

VTCT Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)

Operational start date:	1 February 2012
Credit value:	16
Total Qualification Time (TQT):	160
Guided learning hours (GLH):	98 - 142
Qualification number:	600/4489/5

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements (if/where applicable) have been achieved under specified conditions, and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UV11063				
UV21097				
UV11070				



Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
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Optional units - Group A

Optional units - Group B

The qualification

Introduction

The VTCT Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking) is a knowledge-based qualification that has been designed to support practical-based qualifications in hospitality and catering.

This qualification will develop your knowledge and understanding of how to maintain a safe, hygienic and secure working environment and work effectively in a team. You will also learn about food safety in a catering environment.

The optional units that make up this qualification will allow you to tailor your learning to your employer's needs and your personal interests and preferences. Optional units range from principles in producing basic meat and vegetable dishes to the principles of maintaining an efficient use of resources in the kitchen.

Throughout this qualification you will be supervised by specialist staff and assessed on your occupational competence.

National Occupational Standards (NOS)

This qualification has been mapped to the relevant NOS, and is regulated on the Regulated Qualifications Framework.

This qualification is approved and supported by People 1st, the sector skills council for hospitality, leisure, travel and tourism.

Prerequisites

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

Your centre will have ensured that you have the required knowledge, understanding and skills to enrol and successfully achieve this qualification.



Progression

On completion of this qualification you may choose to undertake further study; qualifications you could progress to include:

- VTCT Level 2 NVQ Diploma in Food Production and Cooking
- VTCT Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking)
- VTCT Level 2 Diploma in Professional Cookery

Alternatively, you may wish to seek employment as:

- Trainee chef in a restaurant, pub, coffee shop or motor way service station or cafe
- Assistant in workplace canteen, hospital or school kitchen

Qualification structure

Total credits required - 16 (minimum)

All mandatory units must be completed. A minimum of 12 credits must be achieved at or above Level 2.

*Candidates must achieve at least 4 credits from optional group A, and the remaining 7 credits from optional groups A or B.

Mandatory units - 5 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV11063	R/600/0615	Safe, hygienic and secure working environments in hospitality	2	16	1
UV21097	H/502/0132	Food safety in catering	1	9	2
UV11070	Y/600/0616	Effective teamwork	2	19	1

Optional units - Group A 4 (minimum) credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV21073	A/502/8284	Principles of producing basic meat dishes	1	9	2
UV21090	F/502/8285	Principles of producing basic pasta dishes	2	5	2
UV21281	H/502/8280	Principles of producing basic cakes, sponges and scones	1	8	2
UV21100	H/502/8294	Principles of producing basic vegetable dishes	1	9	2
UV21103	H/502/8330	Principles of producing flour, dough and tray baked products	2	9	2
UV21108	J/502/8286	Principles of producing basic hot sauces	1	8	2
UV21119	K/502/8281	Principles of producing basic fish dishes	1	9	2
UV21120	K/502/8295	Principles of producing cold starters and salads	1	9	2
UV21125	L/502/8290	Principles of producing basic poultry dishes	1	9	2



Optional units - Group A (continued)

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV21282	M/502/8279	Principles of producing basic bread and dough products	1	7	2
UV21141	R/502/8288	Principles of producing basic pastry products	1	8	2
UV21142	R/502/8291	Principles of producing basic rice, pulse and grain dishes	1	8	2
UV21147	T/502/8283	Principles of producing basic hot and cold desserts	2	9	2

Optional units - Group B*

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV21152	T/600/1059	Principles of customer service in hospitality leisure travel and tourism	1	10	2
UV21101	H/502/8313	Principles of completing kitchen documentation	1	7	2
UV21138	R/502/8257	Principles of how to maintain an efficient use of resources in the kitchen	2	11	2
UV21140	R/502/8274	Principles of preparing meals for distribution	1	6	2
UV11065	T/502/8297	Principles of providing a counter and takeaway service	1	6	1
UV21148	T/502/8316	Principles of setting up and closing the kitchen	1	7	2
UV21127	L/600/1133	Dealing with payments	1	9	2
UV21086	D/600/0617	Giving customers a positive impression	2	18	2

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally verified by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external verifiers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers that are completed electronically will be set and marked by VTCT.

Externally assessed, hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external verifiers.

Assessment explained

VTCT qualifications are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external quality assurer, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

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

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV11063	Safe, hygienic and secure working environments in hospitality	0	✗	✓
UV21097	Food safety in catering	0	✗	✓
UV11070	Effective teamwork	0	✗	✓

Optional units - Group A				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV21073	Principles of producing basic meat dishes	0	✗	✓
UV21090	Principles of producing basic pasta dishes	0	✗	✓
UV21281	Principles of producing basic cakes, sponges and scones	0	✗	✓
UV21100	Principles of producing basic vegetable dishes	0	✗	✓
UV21103	Principles of producing flour, dough and tray baked products	0	✗	✓
UV21108	Principles of producing basic hot sauces	0	✗	✓
UV21119	Principles of producing basic fish dishes	0	✗	✓
UV21120	Principles of producing cold starters and salads	0	✗	✓
UV21125	Principles of producing basic poultry dishes	0	✗	✓

Unit assessment methods

Optional units - Group A (continued)				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV21282	Principles of producing basic bread and dough products	0	✗	✓
UV21141	Principles of producing basic pastry products	0	✗	✓
UV21142	Principles of producing basic rice, pulse and grain dishes	0	✗	✓
UV21147	Principles of producing basic hot and cold desserts	0	✗	✓

Optional units - Group B				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV21152	Principles of customer service in hospitality leisure travel and tourism	0	✗	✓
UV21101	Principles of completing kitchen documentation	0	✗	✓
UV21138	Principles of how to maintain an efficient use of resources in the kitchen	0	✗	✓
UV21140	Principles of preparing meals for distribution	0	✗	✓
UV11065	Principles of providing a counter and takeaway service	0	✗	✓
UV21148	Principles of setting up and closing the kitchen	0	✗	✓
UV21127	Dealing with payments	0	✗	✓
UV21086	Giving customers a positive impression	0	✗	✓

Unit glossary

	Description
VTCT product code	All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience; the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided Learning Hours (GLH)	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.
Total qualification time (TQT)	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of competent observations, per outcome, required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Observation outcome	An observation outcome details the tasks that must be practically demonstrated to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper, a portfolio of evidence or other forms of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel with the unit's observation outcomes.

UV11063

Safe, hygienic and secure working environments in hospitality

This unit will develop your knowledge to enable you to work in and maintain a safe, hygienic and secure working environment. Everybody working in the hospitality industry should be aware of their responsibilities and the requirements of current health and safety at work legislation, and should be able to follow good practice at all times.

You will understand your responsibilities and how they apply to both yourself and others in your working environment. You will develop your knowledge on the principles of good personal hygiene and how this impacts on health and safety in the workplace.

You will learn the importance of safe lifting techniques, and why accidents and near accidents should be reported if they occur. You will gain an understanding of common hazards, types of emergencies and reasons for first aid in the workplace. You will also explore the importance of fire and security procedures.

Level

1

Credit value

2

GLH

16

Observation(s)

0

External paper(s)

0



Safe, hygienic and secure working environments in hospitality

Learning outcomes

On completion of this unit you will:

1. Know your personal responsibilities under the Health and Safety at Work Act
2. Know why it is important to work in a safe and hygienic way
3. Know about hazards and safety in the workplace

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

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

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

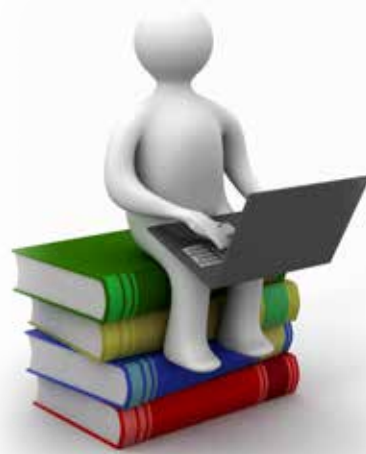
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

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

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

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Know your personal responsibilities under the Health and Safety at Work Act

You can:	Portfolio reference
a. State personal responsibility for health and safety when in the workplace	
b. Identify the importance of following safety procedures in the workplace	
c. State reporting procedures in the case of personal illness	



Learning outcome 2

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

You can:	Portfolio reference
a. State why it is important to maintain good personal hygiene	
b. State why correct clothing, footwear and headgear should be worn at all times	
c. State why, and to whom, accidents and near accidents should be reported	
d. Describe safe lifting and handling techniques that must be followed	
e. State why it is important to report all unusual/non-routine incidents to the appropriate person	



Learning outcome 3

Know about hazards and safety in the workplace

You can:	Portfolio reference
a. Identify the types of common hazards found in the workplace	
b. Identify types of emergencies that may arise in the workplace	
c. Describe why first aid procedures should be in place	
d. Identify possible causes of fire in the workplace	
e. Describe fire safety procedures	
f. Describe security procedures	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Know your personal responsibilities under the Health and Safety at Work Act

Personal responsibility for health and safety:

Principles of current health and safety legislation, following organisational policies (health and safety, application to area of work), responsibility for self (own safe and secure environment, use and care of personal protective equipment (PPE), attend training and updates, reporting spillages, hazards and accidents), responsibility for others (safe and secure environment, reporting spillages and accidents, not creating hazards).

Importance of following safety

procedure: Prevent accidents to self and others, to comply with the legislation, prevent prosecution.

Reporting procedures: Working within regulations (legal requirements), organisational procedures (human resources, departmental), designated person (supervisor, line manager), communication channels (email, telephone, writing, in person, doctor's note).



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

Importance of good personal hygiene:

Working within regulations and procedures (legal, organisational), prevent cross-contamination (sanitising, use of hygienic cloths, washing hands, protecting cuts and grazes).

Personal hygiene: Correct uniform, hair tied back, hat (if required), gloves (if required), minimal or no jewellery, discreet or no make-up, no strong smelling fragrance, washing hands.

Correct clothing, footwear and headgear: Clothing (organisational requirements, clean and well-presented uniform, minimal or no jewellery), footwear (organisational requirements, non-slip/non-marking footwear, toe protection, correct colour, made from suitable material), headgear (organisational requirements, hats, hair nets, hair secured).

Why correct clothing, footwear and headgear should be worn at all times:

Protect food from cross-contamination, protect the employee from accidents, consequences of non-compliance (prosecution, fines, prison).

Why, and to whom, accidents should be reported:

Legal requirements (accident book, reporting of injuries, diseases and dangerous occurrences (RIDDOR), insurance), organisational procedures, reporting (line manager, supervisor, first aider, health and safety representative), collection of data (accident and injury prevention, accident levels in departments, identify hazardous areas).

Safe lifting and handling techniques:

Training (technique as described by current guidelines), prevention of accidents (visual risk assessment, weight

and size, proposed safe route, assess assistance required, agree on planned approach, additional lifting equipment, check visibility, clear route), carry out task (correct technique, good communication, adhere to agreed approach), completing task (position object safely, visual risk assessment, ensure secured).

Importance of reporting all unusual and non-routine accidents: To comply with current legislation, prevention of further accidents, reporting so action can be taken (line manager, supervisor, first aider, health and safety representative).



Outcome 3: Know about hazards and safety in the workplace

Types of common hazards in the workplace: Spillages, hot surfaces, breakages, trailing wires/leads, obstacles causing a hazard (boxes, equipment left lying around), lifting heavy loads.

Hazards: Definition of hazard (cause harm, injury or accident).

Types of emergencies: Accidents, fire, security (terrorist action), illness, equipment malfunction.

Why first aid procedures should be in place: Legal requirements (accident book, registered first aider, number of employees in workplace, training, signage, first aid box), respond quickly to accident (preserve life, confidently deal with situation).

Possible causes of fire: Bar (hot ash if open fire, electrical faults), kitchens (deep fat fryers, electrical faults, equipment overheating, gas escape, naked flame), housekeeping (electrical faults in equipment, chemicals), restaurant (naked flame, gels, cleaning fluid, matches), front of house (electrical faults in equipment), rubbish stored inappropriately.

Fire safety procedures: Legal requirements (fire test, records, fire training, alarm system, sprinkler system), raising alarm (glass breakage points), trained to contact emergency services (telephone points, telephone number used, speak clearly, provide relevant information - location of fire, time of fire, concerns), location of fire fighting equipment (fire extinguishers, fire blankets), evacuation procedures (fire marshals, evacuation routes, evacuation meeting points, process to confirm exit of all customers and staff), prevention (turn off and unplug all electrical equipment when not in use, clear all areas of rubbish, correct waste storage, correct storage of hazardous substances).

Security procedures: Premises (key control, use of electronic systems, security of doors, entrance and exit monitoring), identity of staff and visitors (signing in and out, issue of visitor badges), reporting of suspicious packages (reporting to line manager, supervisor), reporting of suspicious persons (reporting to line manager, supervisor), reporting loss or damage (reporting to line manager, supervisor).

UV21097

Food safety in catering

In this unit you will learn about the importance of food safety in catering. You will develop knowledge on the responsibilities of individuals, the significance of personal hygiene, the importance of keeping work areas clean and hygienic, and how to keep food safe.

Level

2

Credit value

1

GLH

9

Observation(s)

0

External paper(s)

0



Food safety in catering

Learning outcomes

On completion of this unit you will:

1. Understand how individuals can take personal responsibility for food safety
2. Understand the importance of keeping yourself clean and hygienic
3. Understand the importance of keeping the work areas clean and hygienic
4. Understand the importance of keeping food safe

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

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

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

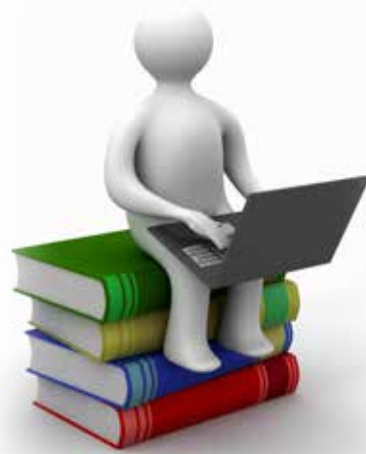
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

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

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

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Understand how individuals can take personal responsibility for food safety

You can:	Portfolio reference
a. Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour	
b. Describe how to report food safety hazards	
c. Outline the legal responsibilities of food handlers and food business operators	



Learning outcome 2

Understand the importance of keeping yourself clean and hygienic

You can:	Portfolio reference
a. Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination	
b. Describe effective personal hygiene practices, for example protective clothing, hand washing, personal illnesses, cuts and wounds	



Learning outcome 3

Understand the importance of keeping the work areas clean and hygienic

You can:	Portfolio reference
a. Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal	
b. State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning	
c. Outline the importance of pest control	



Learning outcome 4

Understand the importance of keeping food safe

You can:	Portfolio reference
a. State the sources and risks to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards	
b. Explain how to deal with food spoilage including recognition, reporting and disposal	
c. Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food	
d. Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food	
e. Describe stock control procedures including deliveries, storage, date marking and stock rotation	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Understand how individuals can take personal responsibility for food safety

Importance of food safety procedures, risk assessment, safe food handling and behaviour: Potential to harm customers/ staff, legal compliance, risk of legal action (against business, against self), impact on reputation.

Food safety procedures: Legal requirements/compliance, storage, preparation, follow organisational guidelines.

Risk assessment: Assess hazards, plan action according to risk, take preventative action to minimise risk.

Safe food handling: Follow organisational guidelines, prevent cross-contamination, wear gloves when required.

Behaviour: Personal hygiene (washed and clean clothes/uniform, clean hair tied back if necessary, avoid overpowering perfume/aftershave, short clean nails, minimal or no jewellery, discreet or no make-up, comfortable clean shoes, cover cuts with blue plaster, wash hands after coughing, sneezing, touching face, nose, touching raw food waste products, cleaning materials, toilet breaks, smoking breaks), follow organisational guidelines, impact behaviour has on food preparation (transfer of bacteria, cross-contamination, creating hazards).

Report food safety hazards: Report to supervisor or line manager, report to health and safety officer.

Food safety hazards: Broken equipment, broken or cracked tools, unsafe working

practices, non-compliance issues (incorrect storage of foods, passed the sell-by date, unacceptable behaviour by colleagues).

Legal responsibilities of food handlers: Personal hygiene, illness (reporting in line with current legislation), knowledge of food hygiene, food poisoning prevention.

Legal responsibilities of food business operators: Compliance with current legislation, food hygiene regulations, local authority registration.



Outcome 2: Understand the importance of keeping yourself clean and hygienic

The importance of personal hygiene in food safety including its role in reducing the risk of contamination: Prevention of transmission, cross-contamination of pathogenic, physical and chemical.

Personal hygiene practices: Clothes/uniform (washed, clean, fit for purpose), hair (clean, tied back, hair nets), avoid overpowering perfume/aftershave, short clean nails, minimal or no jewellery, discreet or no make-up.

Hand washing: Prevent cross-contamination (after coughing, sneezing,

touching face, nose, touching raw food waste products, cleaning materials, toilet breaks, smoking breaks), separate sink for hand washing.

Personal illnesses: Report illness to supervisor/line manager, stay off work until fit and fully covered.

Cuts and wounds: Reporting cuts and wounds, cover cuts with blue plaster, report septic cuts and wounds.

Outcome 3: Understand the importance of keeping the work areas clean and hygienic

Keep the work area and equipment clean and tidy: Cleaning (correct use of chemicals, use of health and safety signs, follow equipment manufacturer's instructions, schedules for daily, weekly and monthly cleaning), disposal of waste, disinfection methods (correct dilution, correct storage of chemicals), waste disposal (food, other items, recycling, in line with organisational policy), compliance with COSHH and current regulations/guidelines, washing, wiping, sanitising, sterilising.

Reducing contamination risks: Use of correct equipment (cutting boards, knives, cleaning cloths), cleaning (high water temperature, use of detergents) work flow (cyclical, linear), care of work surfaces (porous, non-porous).

Importance of pest control: Prevent food contaminations, prevent infestation, comply with current food hygiene and health and safety regulations, customer satisfaction, business reputation.



Outcome 4: Understand the importance of keeping food safe

Sources and risks to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards:

Microbial (bacteria, yeasts, moulds, cross-contamination), chemical (use of cleaning materials, use of poisons and insect repellent/treatment), physical (dirt from unclean produce, dirt from production area, food packaging, hair, insects), allergens (all nuts, gluten, dairy products, shellfish).

How to deal with food spoilage including recognition, reporting and disposal: Check delivery (against order, for quality), recognise spoilage (sight, odour, colour, damaged packaging), disposal of unsafe food.

Food spoilage: Recognition of unsafe food (sight, smell, temperature), reporting procedures (line manager, supplier), returning to supplier, informing EHO.

Food practices:

Storage – comply with current legislation, prevent cross-contamination, use-by dates, packaging and wrapping, length of storage, defrosting, correct temperatures.

Preparation – comply with current legislation, appropriate surfaces, cleaning and hygiene practices, correct use of equipment.

Chilling – correct temperature, chill within suitable timeframe.

Cooking – correct cooking temperatures, correct cooking time for food item.

Reheating – comply with current regulations, reach appropriate temperature for recommended time.

Holding – comply with current regulations, monitor temperature, monitor length of time

food held for.

Serving – wear appropriate clothing (hat, hair net, gloves, overalls), clean serving area, clean dishes and serving equipment.

Transporting – at correct temperature, monitor temperature, correct storage while transporting.

Importance of temperature controls – minimise bacteria growth, prevent cross-contamination, reduce risk of illness.

Stock control procedures – check order on arrival (quality, quantity), store item immediately, store items correctly, follow organisations guidelines for stock control.

Notes

Use this area for notes and diagrams



UV11070

Effective teamwork

The aim of this unit is to develop your skills and knowledge towards becoming an effective and valued team member in catering and hospitality.

You will be able to organise your own work, adhere to deadlines and work efficiently, ensuring accuracy. This will include how to work safely within current legislation and organisational policies/guidelines.

You will learn the importance of working in a team, how this benefits the organisation and how to maintain good working relationships so that you can deal with problems effectively.

You will know how to contribute to your own learning and development and be able to understand the benefits of improving your skills.

Level

1

Credit value

2

GLH

19

Observation(s)

0

External paper(s)

0



Effective teamwork

Learning outcomes

On completion of this unit you will:

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

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

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

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

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

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

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

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Know how to organise your own work

You can:	Portfolio reference
a. State the order of work to complete a task	
b. Describe situations when it is appropriate to ask for help	
c. Describe situations when it is appropriate to help and support others	
d. State the importance of working to deadlines	
e. State why it is important to follow instructions accurately	
f. State the importance of keeping work areas clean and tidy	



Learning outcome 2

Know how to support the work of a team

You can:	Portfolio reference
a. State the benefits of helping team members	
b. State the importance of passing information to the relevant people	
c. State the importance of clear communication	
d. Describe ways to maintain good working relationships in a team	
e. State problems in working relationships that should be reported to line managers	



Learning outcome 3

Know how to contribute to your own learning and development

You can:	Portfolio reference
a. List benefits of self-development	
b. State the importance of feedback from team members	
c. Describe how a learning plan could improve aspects of work	
d. List types of activities that help learning	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Know how to organise your own work

Order of work: Identify task to be completed, collect relevant information, plan timescales for stages and deadlines, action the plan.

Situations when appropriate to ask for help: Unsure of task, unable to carry out task alone, unable to complete workload.

Situations when appropriate to offer help and support to others: Health and safety concerns (lifting boxes, moving furniture, cleaning a busy work area as a team), staffing levels (own work completed, management or supervisor request, unplanned situations such as staff absence).

Importance of working to deadlines: Customer satisfaction (meeting needs, professional image, reduce number of complaints), financial consideration (working to budget, additional costs for the organisation such as compensation drinks when food is late).

Importance of following instructions accurately: Accuracy (confirm instructions, plan in place, follow plan precisely), maintain company image and reputation, minimise problems, create positive working environment.

Importance of keeping work areas clean and tidy: Health and safety considerations, reduce likelihood of accidents, maintain effectiveness and efficiency, create positive impression for staff and customers.



Outcome 2: Know how to support the work of the team

Benefits of helping team members:

Increase in staff morale, increase staff motivation, improve efficiency, reduce likelihood of accidents.

Importance of passing information to relevant people: Meeting customer needs (restaurant staff passing on food allergy information to kitchen), maintain positive working relationships, minimise complaints and problems.

Communication methods: Verbal (tone, language), non-verbal (body language, eye contact), written (electronic, paper-based).

Importance of clear communication: Minimise problems, maintain standards, ensure positive working relationships (staff, suppliers, customers), avoid mistakes.

Maintain good working relationships in a team: Encourage discussion (individual and team contribution), deal with conflict effectively (discuss tensions, agree a way forward), team building (positive relationships, respect, approaches towards team, trust and openness), regular and effectively managed team meetings.

Problems in working relationships that should be reported to line manager: Conflict with other members of team, decline in morale, bullying (verbal, emotional and physical), underperformance.

Outcome 3: Know how to contribute to your own learning and development

Benefits of self-development: Increased skills and knowledge, job satisfaction, motivation, more valuable to organisation, increased promotion prospects, increased earning potential.

Feedback: Positive, areas for improvement, verbal, written, individual, group.

Importance of feedback from team: Identify your strengths, identify your development needs, increase self-awareness.

Learning plan: Identified needs, set goals, timescales, activities, agreed outcomes, review progress.

How a learning plan could improve aspects of work: Focus on your skills and knowledge needs, structured plan with timescales, identified areas for development, gain skills, qualification and knowledge, improved performance.

Types of activities that help learning: Team building (team days, activities), taught courses (practical, theoretical), on-job courses (practical, theoretical), job shadowing (own, other departments), coaching and mentoring.

Notes

Use this area for notes and diagrams