.1 Identify the main methods of cooking meat. 4.2 Outline the cooking methods used in different basic meat dishes.

	<p>4.3 Outline the key tools and equipment associated with different cooking methods.</p> <p>4.4 Identify key health and safety considerations when cooking meat.</p>
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Prepare and Cook Vegetables for Basic Dishes

Unit reference:	Y/618/1202
Unit level:	Level 1
GLH:	30
Credit value:	4
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare vegetables for a basic dish.	1.1 Check that vegetables are of acceptable quality. 1.2 Use tools and equipment correctly to prepare vegetables. 1.3 Use appropriate preparation method to prepare vegetables for a chosen dish. 1.4 Observe key health and safety requirements when preparing vegetables.
2. Know about vegetable preparation.	2.1 Outline key checks to ensure vegetables of different types are of acceptable quality. 2.2 Identify different preparation methods. 2.3 Give reasons why particular preparation methods are needed for different basic vegetable dishes. 2.4 Identify appropriate tools for different preparation methods. 2.5 State storage requirements for different types of prepared vegetables. 2.6 Outline key health and safety considerations when preparing vegetables.
3. Be able to cook vegetables for a basic dish.	3.1 Select and use appropriate cooking method for a chosen vegetable main or side dish. 3.2 Observe key health and safety requirements when cooking vegetables.
4. Know about vegetable cookery.	4.1 Identify the main methods of cooking vegetables.

	<p>4.2 Outline the cooking methods used in different basic vegetable dishes.</p> <p>4.3 Outline the key tools and equipment associated with different cooking methods.</p> <p>4.4 Identify key health and safety considerations when cooking vegetables.</p>
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Preparing and Serving Drinks

Unit reference:	L/502/5051
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare and serve different drinks.	1.1 Identify different types of drink. 1.2 List correct equipment for preparing and serving different drinks. 1.3 Describe the main stages in serving the customer. 1.4 Prepare different drinks: <ul style="list-style-type: none"> • safely and hygienically • according to instructions • using the correct equipment. 1.5 Serve different drinks: <ul style="list-style-type: none"> • safely and hygienically • according to instructions • using the correct equipment (including cup/glass). 1.6 List suitable accompaniments for drinks service.
2. Be able to work in a drinks service area.	2.1 Set up, maintain and close down the service area according to instructions.

Vegan Diet

Unit reference:	J/618/1194
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the vegan diet.	1.1 Outline the basic principles of the vegan diet including key differences between veganism and vegetarianism.
2. Know about healthy eating for vegans.	2.1 Describe key characteristics of a healthy vegan diet. 2.2 Outline sources of essential nutrients commonly associated with animal products which are suitable for vegans.
3. Be able to prepare and cook a basic vegan meal.	3.1 Select a meal with ingredients that are consistent with a vegan diet. 3.2 Prepare ingredients, using appropriate tools and methods. 3.3 Cook ingredients, using appropriate tools, equipment and methods.

Vegetarian Diet

Unit reference:	F/618/1193
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the vegetarian diet.	1.1 Outline the basic principles of the vegetarian diet, including key differences between vegetarianism and veganism.
2. Know about healthy eating for vegetarians.	2.1 Describe key characteristics of a healthy vegetarian diet. 2.2 Outline sources of essential nutrients commonly associated with meat and fish which are suitable for vegetarians.
3. Be able to prepare and cook a basic vegetarian meal.	3.1 Select a meal with ingredients that are consistent with a vegetarian diet. 3.2 Prepare ingredients, using appropriate tools and methods. 3.3 Cook ingredients, using appropriate tools, equipment and methods.

4. Quality assurance

As the portfolio of evidence is assessed by the centre's assessor, the centre must operate an internal quality assurance process. This ensures that qualification standards are being applied consistently within a centre through training, standardisation, sampling of marking and feedback.

4.1 Internal quality assurance

Centres should refer to the online [Centre Handbook](#) for further guidance on staffing requirements.

A centre's internal quality assurance process is led by the Internal Quality Assurer (IQA), who is responsible for identifying and promoting best practices in teaching, learning, and assessment. They are responsible for:

- monitoring assessment practices to ensure they meet our standards
- sampling assessment decisions and learner work to verify accuracy and consistency
- observing assessors and tutors, providing feedback and support for improvement
- facilitating standardisation meetings to align assessment practices across teams
- supporting assessors with professional development and guidance
- identifying and promoting best practices in teaching, learning, and assessment
- handling appeals and complaints related to assessment outcomes
- maintaining detailed records for audits and external quality assurance visits

The portfolio of evidence is subject to internal quality assurance whereby a centre regularly samples and evaluates its assessment practices and decisions, and acts on the findings to ensure consistency and fairness.

To ensure the integrity of the internal quality assurance process, Internal Quality Assurers (IQAs) must not quality assure work that they have assessed.

Assessors must ensure fair assessment and equality of opportunity for the learner within the assessment process. In order to ensure that the assessor is making judgements that are consistent with the rest of the assessment team, they must meet regularly with other assessors and internal quality assurers to discuss assessment decisions.

4.2 Sampling

Sampling is a key element of the internal quality assurance process whereby the IQA:

- uses a risk-based approach to determine what to sample and when
- checks the quality and consistency of each assessor's decisions
- maintains a common standard of marking within the centre over time
- applies methods like vertical sampling (same unit across assessors), horizontal sampling (multiple units from one learner), and diagonal sampling (across units and learners)
- ensures sampling covers all units over time, not just at the end of the assessment process

4.3 Internal standardisation

Internal standardisation is a collaborative process by which tutors and assessors within a centre consider work that they have assessed and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level or grade by comparing samples and providing peer evaluation.

The process of internal quality assurance provides an opportunity for assessors to receive feedback and support, which can help improve their assessment skills. It fosters a culture of continuous improvement and professional development among teaching and assessment staff.

Standardisation will be facilitated by the Centre's IQA and should include all those involved in assessing learner evidence. Centre standardisation events should be held at regular intervals. Centres will be required to keep records of each internal standardisation event, including the date, attendees and notes on any outcomes and actions. Centres will be required to store these records securely for three years, and Gateway Qualifications may ask to see them as part of the centre's quality assurance and monitoring activities.

4.4 External quality assurance

The external quality assurance process for this qualification takes a risk-based approach where external monitoring visits are carried out to review the internal quality systems of centres against key quality standards.

External quality assurance falls into two categories, the first being the quality assurance of the centre's policies and procedures (Centre monitoring) as detailed below, with the second being external sampling of the assessment decisions at qualification level.

4.5 Centre monitoring

Centre monitoring is undertaken by an External Quality Assurer (EQA) allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

- validating the centre's procedures for delivery of qualifications and assessment
- completing reports for each visit with clear action points where needed
- carrying out an annual compliance visit
- risk rating centres on the above

The EQA will carry out an initial risk assessment at the centre recognition stage and then annually on an ongoing basis and will give a high/medium/low-risk.

The EQA will arrange the annual quality monitoring visits. These visits:

- monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff
- identify any staff development needs
- ensure that all procedures are being complied with through an audit trail, and make sure that the award of certificates of achievement to learners is secure

The EQA will contact the centre in advance of a visit. However, Gateway Qualifications reserves the right to undertake unannounced visits, including during assessment times.

4.6 Quality assuring centre assessment decisions

The external quality assurance process for this qualification involves a risk-based approach where sampling of assessment decisions and internal quality assurance activity to ensure that qualification standards are maintained.

An External Quality Assurer (EQA) will be allocated to the centre to sample the centre's assessment decisions, who will consider whether the sample provides evidence of the following:

- that the standard set out in the units is evidenced and assessment decisions are applied consistently
- appropriate teaching, stimulus, support, or learning materials and resources
- an appropriate internal quality assurance strategy and sampling plans
- appropriate and consistent feedback provided by the assessor to the learner, and by the IQA to the assessor

A report will be completed by the EQA and made available to the Centres once the sampling activity has been completed.

4.7 Malpractice and maladministration

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large

Centre staff should be familiar with the [Malpractice and Maladministration Policy and Procedure](#).

4.8 Direct claim status

Direct claim status (DCS) is a status given to centres on an individual qualification basis and allows centres to claim certification without waiting for an external quality assurance activity to take place.

DCS is permitted for this qualification. Refer to the [Direct Claims Status page for further details](#).

4.9 Recognition of prior learning

Recognition of Prior Learning enables recognition of achievement from a range of activities through the knowledge, understanding or skills that learners already possess and so do not need to develop these through a course of learning.

The use of RPL is not permitted for this qualification.

4.10 Reasonable adjustments and special considerations

The following are reasonable adjustments that require permission from Gateway Qualifications prior to assessment:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material on coloured paper or in audio format
- use of British Sign Language (BSL)
- changing usual assessment arrangements
- extra time, e.g. assignment extensions
- reader
- scribe
- use of assistive software
- use of assistive technology
- use of coloured overlays, low vision aids
- use of a different assessment location

If not specifically listed in this section, reasonable adjustments are centre permitted, for details on this Centres should refer to the [Reasonable Adjustments and Special Considerations Centre Guidance](#)

For learners who require special consideration at the point of assessment, complete a Special Consideration Request Form.

4.11 Appeals

Learners who wish to appeal about their assessment results or a decision affecting their learning should either be supported by their Centre or should have exhausted their Centre's own appeals process before appealing to Gateway Qualifications. In the latter case, learners must provide Gateway Qualifications with evidence that they have first appealed to their Centre.

Centres and learners should refer to the [Appeals policy](#) for further information.

5. Glossary of terms

This section provides a concise compilation of frequently used terms and acronyms within our organisation and the broader educational context.

Term	Definition
Assessment Criteria (AC)	The standard a learner is expected to meet to demonstrate that learning outcomes have been met.
Guided Learning Hours (GLH)	The number of hours associated to a qualification/unit relating to the activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Learning Outcomes (LO)	Describes what a learner is expected to know, understand and be able to do as a result of the process of learning.
Recognition of Prior Learning (RPL)	A method of assessment that considers whether a learner can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
Total Qualification Time (TQT)	Is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.



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