

<b>Title:</b>	Working Safely Around Customers
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	J/652/0421
<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 safe working practices when working around customers in catering environments. Learners will recognise safety risks in service areas, understand safe behaviours when working near customers, and support safe practices during food service 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 safety risks and follow instructions when working around customers.</p> <p>Assessment must reflect realistic catering contexts.</p>

## Learning outcomes

*The learner will:*

<p>1. Recognise safety risks in customer service areas.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to recognise safety risks that may occur in catering service areas.</p> <p>The learner must:</p> <ul style="list-style-type: none"> <li>1.1 Identify at least four examples of service area <b>safety risks</b> in catering environments.</li> <li>1.2 Recognise at least four examples of customer safety risks during food service activities.</li> <li>1.3 Name at least four examples of unsafe behaviours in service areas.</li> </ul>
<p>2. Understand safe behaviours when working around customers.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to understand appropriate behaviour when working near customers.</p> <p>The learner must:</p> <ul style="list-style-type: none"> <li>2.1 Describe examples of safe behaviour around customers during catering activities.</li> <li>2.2 Match examples of safe movement in service areas to practical situations.</li> <li>2.3 Select examples of clear communication with customers during food service.</li> </ul>
<p>3. Support safe practices during food service activities.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to support safe working practices during catering service activities.</p> <p>The learner must demonstrate how to:</p> <ul style="list-style-type: none"> <li>3.1 Follow instructions for <b>safe working practices</b> during food service activities.</li> <li>3.2 Support safe food service activities when working near customers.</li> <li>3.3 Support maintaining clear service areas during catering activities.</li> </ul>
<p>4. Review food preparation and cooking practices.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to review food preparation practices in catering environments.</p>

The learner must:

- 4.1 Review the food preparation techniques used during kitchen activities.
- 4.2 Identify improvements to cooking techniques.
- 4.3 Suggest improvements to food preparation practices.

#### Scope of Training

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.

#### Requirements

##### **Safety risks:**

##### **Definition.**

Situations in areas that may cause accidents or injury.

##### **Teaching must include.**

General and common risks.

Risks specific to the learner's context.

##### **Teaching could include.**

Unusual risks.

Risks unlikely to be seen in the learner's context.

##### **Safe working practices:**

##### **Definition.**

Procedures followed to maintain safety during food service activities.

##### **Teaching must include.**

Following organisational policies and procedure.

Following legal frameworks / requirements.

##### **Teaching could include.**

Specific legislation.