



Award Unit Specification

Unit title: Clean and Disinfect Work Areas, Tools and Equipment in a Catering Environment (SCQF level 4)

Unit code: HD95 04

What is this Unit about?

This Unit is about the routine cleaning and disinfecting of kitchen working areas, tools and equipment. The aim of the Unit is to enable the learner to demonstrate that they can maintain personal and workplace cleanliness and hygiene by following organisational procedures and food safety regulations.

This Unit is part of the Culinary Ability: Food Preparation Award.

Completion of this Unit will enable learners to demonstrate that they can:

- ◆ clean and disinfect work areas.
- ◆ clean and disinfect catering tools and equipment.

Credit points and level

0.5 SQA credit at SCQF level 4 (3 SCQF credit points at SCQF level 4)

Recommended entry to the Unit

Entry to this Unit is at the discretion of centres. However, it would be advantageous if learners have an interest in the catering industry.

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Standards

There must be evidence for all of the following 'What you must do' and 'What you must know' statements:

Clean and disinfect work areas

What you must do:

- D1 Refer to your organisations' cleaning schedule.
- D2 Wear the appropriate personal protective equipment.
- D3 Move and protect items, including food, in the cleaning area.
- D4 Select and use the appropriate cleaning methods for the area being cleaned (eg using hot soapy water, the correct disinfecting products and/or equipment).
- D5 Systematically follow organisational procedures for cleaning work areas, including own workstation, floors and walls (including completion of relevant documentation).
- D6 Report any problems to the appropriate person.

What you must know:

- K1 Your organisations' procedures for cleaning work areas, including own workstation, floors and walls.
- K2 Where to access your organisation's cleaning schedule for work areas.
- K3 Why it is important to wear the appropriate personal protective equipment.
- K4 Why items, including food, should be moved and protected when cleaning.
- K5 How to select the appropriate cleaning and disinfecting products and equipment for the area being cleaned.
- K6 Where to find instructions for the use of cleaning and disinfecting products and equipment.
- K7 How to use cleaning and disinfecting products, including the correct water to solution ratio if appropriate.
- K8 Who you should report any problems to.

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Standards (cont)

Clean and disinfect catering tools and equipment.

What you must do:

- D7 Refer to your organisations' cleaning schedule.
- D8 Wear the appropriate personal protective equipment.
- D9 Follow safe working practices when handling, dismantling and re-assembling catering tools and equipment.
- D10 Select and use the appropriate cleaning methods for the items being cleaned (eg using hot soapy water, the correct disinfecting products and/or equipment).
- D11 Systematically follow organisational procedures for cleaning tools and equipment.
- D12 Store tools and equipment in the designated locations on completion of cleaning and disinfecting.
- D13 Report any faults with tools or equipment to the relevant person.

What you must know:

- K9 Your organisations' procedures for cleaning tools and equipment.
- K10 Where to access your organisation's cleaning schedule for tools and equipment.
- K11 Why it is important to wear the appropriate personal protective equipment.
- K12 Where to access the manufacturers' instructions for dismantling and re-assembling catering tools and equipment.
- K13. How to safely maintain, handle and clean knives.
- K14 Why it is important to work safely and follow manufacturers' instructions when cleaning and disinfecting catering tools and equipment.
- K15 How to select the appropriate cleaning and disinfecting products and equipment for the items being cleaned.
- K16 Where to find instructions for the use of cleaning and disinfecting products and equipment.

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Standards (cont)

K17 How to use cleaning and disinfecting products, including the correct water to solution ratio if appropriate.

K18 Who you should report any problems to.

Evidence Requirements

Direct observation should be used to assess learners' performance during practical activities.

To confirm that the learner can achieve the required standard consistently over time there must be performance evidence gathered through observing their work for the 'What you must do' statements on at least three separate occasions.

If it is unlikely that there will be naturally occurring situations where there are problems with the tools and equipment being cleaned or with the cleaning products at the time of assessment, then a simulated situation may be set-up to allow the learner to demonstrate what they would do when faced with these types of problem.

If evidence of the 'What you must know' statements in this Unit cannot be inferred through the learners performance, questions could be used (eg the assessor could ask open questions during an observation session and record the learner's response on a checklist. Alternatively a multiple-choice test, or similar could be used).

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Support Notes

This part of the Unit specification is provided for guidance.

While the exact time allocated to this Unit is at the discretion of the centre and is likely to depend on the needs and of the learner, the notional design length is 20 hours.

Guidance on delivery approaches

Delivery of this Unit should take account of the needs, skills and aspirations of each individual learner.

Delivery should be sensitive to the needs of individual learners and not make assumptions about their skills or abilities. It is important to create a learning environment where learners feel confident to ask questions and are not embarrassed if they make mistakes or get confused.

A variety of approaches to teaching should be used, such as:

- ◆ Practical activities
- ◆ Discussions/questioning
- ◆ Reflection and evaluation
- ◆ Peer review
- ◆ Guest speakers
- ◆ Use of industry related DVDs/videos
- ◆ Use of internet resources

Assessors should adopt a range of communication styles appropriate to the needs of individual learners, eg verbal, hand signals, pictorial, etc.

It is important to demonstrate to learners what can go wrong and for them to understand the consequences, especially with regard to health and safety in the kitchen. In addition, learners should be able to recognise that their role in maintaining good workplace practices underpins the success of the business.

Context and content

This Unit is mandatory on the Culinary Ability: Food Preparation Award. Evidence generated in this Unit could also contribute to the evidence required for the Unit *Work Effectively in a Catering Environment*.

Delivery of this Unit is about helping learners to recognise their responsibilities to comply with organisational procedures and legislative requirements to clean work areas tools and equipment to a required standard. Delivery should cover the use of cleaning schedules and the importance to following them precisely.

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Support Notes (cont)

Examples of things going wrong should be given and the consequences of not following procedures should be stressed. Learners should be made aware of how to react when things go wrong, what they must report to their supervisors and what they can deal with themselves.

Throughout delivery of the Unit emphasis should be given to the importance of always working in a safe and hygienic manner, including being aware of cross contamination, temperature and allergen control measures.

Typical activities should include the learner:

- ◆ Wearing appropriate clothing, footwear and headgear
- ◆ Following routine cleaning plans and schedules
- ◆ Routinely following organisational procedures and food safety regulations
- ◆ Following Hazard Analysis and Critical Control Point (HACCP) procedures and guidelines at all times
- ◆ Referring to charts and instructions on appropriate cleaning techniques and methods, including using hot soapy water
- ◆ Cleaning working areas, including work surfaces, floors and walls
- ◆ Cleaning catering tools and equipment, eg knives, chopping boards, cutters, moulds, cutlery, crockery, etc
- ◆ Cleaning spillages promptly and appropriately
- ◆ Adopting a 'clean as you go' approach in day to day activities
- ◆ Showing awareness of the different zones in the kitchen and how they relate to the cleaning schedule
- ◆ Accurately completing relevant documentation (eg cleaning schedules, etc)

Learners should be given the opportunity to be involved in non-routine activities, such as:

- ◆ What to do if a piece of kitchen equipment is damaged or has missing parts
- ◆ What to do if cleaning equipment has been used in the wrong area

If non-routine activities are unlikely to occur naturally a simulated activity could be set up.

To ensure that learners have all the underpinning knowledge and understanding to carry out the practical activities for this Unit, the following should be covered:

- ◆ The importance of following organisational procedures and cleaning schedules precisely
- ◆ Why it is important to wear the appropriate personal protection equipment
- ◆ Why it is important to keep work areas clean and tidy

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Support Notes (cont)

- ◆ Why it is important to adopt a 'clean as you go' approach
- ◆ Why it is important to avoid cross contamination
- ◆ The use of colour coding for different zones in the kitchen
- ◆ What action to take if the wrong colour-coded cloth is accidentally used
- ◆ The types of damage to work surfaces tools or equipment that represent a food safety hazard and what action to take (eg what to do if a chopping board is found that is heavily scored)
- ◆ Why surfaces, tools and equipment that are damaged or have loose/missing parts can be dangerous
- ◆ All relevant documentation that needs to be completed and how to complete it

Learners should be encouraged to demonstrate a professional attitude by:

- ◆ maintaining appropriate personal hygiene standards.
- ◆ taking pride in their role through an enthusiastic and professional approach.
- ◆ following safe working practices at all times.
- ◆ paying attention to detail and working consistently to achieve high standards.
- ◆ precisely following instructions from the chef/line manager.
- ◆ working at the appropriate pace.
- ◆ using culinary terminology.
- ◆ communicating appropriately with managers, team members and customers.
- ◆ identifying areas for self-improvement.

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Support Notes (cont)

Development of Skills for Learning, Skills for Life and Skills for Work

This Unit provides the opportunity to develop the following skills as described in SQA's Skills Framework: *Skills for Learning, Skills for Life and Skills for Work*.

Skills for Learning, Skills for Life and Skills for Work	Development opportunities
1 Literacy Reading Listening and talking	<ul style="list-style-type: none"> ◆ Referring to cleaning schedules and following instructions ◆ Referring to manufacturers manuals ◆ Reporting issues/problems
2 Numeracy Number processes Money, time and measurement	<ul style="list-style-type: none"> ◆ Carrying out calculations involved in preparing cleaning products (eg correct water to solution ratio)
3 Health and wellbeing Personal learning	<ul style="list-style-type: none"> ◆ Demonstrating pride and enthusiasm in role ◆ Identifying areas for self improvement ◆ Maintaining appropriate levels of personal hygiene
4 Employability, enterprise and citizenship Employability	<ul style="list-style-type: none"> ◆ Demonstrating a professional attitude ◆ Maintaining appropriate levels of personal hygiene ◆ Awareness of food safety risks
5 Thinking Skills Remembering Understanding Applying	<ul style="list-style-type: none"> ◆ Demonstrating and applying knowledge of safe and hygienic practices ◆ Using kitchen tools and equipment correctly ◆ Applying HACCP procedures ◆ Identifying issues/problems and taking appropriate action.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences or considering alternative evidence.

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Support Notes (cont)

Guidance on assessment

Direct observation should be used to assess learners' performance during practical activities.

Observational checklists could be developed to record learners' performance during the practical activities including technical and soft skills.

Evidence for most of the 'What you must know' statements in this Unit will be able to be inferred through the learners performance, however, where this is not the case questions could be used (eg the assessor could ask open questions during an observation session and record the learner's response on the checklist). Alternatively matching exercises, recorded oral or written evidence or equivalent could be used.

Assessment of this Unit could be integrated with the assessment of the Unit *Work Effectively in a Catering Environment*.

Recording evidence

An evidence log could be used to record when all 'What you must do' and 'What you must know' statements have been achieved.

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General information for learners

This Unit is designed to enable you to demonstrate that you can maintain personal and workplace cleanliness and hygiene by following organisational procedures and food safety regulations.

This Unit is part of the Culinary Ability: Food Preparation Award.

You do not need to have any other qualifications or experience to be able to undertake this Unit, however, an interest in working in the catering industry is desirable.

Completion of this Unit will enable you to:

- ◆ clean and disinfect work areas.
- ◆ clean and disinfect catering tools and equipment.

Your tutor will observe you carrying out practical activities and complete a checklist to confirm that you meet the requirement of this Unit. Your tutor will also ask you questions to test your knowledge and understanding of the procedures involved in cleaning and disinfecting work areas, tools and equipment in a professional kitchen.

Completion of this Unit will help you to develop the following skills for learning, life and work:

- 1 Literacy**
Reading
Listening and talking
- 2 Numeracy**
Number processes
Money, time and measurement
- 3 Health and wellbeing**
Personal learning
- 4 Employability**
Employability
- 5 Thinking Skills**
Remembering
Understanding
Applying



Administrative information

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Credit value

0.5 SQA credit at SCQF level 4 (3 SCQF credit points at SCQF level 4)

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Helpdesk: 0345 279 1000
Fax: 0345 213 5000
E-mail: customer@sqa.org.uk
Website: www.sqa.org.uk

Optima Building
58 Robertson Street
Glasgow
G2 8QD

Lowden
24 Wester Shawfair
Dalkeith
Midlothian
EH22 1FD

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