**Culinary Ability: Food Preparation Award – Evidence Recording Form** 

**HD96 04 Work Effectively in a Catering Environment**

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| **Candidate Name:** | **Scottish Candidate Number (SCN):** |

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| The aim of this unit is to enable the learner to demonstrate that they can work in a safe, hygienic and secure way in a catering environment, while working effectively as part of a team. The unit is about basic health and hygiene in the workplace, it also covers workplace safety, security and responsible waste management.Completion of this unit will enable learners to demonstrate that they can:* Apply health and safety requirements for working with food in every day work situations
* Help to maintain a safe, hygienic and secure workplace
* Follow procedures for responsible waste management
* Work effectively as part of a team
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| **I confirm that the candidate has met all the requirements of this unit.**  |
| **Assessor’s Signature:** | **Date:**  |

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| **Candidate’s Signature** | **Date:** |

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| ***To be completed if sampled for internal verification*** |
| **I agree with the assessor’s judgement that the evidence sampled meets the standards specified for this unit.** |
| **Internal Verifier’s Signature:** | **Date:** |

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| External Verifier Initial and Date (if sampled): |
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| **What you must do** | **What you must know** |
| **Apply health and safety requirements for working with food in every day work situations** |
| D1. Comply with organisational standards for personal hygiene and appearance D2. Comply with regulations for the safe and hygienic handling and storage of foodD3. Carry out at least one Hazard Analysis and Critical Control Point (HACCP) checkD4. Select and use the appropriate tools and equipment D5. Use culinary tools and equipment responsibly | K1. Your organisations’ standards for personal hygiene and appearanceK2. General rules for the safe and hygienic handling and storage of foodK3. Your organisations’ HACCP proceduresK4. The appropriate tools and equipment for specific tasksK5. Why it is important to use culinary tools and equipment responsiblyK6. Who any incidents should be reported to |
| **Help to maintain a safe, hygienic and secure workplace** |
| D6. Follow health, hygiene and safety procedures in all work activitiesD7. Follow your organisation’s security proceduresD8. Identify any hazards or potential hazards and deal with these correctlyD9. Use safe lifting and handling techniques as appropriateD10. Report any accidents and near accidents quickly and accurately D11. Participate in at least one emergency procedure correctly | K7. Your organisation’s procedures for safety, hygiene and security in the workplace K8. Your own responsibilities under health and safety regulationsK9. The types of hazard and emergency that may occur in the workplace and how to deal with theseK10. The correct techniques for safe lifting and handling that should be followedK11. Why accidents and near accidents should be reported and who these should be reported toK12. The importance of reporting all unusual/non-routine incidents to the appropriate person |
| **Follow procedures for responsible waste management** |
| D12. Sort waste appropriately (food, paper, cardboard, glass, plastics, cans, etc)D13. Dispose of waste in the appropriate designated area | K13. Your organisations’ procedures for sorting, recycling and disposing of wasteK14. Why it is important to dispose of waste promptly and in the appropriate way |
| **Work effectively as part of a team** |
| D14. Actively communicate in an appropriate mannerD15. Maintain good working relationships with team membersD16. Follow instructions accuratelyD17. Keep work areas clean and tidyD18. Complete work on time and to the agreed standard | K15. Why it is important to communicate in an appropriate mannerK16. The type of behaviour that helps to ensure good working relationships and the type of behaviour that does notK17. When to ask for help and who to askK18. Why it is important to follow instructions accuratelyK19. Why it is important to keep work areas clean and tidy |
| *There must be performance evidence for the ‘What you must do’ statements D1, D2, D4, D5, D6, D7, D9 and D12-18 on at least three separate occasions.**Evidence for ‘What you must do’ statement s D8, D10 and D11 can be generated from simulated activities.* |  *Evidence for any of the ‘What you must know’ statements that cannot be inferred through the learners performance, may be assessed using questioning (e.g. 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)* |
|  **Notes:** |

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Tick (✓) when observed, insert ‘S’ when supplementary evidence used

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| **Ref** | **Description of Evidence** | **Date** | **What you must do/What you must know Statements** | **Other Units Covered** |
|  |  |  | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** | **D8** | **D9** | **D10** | **D11** | **D12** | **D13** | **D14** | **D15** | **D16** | **D17** | **D18** |  |  |
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|  |  |  | **K1**  | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **K9** | **K10** | **K11** | **K12** | **K13**  | **K14** | **K15** | **K16** | **K17** | **K18** | **K19** |  |
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|  |  |  | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** | **D8** | **D9** | **D10** | **D11** | **D12** | **D13** | **D14** | **D15** | **D16** | **D17** | **D18** |  |  |
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|  |  |  | **K1**  | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **K9** | **K10** | **K11** | **K12** | **K13**  | **K14** | **K15** | **K16** | **K17** | **K18** | **K19** |  |
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|  |  |  | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** | **D8** | **D9** | **D10** | **D11** | **D12** | **D13** | **D14** | **D15** | **D16** | **D17** | **D18** |  |  |
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|  |  |  | **K1**  | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **K9** | **K10** | **K11** | **K12** | **K13**  | **K14** | **K15** | **K16** | **K17** | **K18** | **K19** |  |
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|  |  |  | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** | **D8** | **D9** | **D10** | **D11** | **D12** | **D13** | **D14** | **D15** | **D16** | **D17** | **D18** |  |  |
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|  |  |  | **K1**  | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **K9** | **K10** | **K11** | **K12** | **K13**  | **K14** | **K15** | **K16** | **K17** | **K18** | **K19** |  |
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| **Assessor’s Comments**  |
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| **Candidate’s Comments** |
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