

## Unit 302: Supervise and monitor own section

### Sample scheme of work

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This sample scheme of work covers both classroom and workshop based learning for Unit 302. It is based on 8-14 hours for 3 sessions, which can be split into lessons of 2–3 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 302 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. However, the theory can be applied during practical sessions to reinforce learning.

**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 302: Supervise and monitor own section

### Sample scheme of work

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

Number of sessions: 3 Delivery hours: 30 Venue: \_\_\_\_\_ Group: \_\_\_\_\_

<p><b>Aims</b></p> <ul style="list-style-type: none"> <li>To gain an understanding of setting goals and targets for own section</li> <li>To develop an understanding of how to manage own section</li> <li>To gain an understanding of solving problems within own section.</li> </ul>	<p><b>To enable learners to:</b></p> <ul style="list-style-type: none"> <li>set own goals and targets to manage own section</li> <li>monitor own section to deliver service standards</li> <li>manage pressure by solving problems within own section.</li> </ul>
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Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
1  8 hours	<p><b>Learning outcome 1:</b> <b>Be able to set goals and targets to manage own section</b></p> <p>1.1 Check service information required to plan for food production and service</p> <p>1.2 Create a plan for food production and service</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Class discussion to establish the meaning of goals and targets, their purpose and differences between them.</li> <li><b>Activity 1:</b> Individual activity to write personal goals and targets and share with peers.</li> <li><b>Activity 2:</b> Small group activity to identify examples of:                             <ul style="list-style-type: none"> <li>goals a supervisor would set for a section in the kitchen</li> <li>targets a supervisor would set for a section in the kitchen</li> </ul> </li> <li><b>Activity 3:</b> Small group activity to establish the information required to plan for:                             <ul style="list-style-type: none"> <li>food production</li> <li>service.</li> </ul> </li> </ul>	<p><b>Worksheet 1</b></p> <p><b>Activities 1, 2, 3, 4, 5, 6, 7 and 8</b></p>

Session	Objectives/learning outcomes <b>The learner will:</b>	Activities and resources	Assessment
	<p>1.3 Conduct team briefing ready for food production and service</p>	<ul style="list-style-type: none"> <li>• <b>Activity 4:</b> Presentation on information required.</li> <li>• Class discuss to establish planning requirements and considerations for production and service.</li> <li>• Presentation to confirm planning requirements and considerations.</li> <li>• Small group activity to identify information required to aid planning, sharing of ideas with peer groups.</li> <li>• <b>Activity 5:</b> Individual activity to complete plans for:                             <ul style="list-style-type: none"> <li>- production</li> <li>- service.</li> </ul> </li> <li>• Sharing of plans with peers for self-assessment.</li> <li>• <b>Activity 6:</b> Individual activity – quiz on briefings.</li> <li>• Class discussion using responses to quiz on briefings to establish:                             <ul style="list-style-type: none"> <li>- types</li> <li>- purpose.</li> </ul> </li> <li>• <b>Activity 7:</b> Individual activity to identify the information required for:                             <ul style="list-style-type: none"> <li>- pre-production briefing</li> <li>- pre-service briefing</li> <li>- post service de-brief.</li> </ul> </li> <li>• Small group activity to share and develop ideas on information required to produce a definitive list.</li> <li>• Consolidation of information using <b>PowerPoint 1</b></li> <li>• Individual activity to prepare a briefing for a given scenario.</li> <li>• <b>Activity 8:</b> Role play activity to practice delivering prepared briefings to small groups for peer assessment.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson plan 1</b></li> </ul>	

Session	Objectives/learning outcomes <b>The learner will:</b>	Activities and resources	Assessment
		<ul style="list-style-type: none"> <li>• <b>PowerPoint presentation 1</b></li> <li>• <b>Activities 1–8</b></li> <li>• <b>Handout 1</b></li> <li>• <b>Worksheet 1</b></li> </ul>	
<p>2</p> <p>14 hours</p>	<p><b>Learning outcome 2:</b> <b>Be able to monitor own section to deliver service standards</b></p> <p>2.1 Check own section is prepared to produce food dishes</p> <p>2.2 Confirm own section is prepared for food dishes</p> <p>2.3 Supervise activities to ensure the section produces food in line with organisation’s standards</p> <p>2.4 Conduct monitoring of own section during food production and service</p> <p>2.5 Provide feedback to the team following food production and service</p> <p>2.6 Evaluate the monitoring process</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Class discussion to establish:                             <ul style="list-style-type: none"> <li>- the monitoring process</li> <li>- reasons for monitoring a section.</li> </ul> </li> <li>• <b>Activity 9:</b> Small group activity to identify the areas to check to ensure own section is prepared to commence production of menu items.</li> <li>• Individual activity to design a check list to be used by a chef de partie before commencing production activities.</li> <li>• Sharing check lists with peers to develop ideas, justifying information required.</li> <li>• <b>Activity 10:</b> Small group activity to identify how a chef de partie can confirm the section is ready for service                             <ul style="list-style-type: none"> <li>- information required</li> <li>- areas of responsibility</li> <li>- methods used to confirm.</li> </ul> </li> <li>• Individual activity on confirming own section is ready for service for a given scenario.</li> <li>• Class discussion on supervisory skills required to manage a section in the kitchen.</li> <li>• Presentation on supervisory skills.</li> <li>• <b>Activity 11:</b> Small group activity to identify the supervisory skills required for different scenarios.                             <ul style="list-style-type: none"> <li>- commercial/service sector kitchens</li> </ul> </li> </ul>	<p><b>Worksheet 2</b> <b>Activities 9, 10, 11, 12, 13, 14, 15, 16 and 17</b></p>

Session	Objectives/learning outcomes <b>The learner will:</b>	Activities and resources	Assessment
		<ul style="list-style-type: none"> <li>- small/large kitchens</li> <li>- experienced/inexperienced teams/chefs.</li> <li>• Small group activity to identify activities to be supervised to meet organisation standards.</li> <li>• <b>Activity 12:</b> Individual activity to match supervisory skills required to activities to ensure service deadlines are met and organisation standards maintained.</li> <li>• <b>Activity 13:</b> Individual activity to establish positive and negative outcomes of:                         <ul style="list-style-type: none"> <li>- effective supervision</li> <li>- poor supervision.</li> </ul> </li> <li>• <b>Activity 14:</b> Small group activity to identify areas to be monitored by a chef de partie with reasons.</li> <li>• <b>PowerPoint 2:</b> Presentation of areas to be monitored:                         <ul style="list-style-type: none"> <li>- benefits to the organisation/team</li> <li>- consequences if not monitored.</li> </ul> </li> <li>• Individual activity to plan how each area could be monitored                         <ul style="list-style-type: none"> <li>- documentation to support the process</li> <li>- skills required</li> <li>- knowledge required.</li> </ul> </li> <li>• Practical activity to implement monitoring plans in a practical kitchen environment, self-assessment to review outcomes and adjust plans.</li> <li>• Class discussion on lessons learnt.</li> <li>• Class discussion on feedback:                         <ul style="list-style-type: none"> <li>- individual</li> <li>- team.</li> </ul> </li> <li>• <b>Activity 15:</b> Small group activity to establish                         <ul style="list-style-type: none"> <li>- purpose</li> <li>- benefits</li> </ul> </li> </ul>	

Session	Objectives/learning outcomes <b>The learner will:</b>	Activities and resources	Assessment
		<ul style="list-style-type: none"> <li>- timings</li> <li>- information included</li> <li>- skills required.</li> <li>• <b>Activity 16:</b> Individual activity to plan feedback                             <ul style="list-style-type: none"> <li>- to a team</li> <li>- to an underperforming individual</li> </ul> </li> <li>• Role play activity to practice delivering feedback for different scenario.</li> <li>• Class discussion on evaluating the monitoring process:                             <ul style="list-style-type: none"> <li>- reasons</li> <li>- methods</li> <li>- information needed</li> <li>- next steps.</li> </ul> </li> <li>• Small group activity to evaluate the monitoring process for a given scenario.</li> <li>• <b>Activity 17:</b> Individual activity to evaluate practical monitoring activity.</li> <li>• Class discussion to share lessons learnt.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson plan 2</b></li> <li>• <b>PowerPoint presentation 2</b></li> <li>• <b>Activities 9–17</b></li> <li>• <b>Handouts 2, 3 4, 5, 6</b></li> <li>• <b>Worksheet 2</b></li> </ul>	

Session	Objectives/learning outcomes <b>The learner will:</b>	Activities and resources	Assessment
<p>3  8 hours</p>	<p><b>Learning outcome 3:</b> <b>Be able to manage pressure by solving problems within own section</b></p> <p>3.1 implement procedures for reducing personal and operational pressure</p> <p>3.2 Check potential personal and operational problems</p> <p>3.3 Apply problem solving techniques within own section</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Class discussion to establish ways of reducing pressures:                             <ul style="list-style-type: none"> <li>- personal</li> <li>- operational.</li> </ul> </li> <li>• <b>Activity 18:</b> Small group activity to identify procedures for reducing pressure in a production kitchen.</li> <li>• Individual activity to describe personal strategies for reducing pressure in the work environment.</li> <li>• Individual activity to produce a plan for implementing procedures for reducing personal and operational pressure when supervising a section.</li> <li>• Class discussion to establish the checks that can be carried out to reduce:                             <ul style="list-style-type: none"> <li>- personal pressure</li> <li>- operational pressure.</li> </ul> </li> <li>• <b>Activity 19:</b> Small group activity to establish:                             <ul style="list-style-type: none"> <li>- personal problems</li> <li>- operational problems</li> </ul>                             that may cause additional pressures.                         </li> <li>• Individual activity to explain how each of the problems could be managed to avoid additional pressures.</li> <li>• <b>PowerPoint 3:</b> Presentation on problem solving techniques with group discussion points.</li> <li>• Individual activity to describe the problem-solving techniques to be applied for a range of scenarios.</li> <li>• <b>Activity 20:</b> Small group activity to identify problems that have been experienced in a production kitchen and the techniques applied to resolve the situation.</li> </ul>	<p><b>Worksheet 3</b> <b>Activities 18, 19 and 20</b></p>

Session	Objectives/learning outcomes <b>The learner will:</b>	Activities and resources	Assessment
		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lesson plan 3</li> <li>• PowerPoint presentation 3</li> <li>• Activities 18–20</li> <li>• Handout 7</li> <li>• Worksheet 3</li> </ul>	