

<b>Title:</b>	Following Instructions in Catering Settings
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	Y/652/0409
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the knowledge and skills to recognise the importance of following instructions in catering settings. Learners will recognise different types of instructions, understand who gives instructions in catering environments, and follow simple instructions during kitchen activities.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>Evidence must confirm that the learner can recognise and follow simple instructions in catering environments.</p> <p>Assessment must reflect realistic catering contexts.</p>

### Learning outcomes

The learner will:

1. Recognise instructions used in catering settings.

### Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise different types of instructions used in catering settings.

The learner must:

- 1.1 Identify examples of **workplace instructions** used in catering environments.
- 1.2 Recognise examples of spoken and written instructions during kitchen activities.
- 1.3 Name examples of instructions used to support safe working.

2. Understand who gives instructions in catering environments.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to understand who gives instructions in catering environments and why this is important.

The learner must:

- 2.1 Describe at least three examples of people who give instructions in catering settings.
- 2.2 Match workplace tasks to the person likely to give the instruction.
- 2.3 Recognise who to ask when instructions are unclear.

3. Follow simple instructions during catering activities.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to follow simple instructions during catering activities.

The learner must demonstrate how to:

- 3.1 Follow spoken instructions during kitchen activities.
- 3.2 Follow simple written instructions during catering tasks.
- 3.3 Check understanding when instructions are not clear.

4. Review own customer service practices.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to review their own customer service practices in catering environments.

The learner must:

- 4.1 Review their own customer service practices used during catering activities.
- 4.2 Identify improvements to own customer interactions during food service.
- 4.3 Suggest improvements to customer experience practices.

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum expected but tutors may include additional areas based on local employment contexts.</p>	
<p>Requirements</p>	
<p><b>Workplace instructions:</b></p>	<p><b>Definition.</b> Instructions used to tell someone what to do in a catering environment.</p> <p><b>Teaching must include.</b></p> <ul style="list-style-type: none"> <li>• Spoken instructions.</li> <li>• Written instructions.</li> </ul> <p><b>Teaching could include.</b></p> <ul style="list-style-type: none"> <li>• Demonstrated instructions.</li> <li>• Reminder notices.</li> </ul>