VTCT Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)

Operational start date: **1 March 2012**

Credit value: **26**

Total Qualification Time (TQT): **260**

Guided learning hours (GLH): **186 - 230**

Qualification number: **600/4531/0**

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				
UV31162				
UV31171				
UV21097				
Optional units				

The qualification

Introduction

The Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) 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 health, safety and security, and the development of working relationships in the hospitality working environment. You will also learn about food safety in catering.

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 preparing, cooking and finishing a variety of dishes to food safety supervision.

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:

- Level 3 NVQ Diploma in Professional Cookery
- Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking)
- Level 3 NVQ Diploma in Hospitality Supervision and Leadership

Alternatively, you may wish to seek employment as:

- Assistant catering manager
- Assistant kitchen manager
- Sous manager

Qualification structure

Total credits required - 26 (minimum)

All mandatory units must be completed.

Mandatory units - 9 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV31162	A/600/1810	Health, safety and security in the hospitality working environment	4	35	3
UV31171	F/600/1808	Development of working relationships in hospitality	4	30	3
UV21097	H/502/0132	Food safety in catering	1	9	2

Optional units - 17 (minimum) credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV31167	D/600/1816	Preparation, cooking and finishing of meat dishes	3	26	3
UV31172	F/600/1811	Preparation, cooking and finishing of hot sauces	3	26	3
UV31175	H/600/1817	Preparation, cooking and finishing of poultry dishes	3	26	3
UV31177	J/600/1812	Preparation, cooking and finishing of dressings and cold sauces	3	26	3
UV31185	K/600/1818	Preparation, cooking and finishing of vegetable dishes	3	26	3
UV31189	L/600/1813	Preparation, cooking and finishing of fish dishes	3	26	3
UV31181	K/502/3775	The principles of food safety supervision for catering	3	25	3
UV31165	D/502/8276	Principles of preparing, cooking and finishing complex soups	2	9	3
UV31169	F/502/8254	Principles of preparing, cooking and finishing complex cold desserts	2	9	3

Optional units (continued)

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV31170	F/502/8318	Principles of preparing, cooking and presenting complex cold products	2	10	3
UV31182	K/502/8328	Principles of preparing, cooking and finishing complex hot desserts	2	9	3
UV31199	T/502/8266	Principles of preparing, cooking and finishing fresh pasta dishes	2	8	3
UV31201	Y/502/8275	Principles of preparing, cooking and finishing complex cakes, sponges, biscuits and scones	2	12	3

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 quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external quality assurers.

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 quality assurers.

Assessment explained

VTCT courses 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

Mandatory units

VTCT unit code	Unit title	External Question paper(s)	Internal Observation(s)	Internal Portfolio of Evidence
UV31162	Health, safety and security in the hospitality working environment	0	✘	✔
UV31171	Development of working relationships in hospitality	0	✘	✔
UV21097	Food safety in catering	0	✘	✔

Optional units

VTCT unit code	Unit title	External Question paper(s)	Internal Observation(s)	Internal Portfolio of Evidence
UV31167	Preparation, cooking and finishing of meat dishes	0	✘	✔
UV31172	Preparation, cooking and finishing of hot sauces	0	✘	✔
UV31175	Preparation, cooking and finishing of poultry dishes	0	✘	✔
UV31177	Preparation, cooking and finishing of dressings and cold sauces	0	✘	✔
UV31185	Preparation, cooking and finishing of vegetable dishes	0	✘	✔
UV31189	Preparation, cooking and finishing of fish dishes	0	✘	✔
UV31181	The principles of food safety supervision for catering	0	✘	✔
UV31165	Principles of preparing, cooking and finishing complex soups	0	✘	✔
UV31169	Principles of preparing, cooking and finishing complex cold desserts	0	✘	✔

Unit assessment methods

Optional units (continued)		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV31170	Principles of preparing, cooking and presenting complex cold products	0	✘	✔
UV31182	Principles of preparing, cooking and finishing complex hot desserts	0	✘	✔
UV31199	Principles of preparing, cooking and finishing fresh pasta dishes	0	✘	✔
UV31201	Principles of preparing, cooking and finishing complex cakes, sponges, biscuits and scones	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, unilke 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.

UV31162

Health, safety and security in the hospitality working environment

The aim of this unit is to develop your knowledge and understanding of health, safety and security applied to the hospitality industry. You will learn how to maintain health, safety and security in the workplace, and the relevant enforcement agencies and laws. You will also review the importance of having named individuals responsible for maintaining health, safety and security.

You will learn why procedures for recording and storing information are important. You will understand the importance of having procedures that facilitate making recommendations to decrease risk and how these can effectively be disseminated to stakeholders.

You will learn about the need to identify, report and deal with situations. You will explore the importance of contingency planning and monitoring techniques to enhance health, safety and security. You will investigate the frequency of inspections in the workplace and explore minimising risks.

Level	
3	

Credit value	
4	

GLH	
35	

Observation(s)	
0	

External paper(s)	
0	

Health, safety and security in the hospitality working environment

Learning outcomes

On completion of this unit you will:

1. Know how to maintain health, hygiene, safety and security at work

2. Understand the need for the maintenance of information regarding health, hygiene, safety and security

3. Understand risk management 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

Know how to maintain health, hygiene, safety and security at work

You can:	Portfolio reference
a. Identify the enforcement agencies for health, hygiene, and safety laws and regulations	
b. State the importance for an organisation of having procedures which maintain health, hygiene, safety and security at work	
c. State the implications of breaking the law on health, hygiene and safety	
d. State the importance of having a named individual responsible for health, hygiene, safety and security	

Learning outcome 2

Understand the need for the maintenance of information regarding health, hygiene, safety and security

You can:	Portfolio reference
a. Identify people and organisations who may need access to information	
b. Explain procedures used to record and store information	
c. State the information that external authorities may require	
d. Identify the types of information that should be recorded and stored	
e. State the importance of having procedures for making recommendations about health, hygiene, safety and security	
f. Describe how to communicate with colleagues on issues to do with health, hygiene, safety, and security	

Understand risk management in the workplace

You can:	Portfolio reference
a. State the need to identify, report and deal with faulty equipment	
b. State the importance of contingency plans to reduce the impact of any health, hygiene, safety and security problems	
c. Explain how to monitor an area to maintain the health, hygiene, safety and security of employees, customers and other members of the public	
d. Identify the frequency with which health, hygiene, safety and security inspections should be carried out	
e. Explain how to minimise the risks associated with different types of health, hygiene, safety and security hazards	
f. State the importance of emergency 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 how to maintain health, hygiene, safety and security at work

Health, hygiene, and safety laws and regulations: Health and safety legislation (health and safety at work, control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences, fire precautions legislation, management of health and safety, manual handling, personal protective equipment (PPE), health and safety (first aid legislation), food hygiene legislation (food safety, food safety regulations, food hygiene regulations).

Security: Alarm systems, use of employee and visitor passes, signing visitors/contractors in and out of site, provide staff with lockers, unused rooms kept locked, records of key holders, staff records (addresses, immigration status, National Insurance numbers).

Enforcement agencies: Local enforcement agencies (environmental health officers, trading standards), health and safety executive, food standards authority, police, immigration authorities, security services.

Importance of procedures: Employees know their responsibilities, legal compliance, due diligence, standards approach, informed training, systems for recording incidents.

Implications of breaking the law: Prosecution (fines, imprisonment), notices (improvement, prohibition, closure), costs (legal, upgrades, compensation to staff and customers), poor reputation (customer perceptions, staff, contractors, litigation), increased accident levels, staff (illness, incapacity to work, sickness, stress, turnover), enforcement visits.

Importance of having a named individual: Main point of contact, monitor implementation of procedures, health/safety/security expertise, ensure standards are maintained, collate information, implement improvements and training, carry out risk assessments to required standard.

Health and safety responsibilities: Reporting (accidents, near misses, incidents), risk assessments (management of process, reduces likelihood of accidents and injury, identify control methods, inform health and safety policy review, inform training updates and needs), training (updates, induction, records), first aid (reporting, first line response, numbers of first aiders), training (updates, certification in date), fire safety (training, fire drill and evacuation practice, record keeping, fire extinguisher maintenance), consequences of non-compliance (prosecution, fines, imprisonment, notices, costs, poor customer reputation, litigation, increased accident levels, staff illness, incapacity to work, sickness, stress, turnover, enforcement visits).

Hygiene responsibilities: Promotion of good practice (positive image, clean uniform, personal hygiene), staff training (records, practice updates, certification), consequences of non-compliance (prosecution, fines, imprisonment, notices, costs, poor customer reputation, litigation,

Outcome 1: Know how to maintain health, hygiene, safety and security at work (continued)

increased accident levels, staff illness, incapacity to work, sickness, stress, turnover, enforcement visits).

Security responsibilities: Licensing (premises, staff), security patrols (scheduling, staffing, recording, reporting responsibilities), CCTV (equipment maintenance, record keeping), training (updates, induction of staff, conflict management, customer service).

Outcome 2: Understand the need for the maintenance of information regarding health, hygiene, safety and security

People and organisations who may need access to information: Internal people (staff, managers, executives, representatives), external (environmental health officers, trading standards, health and safety executive, immigration, professional bodies, government departments, police, fire brigade, ambulance service).

Information: Health and safety records, risk assessments, personnel records, training records, fire evacuation and drill records, food safety records, patrol records, CCTV records.

Procedures: Manually recorded, electronically recorded, kept secure (locked filing cabinet, locked office, password protected, limited access area).

Information for external authorities, recorded and stored: Food safety records, security patrol records, CCTV records,

fire evacuation records, risk assessment records, PAT testing records, employee records, training records, customer information, visitor records, accident and incident records, control of substances hazardous to health regulations records, financial, organisational records.

Importance: Compliance with current legislation, minimise risk, due diligence.

Recommendations: Improvements to work practices, new business standards, new legislation and codes of practice, training needs.

Communicate with colleagues: Written (newsletters, handouts, posters), electronic (newsletters, updates), verbal, non-verbal, formal, informal, meetings, training sessions.

Outcome 3: Understand risk management in the workplace

Identify, report and deal with faulty equipment: Risk management (risk assessment, hazards, minimise, eliminate, reduce accidents and incidents), report (procedure, legal requirements, written, verbal, electronic, telephone), equipment location (kitchen, stores, restaurant, reception, bar, office, function, event), response (procedure, signage, PPE, evacuation), training (function, updates, legal requirements).

Importance: Continuing business functionality, accident and incident prevention, control measures, reduce risk, maintain safe environment, protect customers and staff.

Contingency plans: Fire, terrorist activity, explosion, flooding, injuries, accident, natural disaster.

Monitoring an area: Location (kitchen, stores, restaurant, reception, bar, office, function, event), employees (full-time, part-time, casual, agency), contractors, customers, visitors, suppliers, government agencies, methods for monitoring (patrols, observation, CCTV, use of checklists, vigilance, controlling admittance).

Frequency: Hourly, daily, weekly, prescribed.

Minimising the risks: Risk management (control, reduce, eliminate, record, follow up), monitor critical control points, awareness of risks, procedures to deal with risks.

Types: Low, medium, high, health and safety hazard (slip, trips, falls, incorrect manual handling), hygiene hazard (bacteria, chemical, physical), security (terrorism, theft, physical violence, vandalism).

Importance of emergency procedures: Legal requirements, consistency in approach in case of emergency, risk management, policy.

Procedures: Fire evacuation, first aid, bomb threat, acts of aggression, food safety, accidents and incidents.

UV31171

Development of working relationships in hospitality

The aim of this unit is to develop your knowledge and understanding of working relationships in the hospitality industry. You will learn how to build relationships with customers and staff through positive communication and practice.

You will learn the importance of providing honest feedback to colleagues, building team strength, respecting individuals and the team, and in dealing with conflict and confidentiality.

You will cover the importance of a professional image, the need to adapt techniques in handling different customers and the need to keep customers informed. You will learn the limits of your authority and the procedures to follow when experiencing complaints.

Level
3

Credit value
4

GLH
30

Observation(s)
0

External paper(s)
0

Development of working relationships in hospitality

Learning outcomes

On completion of this unit you will:

1. Understand the key elements that encourage good working relationships

2. Understand the principles of maintaining good working relationships with colleagues

3. Know how to work well with a manager

4. Know how to maintain good customer relations

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
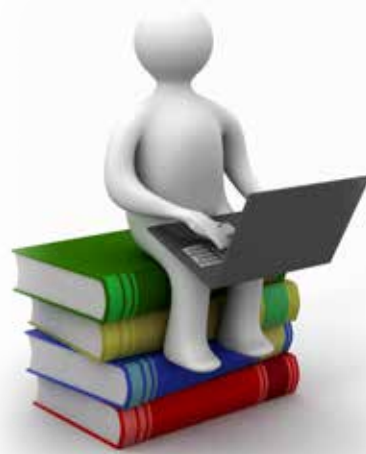- Assignments
- Case studies
- Professional discussion

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

Understand the key elements that encourage good working relationships

You can:	Portfolio reference
a. Explain the importance of clear communication in the workplace	
b. Identify methods for communicating clearly with colleagues, managers and customers	
c. Identify the basic legal requirements that cover working with colleagues	
d. State the importance of recognising and valuing diversity	
e. Explain the importance of meeting the special needs that colleagues and customers may have	

Learning outcome 2

Understand the principles of maintaining good working relationships with colleagues

You can:	Portfolio reference
a. State the importance of working as a team	
b. State the importance of providing honest, helpful and motivating feedback to colleagues on their performance	
c. State the importance of discussing issues with colleagues	
d. Explain how to build colleagues' strengths and weaknesses in the context of a team	
e. State the importance of showing that colleagues are respected as individuals	
f. Explain how to deal with disagreements between colleagues	
g. Identify the types of information about colleagues and customers that should be kept confidential	

Learning outcome 3

Know how to work well with a manager

You can:	Portfolio reference
a. State the importance of keeping managers up-to-date with work-related issues	
b. Describe situations where a manager's help and advice should be sought	
c. State the importance of responding positively to feedback from a manager	
d. State the importance of having procedures to follow when someone has a disagreement with their manager	

Learning outcome 4

Know how to maintain good customer relations

You can:	Portfolio reference
a. Describe how to present a positive and professional image to customers	
b. Identify the need to adapt behaviour for different customers	
c. Identify types of issues customers need to be kept informed about	
d. Describe how to explain to customers when their needs and expectations cannot be met	
e. State the value of exceeding customers' expectations	
f. Identify the importance of knowing limits of personal authority when solving customers' problems	
g. State the importance of having procedures for dealing with customer complaints	
h. State the importance of having procedures for dealing with customers who are aggressive and abusive	

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 the key elements that encourage good working relationships

Importance of communication:
Accuracy, clear, to the point, minimise misunderstanding, uphold standards, support teamwork.

Methods for communicating clearly:
Verbal (face to face, telephone, tone, pitch, appropriate use of language), written (electronic, letter), non-verbal (body language), spelling, grammar used, layout of text, punctuation, appropriate to situation, appropriate for audience (colleagues, management, customers, suppliers).

Basic legal requirements: Legislation (employment law, health and safety, equal opportunities, race relations, disability discrimination, equality and diversity, equal opportunities), organisational (clear procedures, duty of care, standards of performance), training (task, updates, skills), culture towards customers and staff (behaviour, attitudes, approach towards, authority).

Importance in recognising and valuing diversity: Working within legislation and regulation (equality and diversity, equal opportunities, race relations, disability discrimination, human rights, sex discrimination, health and safety, duty of care, demographic changes in population), social belonging (ethnicity, age, disability, gender, religion, nationality), organisational impact (reputation in community, staff/customer relations), recognising (differences, similarities, issues, negative behaviour), consequences of non-compliance (prosecution, employment

tribunal, fines, negative personal and organisational publicity).

The importance in meeting special needs of colleagues: Reduce tension in the workplace, assist productivity, promotes motivation, team member, health and safety considerations, capability issues.

Special needs: Physical disability, mental disability, external pressure, internal pressure of work, religion, beliefs, supporting (support meeting/changing shift requirements, cover for absence, coaching and mentoring, occupational health, counselling, training).

The importance in meeting special needs of customers: Maintain customer perceptions of organisation, customer loyalty, customer referrals, health and safety considerations, complaints reduction, reduce accidents and injuries.

Special needs: Physical disability, mental disability, external pressure, internal pressure of work, religion, beliefs, internal customers, external customers, contractors, visitors.

Outcome 2: Understand the principles of maintaining good working relationships with colleagues

Importance of working as a team: Meeting organisational and departmental aims and objectives, positive customer perception, efficient image, effective operation, reduced conflict, team member satisfaction, high motivation, increased capability.

Teams: Department (housekeeping, kitchen, restaurant, bar, management, stores, maintenance, banqueting), section teams (kitchen; starter, mains, pastry).

Importance of providing honest, helpful and motivating feedback to colleagues on their performance: Maintain customer perceptions, increase personal capability, develop a positive open team culture, promote ideas and problem solving in workplace, increase organisational profitability, promote team integration, promote enhanced performance, promote job satisfaction, demonstrate caring.

Honest – objective, clear, realistic, constructive performance of individual.

Helpful – offer solutions and guidance, promote learning and investigation, promote discussion, caring, concerned, performance aims and objectives.

Motivating – positive, personal development, set timescales, morale building, team-building activities.

Importance of discussing issues with colleagues: Sharing problem or issue, problem solving, higher motivation, higher levels of self-esteem, additional perspectives, making informed choices.

Issue – with colleagues, equipment, standards, practice, procedures, management, health and safety, organisational changes in structure.

Colleagues' strengths and weaknesses: Knowledge, own skills, ability to work as part of a team, responsible for own actions, communication skills, reflect on own performance.

How to build colleagues strengths and weaknesses: Discussion, coaching and mentoring, skills development, management review, self-reflection, peer buddy, knowledge development.

Importance of showing that colleagues are respected: Inclusion, promoting equality and diversity in the team, value individual contributions, develop the team culture, demonstrating caring and sharing, shared responsibility towards success, build confidence in team, build confidence in individuals.

How to deal with disagreements: Type of disagreement (straightforward, grievance), cause of disagreement (working conditions, lack of clarification in delegation, conflict of instructions, personal), investigation (participants versions of disagreement, effective listening, accurate recording, witnesses names and contribution), identify a solution to disagreement (agreement by all parties involved, grievance, disciplinary, industrial tribunal), follow organisational procedures.

Confidential information of colleagues: Pay levels, contract of employment, personal work records, personal details.

Confidential information of customers: Personal information disclosed, financial details, personal address, family details.

Outcome 3: Know how to work well with a manager

Importance in keeping managers up-to-date: Make informed business decisions, implementation of changes required, enable a proactive approach to problem solving, demonstrate duty of care, monitoring accuracy of staff performance, enhance team relationship, build reputation of organisation.

Work-related issues: Conditions of work, conflict between staff, work practice, stress, unexpected situations, health and safety, health and hygiene related.

Situations: Disagreements between staff/other managers, workload, stress, performance issues, personal advice (family, own health, family health, own financial problems, childcare constraints), performance of staff (accompanied, training, confidential meetings, feedback sessions), staff problems (disagreement, discrimination, harassment, bullying), workplace development (self, team members, training, promotion, standards of work).

Help and advice: Follow organisational procedures (disciplinary procedures, whistle blowing), supportive measures (reduce workload, change in shift patterns, flexible working hours or days, compassionate leave).

Importance in responding positively to feedback: Learning and development, review team performance, identify new objectives, build relationships with team and others.

Feedback: Written (staff appraisals, emails, letter), verbal (formal, informal).

Importance of having procedures: Working within regulations (legal, organisational), find a resolution, reduce escalation, avoid court resolution, reduce organisational costs, reduce negative impact on organisation, maintain trust in workforce, facilitate policy review, reduce staff turnover, enhance reputation in work place and community.

Disagreement with manager: Treatment different to others, bullying, discrimination, harassment, unfair workload, unrealistic demands and expectations.

Outcome 4: Know how to maintain good customer relations

Positive and professional image:
Personal appearance (clean and ironed uniform, good personal hygiene, no or minimal make-up, no or minimal jewellery, no strong smelling fragrance), attitude (positive, empathy with customers, good eye contact, positive body language), communication skills (tone, language, smiling, listening skills, meet and greet customers, clear and accurate written communication), develop relationship with customer (use of name, remembering key customer details, room number, special requirements), maintaining brand (use of logo, branded stationery, colour integration), organisational image (standards of performance, maintained equipment, maintained decoration), training (task, updates).

Need to adapt behaviour: Exceed customer expectations, up-to-date appropriate product knowledge, appropriate use of language for customer type (children/language difficulties, simple clear, no jargon), allow more time for customers with specific needs (hearing impaired, non-English speakers), non-confrontational and calmly (customers under the influence of illegal drugs or alcohol, violent customers, customers making a complaint), obtain support from other staff members.

Issues: Menu changes (changes in composition, availability of items, special customer requirements, quality, value, product substitution), food service (time delays, equipment availability, table allocation, product substitution), administration (changes in agreed service, complaint progress), accommodation (room not ready, availability).

When needs and expectations cannot be met: Apologise, explain situation, attitude (positive, empathy with customers, good eye contact, positive body language, active listening skills), stay calm, reducing escalation (explore customers' expectations, negotiation skills, explore opportunities, present solution, agree on solution), keep customer informed.

Value in exceeding customer expectations: Satisfied customer, customer referral (word of mouth publicity), increase in new business, increase in sales, repeat business, customer loyalty, enhanced reputation.

Importance of knowing limits of personal authority: Organisational procedures/standards of performance (customers treated fairly and equally), maintaining food safety, maintaining health and safety, quality assurance standards met, minimise cost implication.

Importance for having procedures for customer complaints: Meet regulations and legal requirements, improve standards, improve performance, improve efficiency, reduce problems of similar nature, periodic review, informed changes to procedure and policy, inform training.

Importance for having procedures for dealing with customers who are aggressive and abusive: Protect employees, support employees when dealing with situation, minimise risk of injury, duty of care, meet regulations and legal requirements.

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

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

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
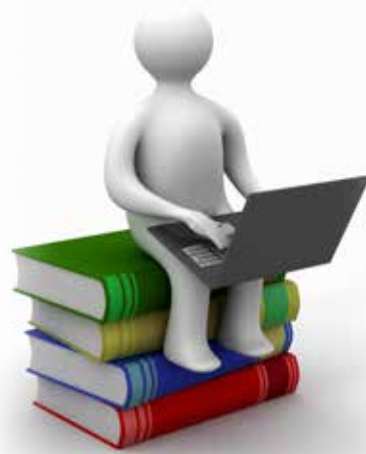- Case studies
- Professional discussion

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

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 detergence) 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 dished 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