

An Employer's Guide to Work Experience in

Catering



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Welcome to the Employers' Guide

Thank you so much for taking a student on work experience.

We realise that it can be challenging, having to think of suitable activities for a young person to do to get the best out of their work experience.

This guide is designed to give you a range of tasks and activities to use with your trainee.

You can select activities from the list, or work through all the tasks within the guide.

Alternatively, you may want to design your own activities for the student to carry out.

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Market Intelligence

Catering is within a wider sector of employment that includes hospitality, leisure, travel and tourism. There are in the region of 18,800 establishments in this sector in the south west, and of those, sixty-six percent are restaurants and pubs. The hospitality, leisure, travel and tourism sector is a very important generator of wealth and employment in the UK, and it accounts for 4.8% of the UK's economic output. Within these industries, restaurants, pubs, bars, nightclubs and hotels account for sixty-three percent of economic output.

Approximately 192,700 people are employed in the industry in the south west and of those, a third is employed in the catering sector. Devon has the largest numbers of leisure and catering outlets in the south west, with one in ten people in Devon being employed in these areas of work.

In this sector, fifty-nine percent are female employees and over half the workforce work full time. The sector has a young age profile, with two-fifths of workers being between fifteen and seventeen years of age. The majority of staff work in elementary occupations, such as kitchen assistants, waiting and bar staff; whilst twenty-nine percent are managers and the rest are in technical roles, such as chefs and travel agents.

Nine percent of businesses say that they have found it hard to fill vacancies for kitchen assistants, waiting staff, bar staff, chefs and cooks. Forty-one percent of vacancies are hard to fill, due to lack of appropriate skills.

A quarter of the workforce are qualified to Level 1, twenty-nine percent to Level 2, twenty-six percent at Level 3 and eleven percent at Level 4, with the rest having no qualifications. Twenty-two percent of employers report skills gaps in their existing workforce and consider that fourteen percent of their staff is not proficient at their jobs.

It is clear that this sector of employment is very important to the economic well being of the south west; and even with the recession economists predict growth in the sector in the medium and long term.

Trainee Specification

For this placement applicants should:

- Be interested and motivated towards a career as a professional chef or waiter.
- Be well presented and well mannered,
- Have good projected GCSE or A' Level Grades.

The personal qualities required are:

- A good attendance record at school.
- Being hard working, with good communication and interpersonal skills (*which are essential in dealing with colleagues and clients*).
- To be able to show an appreciation of business and finance (*which is of prime importance in running a good quality kitchen*).
- To be creative (*Chefs are very imaginative in how they create and present different dishes and their presentation skills are well- developed*).
- To be able to show an appreciation of food and where it comes from, with an obligation to source good quality locally-produced food to support our local food producers.

Some information you may want to give your trainee

| Information | Information |
|--|--|
| The history of the business | Food hygiene rules |
| How the business is laid out: facilities, public areas, restaurant and outdoor seating area | Common hazards and accident reporting |
| Culture and ethos of the restaurant and the image they want to show to customers | How to avoid accidents |
| Types of jobs within the restaurant | Rules relating to food preparation |
| Careers options and opportunities and the skills and attributes that are required | Which facilities are most popular with customers |
| Work patterns in the restaurant | Rules relating to stock rotation |
| How to avoid accidents - look at basic health and safety rules - <u>get them to read H & S documents</u> | The most important health and safety rules |
| Constraints within the kitchen/restaurant | What constitutes good customer care |
| Types of clients and customers | House rules / house style for customer service |
| Customer complaints procedure | Customer complaints procedure |

Suggested work activities for your trainee to carry out

✓ Please tick the tasks you have selected

| Work tasks | Work skills | Key skills |
|--|--|---|
| Enforcing a strict punctuality requirement | Promoting reliability and responsibility | Developing personal qualities and work skills |
| Wearing protecting clothing and footwear | Understanding the need for a professional dress code | Following instructions from supervisor |
| Presenting ones-self well groomed | Understanding the importance of personal presentation | Presentation skills |
| Helping other staff | Being flexible | Showing initiative through team work |
| Welcoming and greeting clients | Demonstrating a welcoming attitude | Communication and interpersonal skills |
| Tidying and cleaning work surfaces | Preparing and clearing work areas | Understanding how health and safety reflects on the professionalism of the business |
| Simple food preparation | Using equipment safely | Understanding safe working practices |
| Preparing areas for table service | Preparing a table correctly | Reading information and following instructions |
| Reception duties - making bookings | Speaking politely to give a good personal impression | Numeric- scheduling work - seating arrangements |
| Speaking clearly and answering the telephone | Having professional conversations with clients | Communication and interpersonal skills - Numeric skills |
| Taking telephone messages | Following procedures | Following instructions from supervisor |
| Using data bases | Following business systems | Using Information Communication Technology |
| Providing counter service | Speaking clearly and politely to clients | Developing customer service skills |
| Using point of service and sale tills | Reading numerical data - dealing with money and credit and debit cards | Using IT skills in business and service industries Numeric skills |

Student Tasks 1

| | | |
|--|--|------------------|
| <p>What are the major hazards in the kitchen?</p> | | <p>Comments:</p> |
| <p>What are the major hazards in the restaurant?</p> | | |
| <p>What safety equipment are you expected to use, and how is it expected to protect you?</p> | | |
| <p>What equipment have you been instructed <u>not</u> to use?</p> | | |
| <p>What must you do in the event of an accident?</p> | | |

Student Tasks 2

| | | |
|---|--|------------------|
| <p>Where is the fire extinguisher located?</p> | | <p>Comments:</p> |
| <p>Where is the nearest fire alarm point?</p> | | |
| <p>What should you do in the event of a fire?</p> | | |
| <p>Who is responsible for first aid?</p> | | |
| <p>Where is the first aid box located?</p> | | |

Student Tasks 3

Look at each of the statements and decide what you would do if this happened on your placement

| | | |
|--|--|-----------|
| A work colleague is looking unwell and trying not to show it. | | Comments: |
| A glass jar of mushroom sauce has fallen on to the floor. | | |
| You see some tinned food overhanging the edge of a shelf in the stock room | | |
| A client has made a complaint and is getting quite agitated. | | |
| A piece of electrical equipment is making a strange noise. | | |

Problem Solving Exercise: 4

What do you think can be done to attract new customers to the restaurant?

Please include any ideas that you have for generating new business.

Mock Interview Exercise: 5

This is an optional exercise to give the student an experience of having an interview with a knowledgeable supervisor:

Specific

- Why do you want to work in this restaurant/cafe/cafe bar?
- What do you like about working here?
- What qualities do you think will be required for this type of work?
- What can you contribute to the business?

General

- Tell me about yourself.
- How would you describe yourself?
- What is your greatest weakness?
- How would a friend describe you?
- What are your career goals?
- How long do you think the training/apprenticeship time is for this job?

Skills Based

- Describe a situation where you had to overcome an obstacle or problem in order to move forward - what did you do?
- Describe a situation where you worked as part of a team?
- What sort of experience of work have you had, and how might that be useful in this job?

Mock Interview Assessment Sheet 6

Student

| | | | | |
|---------------------------------|-----------------------------|-------------------------------|--------------------------|----------------------------|
| Punctuality on placement | Early to work | On time | Late | Late with good explanation |
| Appearance | Well dressed | Suitable | More care needed | Unsuitable |
| Manner | Over confident | Confident | Nervous | Very nervous |
| Attitude | Over friendly | Friendly | Too casual | Sullen or disinterested |
| Answering questions | Talked too much | Answered well | Response varied | Limited response |
| Asking questions | Asked appropriate questions | Asked inappropriate questions | Asked too many questions | Didn't ask any questions |
| Overall impression | Performed very well | Performed well | Performed satisfactorily | Needs more practice |

Observational Task: 6

During your period of work experience we asked you to look carefully at our work practices. As it is now nearing the end of your placement, have you any ideas on how we could improve the way we work?

| | |
|---|--|
| <p>The way we treat our customers.</p> | |
| <p>The way we work in the kitchen.</p> | |
| <p>The standard of hygiene in the kitchen and restaurant.</p> | |
| <p>Our store room procedures.</p> | |
| <p>"Front of house" - the bar and till area.</p> | |

A Suggested Programme

Monday to Friday

| Day | Session - Morning | Session - Afternoon | Objectives - the student will understand and experience |
|------------------|---|---|---|
| Monday | Induction at the business Talk on the Company and customer service Tour of the kitchen and restaurants Career structure for aspiring chefs | Practical Session - Kitchen safety Read Health and safety notices Practical tasks - introductory activities Student Task 1 | Induction to the business Tour - the complete customer experience Health and safety induction Practical and theory tasks |
| Tuesday | Students to be allocated to a leading chef Practical activities working alongside a mentor. | Practical tasks - introductory activities Practical activities working alongside a mentor. Student Tasks 2 and 3 | Introduction and appreciation Explanation on sourcing food Practical and theory tasks |
| Wednesday | Practical session working alongside mentor and allocated staff | Practical session working alongside mentor and allocated staff Problem solving Task 4 | A range of work tasks Problem solving exercise |
| Thursday | Practical session working alongside mentor and allocated staff | Practical session working alongside mentor and allocated staff Mock interview 5 | A range of work tasks Mock interviews |
| Friday | Practical session working alongside mentor and allocated staff | Practical session working alongside mentor and allocated staff Observational Task 6 Evaluation | Practical tasks Observational task Programme Evaluation |

Work Experience Progress Report

Progress report for.....

| Dates | Targets and Objectives - the student will understand and experience | Indicate if - Achieved Partly Achieved Not Achieved | Comments |
|-------|---|---|---|
| | Practical Session - Kitchen safety Read Health and safety notices Practical tasks - introductory activities Student Task 1 | Achieved Partly Achieved Not Achieved | |
| | Practical tasks - introductory activities Practical activities working alongside a mentor. Student Tasks 2 and 3 | Achieved Partly Achieved Not Achieved | |
| | Practical Session - working alongside mentor and allocated staff Problem solving task 4 | Achieved Partly Achieved Not Achieved | |
| | Practical Session - working alongside mentor and allocated staff Mock interview 5 | Achieved Partly Achieved Not Achieved | |
| | Practical Session - working alongside mentor and allocated staff Observational tasks 6 Evaluation | Overall Result: Achieved Partly Achieved Not Achieved | Work Place Supervisor Comments: Signature..... |

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