

F97P 04 (1GEN5/10) Clean and store crockery and cutlery

Elements of competence

1GEN5/10.1 Clean crockery and cutlery

1GEN5/10.2 Store crockery and cutlery

About this Unit

This Unit is about cleaning crockery and cutlery either by machine or by hand, disposing of broken or damaged items and waste and dirty water. It also covers storing cutlery and crockery, and polishing it where necessary.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is NOT permitted for any part of this Unit. ◆ The following forms of evidence ARE mandatory: ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, how you ensure you clean items using the appropriate cleaning methods at the recommended temperature. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, what the procedures are in the event of breakages of crockery.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
GENERAL GUIDANCE
<ul style="list-style-type: none"> ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. ◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge. ◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work. ◆ All evidence must relate to your own work practice.

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 The correct methods of preparing crockery and cutlery for cleaning.	
2 How to check cleaning equipment and machinery.	
3 Dilution ratios for cleaning materials.	
4 The correct methods of cleaning crockery and cutlery.	
5 What the procedures are in the event of breakages of crockery.	
6 The importance of leaving cleaning equipment ready for future use.	
7 What types of unexpected situations may occur when cleaning crockery and cutlery and how you should deal with these.	
8 Why items should be clean and dry before storage.	
9 Why storage areas should be clean, tidy and free from rubbish.	
10 Correct storage locations for crockery and cutlery and why items should be stored in the correct place.	
11 What types of unexpected situations may occur when storing crockery and cutlery and how you should deal with these.	

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Element 1GEN5/10.1 Clean crockery and cutlery

Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Prepare crockery and cutlery items ready for cleaning.					
2	Ensure that cleaning equipment and machinery is clean, undamaged and ready for use.							
3	Use cleaning materials according to manufacturers' instructions.							
4	Clean items using the appropriate cleaning methods at the recommended temperature.							
5	Ensure that finished items are clean, dry and free from damage.							
6	Dispose of damaged or broken items correctly.							
7	Dispose of waste or dirty water correctly.							
8	Leave cleaning equipment or machinery clean, undamaged and ready for future use.							

What you must cover		DO	RA	EW	Q	P	WT	PD
		Cleaning methods						
(a)	by hand							
(b)	by machine							

DO = Direct Observation
 EW = Expert Witness
 PD = Professional Discussion

RA = Reflective Account
 P = Product (Work)

Q = Questions
 WT = Witness Testimony

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Element 1GEN5/10.2 Store crockery and cutlery

Performance Criteria		DO	RA	EW	Q	P	WT	PD
1	Ensure that items to be stored are dry and clean.							
2	Keep storage areas clean, tidy and free from rubbish.							
3	Stack crockery carefully and store it in the correct location ready for use.							
4	Polish cutlery, where appropriate, and store it in the correct location ready for use.							
5	Dispose of damaged or broken crockery following recommended procedures.							

What you must cover		DO	RA	EW	Q	P	WT	PD
Items to be stored								
(a)	crockery							
(b)	cutlery							

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To be completed by the candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal verifier feedback

To be completed by the internal verifier if applicable

This section only needs to be completed if the Unit is sampled by the internal verifier

Internal verifier's name:

Internal verifier's signature:

Date: