

## Unit 301: Developing opportunities for progression in the culinary industry

### Sample scheme of work

---

This sample scheme of work covers both classroom and workshop-based learning for Unit 301. It is based on 1–2 hours per session for 14 sessions, presented as four longer sessions which tutors can split into lessons to suit their timetables. It is an example only of a possible scheme of work and is based on theory and practical within an FE centre, but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners' needs.

Unit 301 is designed as a stand-alone unit and should be used in conjunction with the standards set for the qualification to ensure full coverage of the learning requirements.

**You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.**

Reference is made within the scheme of work to **worksheets, handouts, activities, questions and PowerPoint presentations** (in **black bold**) that are available on SmartScreen.co.uk for tutors to use with learners. Any other resources listed are not provided on

SmartScreen but provide guidance for the tutor as to others they may produce. Delivery timings are given; however, these can be amended to suit the group. The content of presentations, discussions, explanations etc are left to the professionalism of the course tutor.

Centres should also incorporate the following themes, where appropriate, as strands running through each of the sections within the qualification. Although they are not specifically referred to in the section content section, City & Guilds regards these as essential in the teaching of the qualification:

- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- Core skills (mathematics, reading, writing, speaking and listening)
- extension tasks and differentiation, inclusion, entitlement and equality issues
- spiritual, moral, social and cultural issues
- environmental education
- use of information learning technology (ILT).

## Unit 301: Developing opportunities for progression in the culinary industry

### Sample scheme of work

Course/qualification: \_\_\_\_\_ Tutor's name: \_\_\_\_\_

Number of sessions: 14 Delivery hours: 25 Venue: \_\_\_\_\_ Group: \_\_\_\_\_

<b>Aims</b> <ul style="list-style-type: none"> <li>• Gain an understanding of the roles and opportunities within a professional kitchen</li> <li>• Gain an understanding of the attributes required by a chef de partie</li> <li>• Gain the required knowledge and skills through training to undertake the role</li> <li>• Plan and complete personal development.</li> </ul>	<b>To enable learners to:</b> <ul style="list-style-type: none"> <li>• understand the roles and opportunities within a professional kitchen</li> <li>• understand the attributes of a Chef de Partie</li> <li>• understand how to apply knowledge and skills acquired from training or learning activities to improve working practice</li> <li>• be able to complete own professional knowledge and skills development.</li> </ul>
--	---

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
1  8 hours	<b>Learning outcome 1:</b> <b>Understand the roles and opportunities within a professional kitchen</b>  1.1 Key activities of junior level staff in a professional kitchen  1.2 Key activities of supervisory level staff in a professional kitchen	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Class discussions to establish the job role levels within an organisation structure for a professional kitchen, the responsibilities at each level and reporting lines.</li> <li>• Small group activities to research junior, supervisory and managerial roles within a professional kitchen.</li> <li>• Individual activity to complete staffing structures for a range of scenarios, covering commercial and service sector kitchens.</li> </ul>	<b>Worksheet 1</b> <b>Activities 1, 2 and 3</b>

Session	Objectives/learning outcomes <b>The learner will:</b>	Activities and resources	Assessment
	<p>1.3 Key activities of managerial level staff within a professional kitchen</p> <p>1.4 Progression routes available in the culinary industry</p> <p>1.5 Responsibilities of a chef de partie in different types of establishment:</p> <ol style="list-style-type: none"> <li>1. Commercial sector</li> <li>2. Service sector</li> </ol>	<ul style="list-style-type: none"> <li>Individual activities to map horizontal and vertical progression routes in the culinary industry.</li> <li>Presentation of progression route maps to peers.</li> <li>Small group activity to identify the responsibilities of a chef de partie in commercial and service sector establishments.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><b>Lesson plan 1</b></li> <li><b>PowerPoint presentation 1</b></li> <li><b>Activity 1</b></li> <li><b>Activity 2</b></li> <li><b>Activity 3</b></li> <li><b>Handout 1</b></li> <li><b>Worksheet 1</b></li> </ul>	
<p>2</p> <p>8 hours</p>	<p><b>Learning outcome 2:</b></p> <p><b>Understand the attributes of a chef de partie</b></p> <p>2.1 Qualities required of a chef de partie</p> <p>2.2 Technical knowledge required of a chef de partie</p> <p>2.3 Leadership styles</p> <ul style="list-style-type: none"> <li>Autocratic/authoritarian</li> <li>Democratic/participative</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Class discussions to establish the meaning of attributes and technical knowledge</li> <li>Small group activities to identify qualities and technical knowledge required of a chef de partie.</li> <li>Individual activity to confirm understanding of the qualities and technical knowledge required for given scenario</li> <li>Introduction to leadership styles (autocratic/ authoritarian/democratic/ participative/laissez-faire/ delegative)</li> <li>Small group activity to identify the characteristics of each leadership style.</li> </ul>	<p><b>Worksheets 2, 3 and 4</b></p> <p><b>Activities 4 and 5</b></p>

Session	Objectives/learning outcomes <b>The learner will:</b>	Activities and resources	Assessment
	<p>– laissez-faire/delegative</p> <p>2.4 Role of the chef de partie in kitchen supervision</p>	<ul style="list-style-type: none"> <li>• Small group activity to match leadership styles to roles in different establishments.</li> <li>• Class discussion to establish reasons for different styles of leadership and their suitability for different situations.</li> <li>• Class discussion to establish the areas to be supervised in a professional kitchen.</li> <li>• Small group activity to establish the role of a chef de partie in kitchen supervision.</li> <li>• Individual activity to establish how to supervise a team in different situations.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lesson plan 2</li> <li>• PowerPoint presentation 2</li> <li>• Activity 4</li> <li>• Activity 5</li> <li>• Handout 2, 3, 4, 5</li> <li>• Worksheet 2</li> <li>• Worksheet 3</li> <li>• Worksheet 4</li> </ul>	
<p>3</p> <p>6 hours</p>	<p><b>Learning outcome 3:</b></p> <p><b>Understand how to apply knowledge and skills acquired from training or learning activities to improve working practice</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Class discussion on types of activities a chef de partie can complete to maximise skills and knowledge.</li> <li>• Small group activity to establish the benefits of a range of activities used to improve working practices, including: Training courses, planning professional and personal development, taking opportunities and acting on feedback.</li> </ul>	<p><b>Worksheets 5 and 6</b></p> <p><b>Activities 6 and 7</b></p>

Session	Objectives/learning outcomes <b>The learner will:</b>	Activities and resources	Assessment
	<p>3.1 types of activities to maximise own potential</p> <p>3.2 methods to confirm development skills and knowledge</p> <p>3.3 SWOT analysis and action planning personal development</p> <p>3.4 Applying knowledge and skills learnt</p> <p>3.5 Measuring impacts of development activities on working practices</p> <p>3.6 Using reflective practice to improve performance</p>	<ul style="list-style-type: none"> <li>• Small group activity to establish assessment methods used to confirm development of skills and knowledge.</li> <li>• Individual activity to identify the most appropriate assessment method for a range of development activities.</li> <li>• Class discussion to establish what a SWOT analysis is and how it can be used with personal development.</li> <li>• Individual activity to complete a personal SWOT analysis on kitchen skills and knowledge.</li> <li>• Small group activity to establish how an action plan can be used to support personal development.</li> <li>• Small group activity to identify how knowledge and skills learnt can be applied as an individual, as a team and as an organisation.</li> <li>• Class discussion on the impact's development activities can have.</li> <li>• Small group activity to identify the positive/negative impacts staff development has on the business, customers, the team and individuals.</li> <li>• Class discussion on the purpose of reflective practice.</li> <li>• Small group activity to establish how reflective practice benefits the individual, the team and the business.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lesson plan 3</li> <li>• PowerPoint presentation 3</li> <li>• Activity 6</li> <li>• Activity 7</li> <li>• Handout 6</li> <li>• Worksheet 5</li> </ul>	

Session	Objectives/learning outcomes <b>The learner will:</b>	Activities and resources	Assessment
		<ul style="list-style-type: none"> <li><b>Worksheet 6</b></li> </ul>	
<p>4</p> <p>5 hours</p>	<p><b>Learning outcome 4:</b> <b>Be able to complete own professional knowledge and skills development</b></p> <p>4.1 Identifying own strengths and weaknesses using SWOT</p> <p>4.2 Developing a personal development plan to improve knowledge and skills</p> <p>4.3 Undertaking personal development activities</p> <p>4.4 Evaluating performance</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Introduction to completing professional knowledge and skills development.</li> <li>Individual activity to identify own strengths and weakness by completing a SWOT analysis.</li> <li>Individual activity to complete a training needs analysis to develop skills and knowledge, researching opportunities available.</li> <li>Individual activity to complete a personal development plan that will improve knowledge and skills.</li> <li>One-to-one discussion with tutor on how the planned activities can be achieved.</li> <li>Planned activities undertaken over a given period.</li> <li>Devise and evaluation document to aid evaluation of planned activities.</li> <li>Complete evaluation of activities to assess success and to identify any further development needs.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><b>Lesson plan 4</b></li> <li><b>PowerPoint presentation 4</b></li> <li><b>Activity 7</b></li> <li><b>Activity 8</b></li> <li><b>Activity 9</b></li> <li><b>Worksheet 7</b></li> </ul>	<p><b>Worksheet 7</b> <b>Activities 7, 8 and 9</b></p>