



Department  
for Education

# Catering and Hospitality route

**Example industry placement objective template for T  
Level in Catering**

**July 2020**

**T Level: Catering and Hospitality  
Occupational Specialism: Catering**

**Role Profile [INDICATIVE EXAMPLE]**

<b>Role Title</b>	<b>Working Pattern</b>	To be agreed between the provider and employer
Professional catering trainee	<b>Duration</b>	315 hours
<b>Objective(s)</b>		
To support the kitchen team to produce quality dishes from prepared and fresh ingredients in order to enhance the customer experience		
<b>Typical Activities</b>		
<ol style="list-style-type: none"> <li>1. Work under supervision to monitor the quality of dishes produced (at least once a week) by             <ul style="list-style-type: none"> <li>○ interpreting brand and menu specifications</li> <li>○ allocating time, people and resources to tasks and monitoring their use of resources and time</li> <li>○ producing documentation to show checks made against food safety and other requirements</li> <li>○ monitor quality of food deliveries</li> <li>○ calculating par levels</li> <li>○ draft feedback to be provided to team members</li> </ul> </li> <li>2. Work within a team to produce quality dishes (daily) by             <ul style="list-style-type: none"> <li>○ Applying advanced cooking techniques to meet brand standards</li> <li>○ Prepare, cook and finish dishes for service</li> <li>○ Apply food safety systems</li> </ul> </li> <li>3. Work under supervision to create quality dishes to meet a menu concept during placement             <ul style="list-style-type: none"> <li>○ Costing dishes</li> <li>○ Demonstrating how to produce the dish</li> <li>○ Producing written specifications for dishes for team members to follow</li> </ul> </li> </ol>		
<b>Learning goals</b>		<b>TQ Reference</b>
On the placement the student will need to further develop and hone through activity 1:		<i>[Insert corresponding reference from the TQ content]</i>
<b>Employability skills</b> <ul style="list-style-type: none"> <li>• Self-managing: reflecting and inviting feedback on own performance, setting personal goals, referring to others for advice</li> <li>• Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity</li> </ul>		

- Communicating: active listening, use of visual and written methods, engaging an audience, sharing, adapting style and tone
- Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding
- Recording: noting, capturing, saving, storing

**Technical skills and understanding**

- Providing constructive support and feedback to others
- Calculating resource requirements

On the placement the student will need to further develop and hone through activity 2:

**Employability skills**

- Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal
- Leading: modelling behaviour,
- Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force
- Observing: situational awareness

**Technical skills and understanding**

- Working efficiently with minimum waste in timebound challenging environments
- Working with precision and accuracy with ingredients
- Applying advanced food preparation, cooking and finishing techniques
- Maintaining a clean and hygienic working environment
- Using space efficiently in a kitchen environment
- Interpreting menu specifications
- Setting up and operating food preparation, cooking and finishing equipment
- Understanding culinary science and rectifying problems with food items
- Understanding how to apply menu design concepts

On the placement the student will need to further develop and hone through activity 3:

**Employability skills**

- Solving problems: applying a logical approach to identifying issues and propose solutions
- Presenting: conveying information to an audience to secure consistent understanding

- Designing: developing the form of an artefact to achieve a defined function
- Planning: identifying discrete steps, estimating time and resources, prioritising, sequencing activity
- Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding
- Decision-making: identifying likely impact, using evidence and advice, justifying, substantiating, concluding
- Creativity: lateral thinking, making novel connections, handling ambiguity, taking acceptable risks, forming ideas iteratively, futureproofing
- Self-managing: reflecting and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force

#### **Technical skills and understanding**

- Working with precision and accuracy with ingredients
- Applying advanced food preparation, cooking and finishing techniques
- Maintaining clean and hygienic working environments
- Using space efficiently in a kitchen environment
- Setting up and operate food preparation, cooking and finishing equipment
- Synthesising ideas and work creatively
- Understanding culinary science and how to rectify problems with food items
- Understanding how to apply menu design concepts

#### **Minimum starting requirements**

- Attendance at induction day
- Food safety training to indicate organisational systems and documentation (mandatory)
- Health and Safety Training (Mandatory)
- Skills scan
- Uniform and equipment requirements

#### **Suggested prior learning**

- Knowledge of typical hazards associated with kitchen activities and related controls
- Training on food safety practices to meet legal requirements
- Knowledge of allergens and consequences of inclusion in menu items

- Experience of preparing, cooking and finishing different types of dishes from different food groups presented using different styles
- Experience of using a range of preparation, cooking and finishing equipment
- Knowledge of how to clean a kitchen environment
- Knowledge of team working and the role of the supervisor in a kitchen environment
- Typical workplace behaviours needed for role, including:
  - Punctuality
  - Professionalism
  - An ethical approach
  - Personal hygiene and cleanliness and an appreciation of the importance of the kitchen uniform
  - Awareness of own ability and need to improve overall quality and performance
  - Respect and appreciation of others in the team, the expertise they have developed and guidance and support they can offer
  - A focus on task at hand and avoidance of distractions such as social media
  - A food safety first attitude
  - A realisation that the customer has worked hard for the money used to pay for the dishes they are preparing and may be celebrating an event
  - Awareness of personal space and behaviour and its impact on health and safety of self and other