



Award Unit Specification

Unit title: Work Effectively in a Catering Environment
(SCQF level 4)

Unit code: HD96 04

What is this Unit about?

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.

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:

- ◆ 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.

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:

Apply health and safety requirements for working with food in every day work situations.

What you must do:

- D1 Comply with organisational standards for personal hygiene and appearance.
- D2 Comply with regulations for the safe and hygienic handling and storage of food.
- D3 Carry out at least one Hazard Analysis and Critical Control Point (HACCP) check.
- D4 Select and use the appropriate tools and equipment.
- D5 Use culinary tools and equipment responsibly.

What you must know:

- K1 Your organisations' standards for personal hygiene and appearance.
- K2 General rules for the safe and hygienic handling and storage of food.
- K3 Your organisations' HACCP procedures.
- K4 The appropriate tools and equipment for specific tasks.
- K5 Why it is important to use culinary tools and equipment responsibly.
- K6 Who any incidents should be reported to.

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Standards (cont)

Help to maintain a safe, hygienic and secure workplace.

What you must do:

- D6 Follow health, hygiene and safety procedures in all work activities.
- D7 Follow your organisation's security procedures.
- D8 Identify any hazards or potential hazards and deal with these correctly.
- D9 Use safe lifting and handling techniques as appropriate.
- D10 Report any accidents and near accidents quickly and accurately.
- D11 Participate in at least one emergency procedure correctly.

What you must know:

- K7 Your organisation's procedures for safety, hygiene and security in the workplace.
- K8 Your own responsibilities under health and safety regulations.
- K9 The types of hazard and emergency that may occur in the workplace and how to deal with these.
- K10 The correct techniques for safe lifting and handling that should be followed.
- K11 Why accidents and near accidents should be reported and who these should be reported to.
- K12 The importance of reporting all unusual/non-routine incidents to the appropriate person.

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Standards (cont)

Follow procedures for responsible waste management.

What you must do:

D12 Sort waste appropriately (food, paper, cardboard, glass, plastics, cans, etc).

D13 Dispose of waste in the appropriate designated area.

What you must know:

K13 Your organisations' procedures for sorting, recycling and disposing of waste.

K14 Why it is important to dispose of waste promptly and in the appropriate way.

Work effectively as part of a team.

What you must do:

D14 Actively communicate in an appropriate manner.

D15 Maintain good working relationships with team members.

D16 Follow instructions accurately.

D17 Keep work areas clean and tidy.

D18 Complete work on time and to the agreed standard.

What you must know:

K15 Why it is important to communicate in an appropriate manner.

K16 The type of behaviour that helps to ensure good working relationships and the type of behaviour that does not.

K17 When to ask for help and who to ask.

K18 Why it is important to follow instructions accurately.

K19 Why it is important to keep work areas clean and tidy.

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Standards (cont)

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 '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' statements D8, D10 and D11, may be generated from simulated activities, if no naturally occurring evidence is available.

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 abilities 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 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. It is recommended that this Unit is delivered along-side the other Units in the award to contextualise learning and allow learners to apply their knowledge to practical activities.

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Support Notes (cont)

Delivery of this Unit is largely about helping learners to recognise their responsibilities to comply with organisational procedures and legislative requirements when working with food. Delivery should cover how learners should react when things go wrong; what they must report to their supervisors and what they can deal with themselves.

The Unit is also intended to help learners understand the expectations of how people should behave in the workplace and the importance of behaving appropriately to others.

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:

- ◆ Keeping their personal appearance neat and tidy
- ◆ Following safe and hygienic practices regarding, hair, nails, jewellery, piercings, etc
- ◆ Wearing appropriate clothing, footwear and headgear
- ◆ Complying with organisational procedures for use of perfume and cosmetics
- ◆ Getting cuts and scratches treated
- ◆ Complying with food safety requirements
- ◆ Following HACCP procedures and guidelines at all times
- ◆ Keeping work areas clean and tidy
- ◆ Working in a safe and hygienic way
- ◆ Selecting and using the appropriate tools and equipment for the task being undertaken
- ◆ Using kitchen tools and equipment responsibly
- ◆ Following organisational security procedures
- ◆ Helping to keep the work area safe by dealing with hazards appropriately
- ◆ Keeping everything needed for work activities organised and available
- ◆ Keeping waste to a minimum
- ◆ Discarding and recycling waste correctly
- ◆ Emptying bins
- ◆ Making sure that requirements of the work are understood
- ◆ Asking questions to make sure work instructions have been understood
- ◆ Accurately following instructions
- ◆ Completing work on time and to the required standard
- ◆ Communicating clearly and effectively with team members
- ◆ Treating colleagues respectfully and in a professional manner
- ◆ Passing on important information to team members promptly

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Support Notes (cont)

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

- ◆ Responding to fire and other emergency procedures
- ◆ Reporting illness
- ◆ Reporting problems with working relationships

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 organisations' procedures for personal appearance
- ◆ General rules on workplace hygiene that must be followed
- ◆ Why is it important to always work in a safe and hygienic way
- ◆ Why it is important to maintain good personal hygiene
- ◆ Why it is important that appropriate clothing, footwear, headgear, etc are worn
- ◆ How to deal with cuts and grazes and why it is important to do so
- ◆ Where to find first aid equipment and who the registered first-aider for the organisation is
- ◆ The requirements of food safety regulations
- ◆ How to avoid cross contamination of various food products (eg cooked and uncooked products, meat and fish products, etc)
- ◆ Effective methods of identifying food safety hazards
- ◆ What action to take if a food safety hazard is identified
- ◆ How to prioritise potential food safety hazards
- ◆ The pests that are commonly found in food premises
- ◆ Signs of pest infestation in the kitchen and what to do if pests are discovered
- ◆ Why food waste should be disposed of promptly and in the appropriate way
- ◆ The appropriate way to dispose of food waste
- ◆ Why it is important to select the appropriate kitchen tools and equipment for the task and use them responsibly
- ◆ An understanding of what HACCP is
- ◆ Where HACCP information for the organisation can be obtained
- ◆ The first stage of the HACCP process
- ◆ Personal responsibilities under health and safety at work regulations
- ◆ The organisations' security procedures and why these are important
- ◆ The type of hazards that may occur in the workplace and how to deal with these
- ◆ Which hazards can be dealt with personally and which hazards must be reported to the appropriate person
- ◆ How to warn other people about hazards and why this is important

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Support Notes (cont)

- ◆ The organisations' emergency procedures, in particular for fire and how these should be followed
- ◆ Why accidents and near misses should be reported and who they should be reported to
- ◆ The type of emergencies that may occur in the workplace and how to deal with these
- ◆ Possible causes of fire in the workplace
- ◆ How to minimise the risk of fire
- ◆ Where to find fire alarms and how to set them off
- ◆ Why it is important to report all unusual/non-routine incidents to the appropriate person
- ◆ The consequences to the individual and the organisation of not complying with health and safety requirements
- ◆ The people in own team and how the team fits into the organisation
- ◆ How to maintain good working relationships with team members
- ◆ The type of behaviour that helps teams to work effectively and the type of behaviour that does not
- ◆ Why problems with working relationships should be reported to the relevant person
- ◆ When to ask for help and who can be asked
- ◆ Why essential information should be passed on to team members promptly
- ◆ An understanding of the limits of own job role and what can and cannot be done to help team members
- ◆ How to determine if helping a team member will prevent own work being completed on time

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 required 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 Learn, 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 health and safety procedures and following instructions ◆ Communicating appropriately ◆ Reporting issues/problems
3 Health and wellbeing Personal learning Emotional wellbeing	<ul style="list-style-type: none"> ◆ Demonstrating pride and enthusiasm in role ◆ Identifying areas for self improvement ◆ Maintaining appropriate levels of personal hygiene ◆ Applying appropriate behaviour when working with others
4 Employability, enterprise and citizenship Employability Working with others	<ul style="list-style-type: none"> ◆ Demonstrating a professional attitude ◆ Maintaining appropriate levels of personal hygiene ◆ Maintaining good working relationships with team members
5 Thinking Skills Remembering Understanding Applying	<ul style="list-style-type: none"> ◆ Demonstrating and applying knowledge of safe, secure and hygienic practices ◆ Using kitchen tools and equipment correctly ◆ Applying HACCP procedures ◆ Demonstrating and applying knowledge of responsible waste management ◆ 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.

If this Unit is being delivered as part of the Culinary Ability: Food Preparation Award, assessment could be integrated with assessment with the other Units in the Award.

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

The aim of this Unit is to enable you to demonstrate that you can work in a safe, hygienic and secure way in the workplace, while working effectively as part of a team. As well as learning about basic health and hygiene in the workplace, you will also find out about workplace safety, security and responsible waste management.

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:

- ◆ 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.

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 how to work effectively in a catering environment.

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

- 1 Literacy**
Reading
Listening and talking
- 3 Health and wellbeing**
Personal learning
Emotional wellbeing
- 4 Employability**
Employability
Working with others
- 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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