



## **Award Unit Specification**

**Unit title:** Receive and Store Goods in a Catering Environment  
(SCQF level 4)

**Code:** HD90 04

### **What is this Unit about?**

This Unit is about receiving deliveries from suppliers, storing goods appropriately and following stock rotation procedures. The aim of the Unit is to enable the learner to demonstrate they can use and complete relevant documentation when checking items received from suppliers and store goods appropriately.

Complying with food safety regulations is an essential feature of this Unit.

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

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

- ◆ receive delivery of goods from suppliers.
- ◆ store goods appropriately.

### **Credit points and level**

1 SQA credit at SCQF level 4 (6 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:

### **Receive delivery of goods from suppliers.**

*What you must do:*

- D1 Check and sign relevant documents (eg purchase order/delivery note) to ensure goods delivered match those ordered.
- D2 Ensure that delivered goods are undamaged, at the appropriate temperature, are of the correct quality and within their expiry date.
- D3 Take appropriate action when there are problems with the good delivered.

*What you must know:*

- K1 What documents must be referred to.
- K2 Why it is important to check relevant documents when receiving goods from suppliers.
- K3 What documents must be retained for records.
- K4 How to check that the goods delivered are undamaged, of the correct quality, at the correct temperature and within their expiry date.
- K5 What to do if there are problems with the goods delivered.

### **Store goods appropriately.**

*What you must do:*

- D4 Comply with food safety regulations at all times.
- D5 Prepare goods for storage (this must include accurate labelling and date coding)
- D6 Store goods in the appropriate area (eg dry store, larder, cold room, freezer, etc).
- D7 Follow organisational procedures for stock rotation.

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### **Standards (cont)**

*What you must know:*

- K6 Relevant food safety regulations when preparing for and placing goods into storage.
- K7 Why it is important to comply with food safety regulations.
- K8 How different goods should be prepared for storage.
- K9 Why it is important to accurately label and date code goods for storage.
- K10 The different types of storage area (eg dry store, larder, cold room, freezer, etc) and the different categories of goods stored therein.
- K11 Why it is important to store goods in the appropriate area.
- K12 The organisations' procedures for stock rotation.

### **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.

Evidence for 'What you must do' statement D2 should include examples of the learner identifying both good and poor quality products.

If it is unlikely that situations where there are problems with the goods being delivered will occur naturally 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 this type of situation.

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 40 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 could 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 Units *Work Effectively in a Catering Environment* and *Select, Weigh, Measure and Prepare Ingredients for Future Use*.

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### **Support Notes (cont)**

This Unit is largely about the procedures that should be followed when unloading deliveries from suppliers, preparing goods for storage, storing goods appropriately and in the correct area. Delivery of this Unit should introduce learners to the different types of food products (eg chilled, frozen, ambient, dry, etc) how each food type should be stored and how to recognise and differentiate between good and bad quality, what temperatures various goods should be received and stored at. Delivery should also highlight to learners what to do when things go wrong, what they must report to their supervisors and what they can deal with themselves. Examples of things going wrong should be given and the consequences of not following procedures should be stressed.

Throughout delivery of this 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:

- ◆ Referring to documents such as delivery notes and purchase orders when receiving delivery of goods from suppliers
- ◆ Checking the delivered goods are undamaged, at the appropriate temperature and within the expiry date
- ◆ Completing and filing documentation relating to deliveries accurately
- ◆ Preparing goods for storage (eg sorting, washing, portioning, etc)
- ◆ Placing goods in storage quickly in order to maintain its safety
- ◆ Storing goods in the appropriate areas and at the correct temperatures
- ◆ Following stock rotation procedures by ensuring that goods placed into storage are sorted according to their expiry date (ie oldest at the front), and according to size, weight and shape
- ◆ Showing their awareness of food safety by handling and storing food products in a way that prevents cross contamination
- ◆ Following HACCP procedures and guidelines at all times
- ◆ Keeping waste to a minimum

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

- ◆ Goods being delivered that do not match the purchase order
- ◆ Damaged goods being delivered
- ◆ Goods being left out of storage for too long

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

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### **Support Notes (cont)**

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 different categories of food products; including what types of food are raw, cooked, dry, preserved, etc
- ◆ The documents that should be referred to when checking delivery of goods from suppliers
- ◆ Why it is important to check that the goods being delivered are undamaged, at the correct temperature and within expiry date
- ◆ What action should be taken if there are problems with the goods being delivered
- ◆ The main reason for removing outer packaging when preparing goods for storage
- ◆ Why it is important to prepare goods appropriately for storage
- ◆ The different types of storage area (chilled, frozen, larder, dry store, etc)
- ◆ Why goods must be put in the appropriate storage area
- ◆ The appropriate temperatures for different types of food product
- ◆ Why it is important to store food products at the correct temperature
- ◆ Why it is important to regularly check the temperature of stored food products
- ◆ The ideal storage conditions for different types of food product
- ◆ Why stock rotation procedures are important
- ◆ How to store food stuff (ie fruits and vegetables, meat, fish and poultry, dairy products and farinaceous products)
- ◆ Which foods have a high risk of contamination
- ◆ How cross contaminations occurs between raw and cooked foods
- ◆ What actions should be taken to prevent cross contamination
- ◆ Why it is important to control food safety hazards
- ◆ Why food beyond its expiry date is not safe to use
- ◆ What to do if there are problems with any goods in storage
- ◆ The importance of keeping storage areas clean and tidy
- ◆ What action to take if storage areas are not clean and tidy

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*.

<b>Skills for Learning, Skills for Life and Skills for Work</b>	<b>Development opportunities</b>
<b>1 Literacy</b> Reading Listening and talking	<ul style="list-style-type: none"> <li>◆ Referring to information on purchase orders and comparing to goods delivered</li> <li>◆ Following procedures for storage of goods and stock rotation</li> <li>◆ Reporting issues/problems</li> </ul>
<b>2 Numeracy</b> Number processes Money, time and measurement	<ul style="list-style-type: none"> <li>◆ Carrying out calculations involved in checking quantities of goods received</li> <li>◆ Applying numerical skills involved in checking temperature</li> </ul>
<b>3 Health and wellbeing</b> Personal learning	<ul style="list-style-type: none"> <li>◆ Demonstrating pride and enthusiasm in role</li> <li>◆ Identifying areas for self improvement</li> <li>◆ Maintaining appropriate levels of personal hygiene</li> </ul>
<b>4 Employability, enterprise and citizenship</b> Employability	<ul style="list-style-type: none"> <li>◆ Demonstrating a professional attitude</li> <li>◆ Maintaining appropriate levels of personal hygiene</li> <li>◆ Awareness of food safety risks</li> <li>◆ Using culinary terminology</li> </ul>
<b>5 Thinking Skills</b> Remembering Understanding Applying	<ul style="list-style-type: none"> <li>◆ Demonstrating and applying knowledge of safe and hygienic practices</li> <li>◆ Applying knowledge of correct storage conditions for different goods</li> <li>◆ Applying knowledge of the correct procedures for receiving and storing goods</li> <li>◆ Identifying issues/problems and taking appropriate action.</li> </ul>

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## **Support Notes (cont)**

### **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.

### **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 should 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 assessment of the Units *Work Effectively in a Catering Environment* and *Select, Weigh, Measure and Prepare Ingredients for Future Use*.

### **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 follow procedures for checking items received from suppliers against purchase orders, storing goods appropriately and using and completing relevant documentation.

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:

- ◆ receive delivery of goods from suppliers.
- ◆ store goods appropriately.

Your tutor will observe you carrying out practical activities and complete a checklist to confirm that you meet the requirements of this Unit. Your tutor will also ask you questions to test your knowledge and understanding of the procedures involved in receiving goods from supplier and the appropriate storage requirements for different goods.

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

1 SQA credit at SCQF level 4 (6 SCQF credit points at SCQF level 4)

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