Unit 303: Contribute to business success

Sample scheme of work

This sample scheme of work covers both classroom and workshop based learning for Unit 303. It is based on 4 sessions of 8–16 hours, which can be split into for 27 lessons of 1–2 hours each to suit tutor's 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 303 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. Elements of the unit can be referenced and reinforced in other units.

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
- Essential 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).

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Sample scheme of work

Course/qualification: _____ **Tutor's name**: _____

Number of sessions: 4 **Delivery hours**: 50 **Venue**: _____ **Group**: _____

Aims	To enable learners to:
• Gain an understanding of the legislations applicable to running a section. • Develop an understanding of technologies used to support kitchen operations. • Develop the skills and knowledge to be able to contribute to manging resources within a budget. • Demonstrate an understanding of how skills training can be delivered in own section.	• Understand relevant legislation for own section • Understand how technology supports kitchen operations • Understand how to contribute effectively to managing resources within budget • Understand how skills training can be delivered in own section

Session	Objectives/learning outcomes **The learner will:**	Activities and resources	Assessment
1 12 hours	**Learning outcome 1:** **Understand relevant legislation for own section** 1.1 Identify legislation requirements applied in own section	**Activities:** • Class discussion to establish what is meant by legislation. • Individual **Activity 1** to identify legislative requirements a chef de partie needs to be aware of. • Small group activity to research and list current legislations applicable to a production kitchen. • Individual **Activity 2** on current legislations.	**Worksheet 1** **Activity 1**

Session	Objectives/learning outcomes **The learner will:**	Activities and resources	Assessment

	1.2 Describe how organisations ensure compliance of legislation
	
	1.3 Describe how operational procedures are standardised
	
	1.4 Describe how operational procedures are communicated
	
	1.5 Explain the benefits of complying with legislation
	
	1.6 Describe how own section complies with legislation
	
	1.7 Explain the key role of a supervisor in the monitoring of food safety
		• Class discussion on legislative compliance.
		• Small group activity to establish procedures to ensure legislative compliance.
		• Class discussion on the meaning of operational procedures.
		• Small group activity to research standard operating procedures.
		• Individual **Activity 3** to write a standardised operating procedure for a kitchen task.
		   Implementation of SOP to assess accuracy of steps and suitability.
		• Small group **Activity 4** to establish the methods used to communicate standardised operating procedures to the kitchen team.
		• Individual activity to identify examples of operating procedures communicated using the different methods and the effectiveness of each in maintaining standards.
		• Class discussion on the outcomes of individual activity to establish a definitive list.
		• Class discussion on the benefits of complying with legislation.
		• Small group **Activity 5** to establish the benefits to:
		   - the business
		   - the team
		   - individuals
		   - the customer.
		• Individual activity to identify legislative compliance and the benefits for a range of scenarios.
		• Class discussion on the responsibilities of a chef de partie when manging a section.
		• Small group **Activity 6** to identify how a chef de partie can demonstrate legislative compliance for a section.
			Activity 2
			
			Activity 3
			
			Activity 4
			
			Activity 5
			
			Activity 6
			
			Activity 7

Session	Objectives/learning outcomes **The learner will:**	Activities and resources	Assessment
		• Individual activity to identify how a chef de partie can demonstrate legislative compliance for areas of responsibility when managing a section. • Class discussion on key role of a chef de partie when monitoring food safety. • Small group **Activity 7** to identify the key roles of a chef de partie when monitoring food safety: - importance - how it can be evidenced - outcomes of roles not being maintained • Set **Worksheet 1.** **Resources:** • **Lesson plan 1** • **PowerPoint presentation 1** • **Activities 1, 2, 3, 4, 5, 6 and 7** • **Handouts 1, 2 and 3** • **Worksheet 1**	
8 hours	**Learning outcome 2:** **Understand how technology supports kitchen operations** 2.1 Describe different types of technology used in a modern professional kitchen	**Activities:** • Class discussion on the use of technologies in a modern professional kitchen • Small group **Activity 8** to research a range of technologies and how they support the work in a professional kitchen. • Individual **Activities 9 and 10** to describe how the technologies identified support the day-to-day activities in different types of kitchens. • Individual presentations to peers to share findings.	

Session	Objectives/learning outcomes **The learner will:**	Activities and resources	Assessment
	2.2 Explain the risks associated with technology within the kitchen environment 2.3 Explain methods of ensuring technology is used safely in a professional kitchen 2.4 Explain how using technology supports the operations of a professional kitchen	• Small group activity to identify hazards associated with technologies used in the centres production kitchen/restaurant • Class discussion on risks associated with using technologies in a kitchen environment. • Small group activity to establish the impact of the risks and how they can be controlled in relation to: - the business - the team - the customer. • Small group presentations to peer groups to share ideas on impacts of risks. • Class discussion on safety features of technologies. • Small group activity to establish procedures for ensuring safe use of technology in a kitchen environment. • Individual activity to produce a safety check list to be used in the kitchen. • Individual activity to trial checklist in a practical kitchen to review effectiveness. • Class discussion on how technology can support operations in a professional discussion. • Small group activity to establish examples of how technology supports kitchen operations in relation to: - time saving - real time information - easy cooking control - reducing the need for highly skilled staff - supporting profitability - managing food safety - supporting sustainability - tracking data	**Activity 8** **Activity 9** **Activity 10**

Session	Objectives/learning outcomes **The learner will:**	Activities and resources	Assessment
		• Group presentations on how technology supports kitchen operations. • Individual activity to match how technology supports kitchen operations. **Resources:** • **Lesson plan 2** • **PowerPoint presentation 2** • **Activity 8, 9 and 10** • **Handout 4**	

3
 	
16 hours
	Learning outcome 3:
	
	Understand how to contribute effectively to managing resources within budget
	
	3.1 Describe different types of information required to support planning and managing resources
	
	3.2 Explain the purpose of a budget
	
	3.3 Describe different budgets used within a professional kitchen
	
	3.4 Explain how to contribute towards meeting budget demands
		Activities:
		• Class discussion on resources managed by a chef de partie:
		  - physical
		  - human.
		• Small group **Activity 11** to identify the information required by a chef de partie and the sources to manage resources effectively:
		  - budgets
		  - number of covers
		  - previous sales records
		  - food costs
		  - staff costs
		  - overheads
		  - cost of ingredients
		  - equipment costs
		  - loss leaders.
		• Individual activity to explain how a chef de partie uses the information when managing resources.
		• Individual case study **Activity 12**.
			Worksheet 2
			
			Activity 11
			
			Activity 12
			
			Activity 13
			
			Activity 14

Session	Objectives/learning outcomes **The learner will:**	Activities and resources	Assessment
	3.5 Describe how the kitchen contributes to the performance and profitability of the organisation 3.6 Explain methods to encourage development of new business ideas within kitchen operations 3.7 Explain how a chef de partie can contribute to successful recruitment practices 3.8 Explain how training and development practices support the retention of staff	• Class discussion on the purpose of budgets to a business. • Individual **Activity 13** to research: - what should be included in an operational budget for running a section in the kitchen - how to manage and operational budget. • Individual **Activity 14** to: - explain financial terminology - identify examples of the operational costs associated with kitchen budgets. • Class discussion on the different types of budgets used in a professional kitchen. • Small group activity to establish how each of the types of budgets are used. • Class discussion on how a chef de partie can contribute towards meeting budget demands. • Individual **Activity 15** to identify how and when a chef de partie can contribute to meeting budgets. • Small group activity to share suggestions from **Activity 15** to develop ideas and feedback to class to generate discussion on outcomes. • Small group **Activity 16** to establish how a kitchen contributes to: - business performance - business profitability. • Individual **Activity 17** to identify examples of procedures a kitchen can implement to support business performance and profitability. • Small group activity to share examples of procedures to produce a definitive list for discussion.	**Activity 15** **Activity 16** **Activity 17** **Activity 18** **Activity 19** **Activity 20** **Activity 21** **Activity 22**

Session	Objectives/learning outcomes **The learner will:**	Activities and resources	Assessment
		• Class discussion on developing new business ideas - benefits to the business. - team - individuals - customers. • Individual **Activity 18** to identify way of encouraging new business ideas. • Small group activity to discuss individual suggestions and feasibility of ideas. • Class discussion on recruitment and selection processes. • **Activity 19:** Quiz on recruitment terminology to be completed individually and responses discussed with the class. • Small group **Activity 20** to: - identify recruitment sources with advantages / disadvantages - methods for screening applicants. • Individual activity to explain the purpose of the elements of the recruitment process and how it can ensure the correct staff are employed. • Individual **Activity 21** to plan an induction for a new member of staff. • Class discussion on training and development practices: - benefits to the individuals - benefits to the team - benefits to the business. • Small group **Activity 22** to identify types of training and development activities appropriate for the different roles in a kitchen team: - kitchen porter - apprentice - commis chef	

Session	Objectives/learning outcomes **The learner will:**	Activities and resources	Assessment
		- chef de partie - sous chef - head chef. Presentation of ideas to peer groups. • Individual activity to identify how training and development activities support staff retention. • Set **Worksheet 2**. **Resources:** • **Lesson plan 3** • **PowerPoint presentation 3** • **Activities 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22** • **Handout 5, 6** • **Worksheet 2**	
4 14 hours	**Learning outcome 4** **Understand how skills training can be delivered in own section:** 4.1 State the importance of staff training 4.2 Describe the benefits of on job training 4.3 Explain the methods of identifying staff training needs	**Activities:** • Introduction to training. • Class discussion on training requirements within a food business and why it is important to the: - business - team - individuals. • **Activity 23**: True or false quiz on training statements. • Small group activity to establish: - the importance of training for all member of the kitchen team - consequences of training not being provided. Ideas to be presented to peer groups and discussed as a class. • Class discussion on the meaning of on-job training and how it can be used in a professional kitchen to develop skills.	**Worksheet 3** **Activity 23** **Activity 24** **Activity 25** **Activity 26**

Session	Objectives/learning outcomes **The learner will:**	Activities and resources	Assessment
	4.4 Explain the importance of a structured training plan

4.5 Identify the content of a training plan

4.6 Describe the planning considerations for training sessions

4.7 State the different types of training records

4.8 Describe methods of monitoring the progress of training | • Small group **Activity 24** to identify the benefits of on-job training.
• Individual activity to identify examples of on-job training delivered in a professional kitchen with role play opportunity.
• **Activity 25:** Individual true or false activity.
• Small group activity to establish
  - why training may be required by the kitchen team
  - the methods a chef de partie can use to identify training needs.
• Class discussion to share ideas from group activity to develop ideas and produce definitive lists.
• **Activity 26:** Individual activity to identify training needs and causes for a given scenario. Sharing ideas with peers for further discussion.
• Class discussion on what is meant by a structured training plan
• Small group **Activity 27** to establish why a structured training plan is important for the:
  - individual
  - team
  - business
  Presentation of ideas to peer groups for discussion.
• Individual activity to explain the possible consequences of training not being planned with role play.
• Small group activity to research the content of a training plan to establish the key information required when planning training for a kitchen team.
  Presentation of template/information to peer groups with justifications.
• Class discussion on activity outcomes to establish key information to be included in a training plan | **Activity 27**

Activity 28

Activity 29

Activity 30

Activity 31

Activity 32 |

Session	Objectives/learning outcomes **The learner will:**	Activities and resources	Assessment

		• Individual **Activity 28** to complete a training plan for a given scenario. Sharing of completed plans with peers for comparison and evaluation.
		• Small group **Activity 29** to establish the planning consideration for a training session. Sharing ideas with peer groups for discussion.
		• Individual **Activity 30** to identify the planning considerations for a different type of training being undertaken by the team.
		• Individual activity on planning consideration for a training session. Sharing of information with peers to discuss and develop ideas.
		• Small group **Activity 31** to identify different types of training records that can be used by a member of the kitchen team
		  - their purpose
		  - the benefits.
		• Class discussion on shared ideas to establish a definitive list.
		• Individual activity to identify the most appropriate training record to use for different types of training. Sharing ideas with peer to discuss and develop ideas.
		• Class discussion on process of monitoring the progress of training.
		• Small group activity to identify:
		  - reasons for monitoring progress
		  - when monitoring should take place
		  - methods used to monitor progress.
		• Individual **Activity 32** to describe how and when each of the monitoring methods should be used.
		• Set **Worksheet 3**.	

Session	Objectives/learning outcomes **The learner will:**	Activities and resources	Assessment
		Resources: • **Lesson plan 4** • **PowerPoint presentation 4** • **Activities 23, 24, 25, 26, 27, 28, 29, 20, 31 and 32** • **Handouts 7, 8, 9 and 10** • **Worksheet 3**	