

# UNIT 1 Medium Term Plan

## 1.1 Hospitality and catering provision

Core Knowledge		Learning Activities
1.1.1 Hospitality and catering providers	<p>Learners should know and understand the two different types of hospitality and catering provision: commercial and non-commercial:</p> <p>Commercial (residential):</p> <ul style="list-style-type: none"> <li>• B&amp;B, guest houses and Airbnb</li> <li>• campsites and caravan parks</li> <li>• cruise ships</li> <li>• holiday parks, lodges, pods and cabins</li> <li>• hotels, motels and hostels.</li> </ul> <p>Commercial (non-residential):</p> <ul style="list-style-type: none"> <li>• airlines and long distance trains</li> <li>• cafés, tea rooms and coffee shops</li> <li>• fast food outlets</li> <li>• food provided by stadia, concert halls and tourist attractions</li> <li>• mobile food vans and street food trucks</li> <li>• pop-up restaurants</li> <li>• public houses, bars</li> <li>• restaurants and bistros</li> <li>• takeaways</li> <li>• vending machines.</li> </ul> <p>Non-commercial (residential):</p> <ul style="list-style-type: none"> <li>• armed forces</li> <li>• boarding schools, colleges, university residences</li> <li>• hospitals, hospices and care homes</li> <li>• prisons.</li> </ul> <p>Non-commercial (non-residential):</p> <ul style="list-style-type: none"> <li>• canteens in working establishments (subsidised)</li> </ul>	<p>Learners should know and understand the differences between commercial and non-commercial provision and the variety of food and residential services offered.</p> <p>For this section arranging a variety of speakers or visits to enable the learners to see first-hand how the industry works is recommended. Speakers could refer to the services provided, staffing, standards and structures.</p> <p>Learners should understand the different food services offered by non-residential provisions.</p> <p>Learners should have the opportunity to visit at least two different non-residential provisions and make comparisons between them.</p> <p>Visit 1 could be the centre's canteen (non-commercial). Learners should review:</p> <ul style="list-style-type: none"> <li>• food services provided</li> <li>• cost</li> <li>• structure.</li> </ul> <p>Learners could visit a different commercial provision to enable clear comparisons between both provisions.</p> <p>This could include visits to:</p> <ul style="list-style-type: none"> <li>• cafés, tea rooms and coffee shops</li> <li>• fast food provision</li> </ul>

- charity run food providers
- meals on wheels
- schools, colleges and universities.

Learners should know and understand the following types of service in commercial and non-commercial provision:

Food service:

- table: plate, family-style, silver, Gueridon, banquet
- counter: cafeteria, buffet, fast food
- personal: tray or trolley, vending, home delivery, takeaway.

Residential service:

- rooms: single, double, king, family, suite (en-suite bath/shower room, shared facilities)
- refreshments: breakfast, lunch, evening meal, 24-hour room service/restaurant available
- conference and function facilities
- leisure facilities (spa, gym, swimming pool).

Learners should know and understand the importance of the following standards and ratings:

- hotel and guest house standards (star ratings)  
restaurant standards, AA Rosette Award, Good Food Guide, Michelin stars.

- restaurant/bistro
- school canteen

Where visits to provisions are not possible, learners should have the opportunity to view the types of provision using the Internet. There are many TV programmes/YouTube channels that cover this in more depth and detail. This would also cover Michelin restaurants/airlines/cruise ships/hospitals/prisons.

Learners should understand and know who undertakes the inspections (e.g., AA, tourist boards, Michelin) type of awarding offered and what is being inspected.

Learners should have the opportunity to compare a range of provisions. Learners should compare the following:

- Cost/price
- Choice of dishes/refreshments
- Service offered
- Structure
- Facilities offered
- Standards/ratings

Activities

Presentation/talk on conclusion between differences in non-residential findings.

Match cards for commercial and non-commercial.

Create a map of a range of hospitality and catering provisions in the area. Learners could include what each provider offers in the following areas: food/choice of dishes, cost, services offered, facilities and standards/ratings.

Learners could be given a map of the local area which they use to research and highlight: different types of providers (*Hotel, B&B, café, fast-food outlet, restaurant, public house, and school canteen/hospital.*) They

will need to state the type of service each provider offers, including services provided, standard and star rating of the hospitality establishment.

Design a menu for the following:

- a café
- a fast-food outlet
- a Michelin restaurant

#### Residential provisions guide

For this section arranging a variety of speakers or visits to enable the learners to see first-hand how the industry works is recommended. Speakers could refer to the services provided, staffing, standards and structure.

Speakers from a varied range of residential provisions:

Star rated hotel/B&B/guest house/chained residential provision.

Learners should have the opportunity to visit at least two residential provisions. Learners could compare the two provisions in relation to: Structure, ratings, service offered, different residential services/facilities offered, rack rates/cost.

Learners should have the opportunity to watch programmes showcasing luxury residential provisions offered around the world. These programmes have a list of the top 10 provisions/hotels, often covering: cost per night, residential services, structure and ratings.

#### Activities

Learners could create a:

- structure layout presentation of a large hotel
- leaflet explaining standards and rating
- map of local area highlighting different residential provisions annotated with details of cost, standards and services offered.
- newspaper article advertising the chosen hotel.

1.1.2  
Working in the  
hospitality and  
catering industry

Learners should know and understand the following types of employment roles and responsibilities within the industry:

- front of house manager, head waiter, waiting staff, concierge, receptionist, maître d'hôtel, valets
- housekeeping: chambermaid, cleaner, maintenance, caretaker
- kitchen brigade: executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur
- management: food and beverage, housekeeping, marketing.

Learners should know and understand the following specific personal attributes, qualifications and experience an employer would look for to fulfil the roles:

Personal attributes:

- organised
- hardworking
- punctual
- hygienic
- pleasant
- calm
- friendly
- good communicator
- team player
- good people skills
- willingness to learn and develop
- flexible.

Qualifications and experience:

- apprenticeships
- experience in the role/sector – part-time job, summer employment

school, college and/or university qualifications relevant to the job.

Introduce the structure of job roles within the kitchen brigade (back of house). Cover the roles, responsibilities, qualifications and personal attributes required for each of the following: executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur. Learners could identify the need for the structure and the reasons why this structure is mirrored in all hospitality and catering provisions.

Learners should understand the different job roles and responsibilities within the kitchen brigade. To understand these job roles learners should have the opportunity to visit and talk with people within these job roles. This could be from non-commercial or commercial provision.

Guest speakers should cover the types of qualifications and personal attributes an employer would require in each of the kitchen brigade job roles. Personal attributes could be taught holistically when discussing the job roles in hospitality and catering provision. Learners would need to understand that all the personal attributes listed are most valued by all employers, whatever the job role.

Activity:

Once learners understand the types of roles and responsibilities in the kitchen brigade, they could undertake a mock interview for a job role.

Using the internet; learners could research job roles in the kitchen brigade, making notes of pay, job description, qualifications and responsibilities.

Learners could design and create a job advert for at least two jobs from the kitchen brigade covering job role, responsibilities, qualification requirements and personal attributes best suited for the role.

Learners could create a poster of the structure of the Kitchen brigade, annotating responsibilities.

Learners should understand the hierarchy of the structure of the front of house, they should understand the different job roles and responsibilities of each. They should have a good understanding of the provision's organisation formation: e.g. The most senior job role is at the top of the formation/structure, with the lowest skilled/least trained job roles

		<p>normally being located at the bottom of the structure: e.g.: chambermaid/cleaner or back of house: kitchen porter/plongeur.</p> <p>Activity</p> <p>Power Point Presentation for Option evening of job roles, rates of pay and qualification and experience required.</p> <p>Create a poster/PowerPoint of the structure of the front of house.</p> <p>Discuss in groups of 6 the hierarchy of front of house, giving reasons why each one is placed in scale from most senior to least.</p> <p>Personal attributes can be discussed with learners holistically: Learners can look at negative and positive online reviews and link them to the benefits of good personal attributes and suggest areas to improve negative situations with good personal attributes.</p> <p>Activity</p> <p>In a small group discuss ways to develop good personal attributes.</p> <p>Learners could discuss and give reasons why each personal attribute would help a person gain a job/promotion over someone who lacks the attribute.</p> <p>Learners could complete a mock interview for a front of house job role. They could have a lesson researching the qualifications, responsibilities and personal attributes before the interview.</p>
<p>1.1.3 Working conditions in the hospitality and catering industry</p>	<p>Learners should know and understand the following types of employment contracts and working hours:</p> <ul style="list-style-type: none"> <li>• casual</li> <li>• full time permanent (temporary)</li> <li>• part-time (temporary)</li> <li>• seasonal</li> <li>• zero hours contract.</li> </ul> <p>Learners should be aware of the following remuneration and benefits in the industry:</p> <ul style="list-style-type: none"> <li>• a salary</li> <li>• a wage (hourly)</li> <li>• holiday entitlement</li> </ul>	<p>Learners should know and understand the differences between the contractual hours in each employment contract. They should understand the different working hours and what type of person would benefit from the hours/contract offered. Learners should be aware of the variety of benefits within different contracts and what each one means for the employee. For example, the difference between having a salary and an hourly rate wage. The comparison of contracts would help learners to understand the advantages and disadvantages.</p> <p>Learners should comprehend the benefits of having sickness pay, holiday entitlement and a pension.</p> <p>Activity</p> <p>Learners should be given a range of job adverts from the front of house</p>

- pension
- sickness pay
- rates of pay
- tips, bonuses and rewards.

The hospitality and catering industry normally provides more part-time than full time contracted positions. Learners should be aware of the fluctuating needs of the industry, such as:

supply and demand: staffing during peak times, large events, seasonal times and the location of the provision.

and back of house. These can be placed into exercise books with available space under each. Learners should identify the following from each job advertisement:

- type of contract: (full time/part-time, seasonal or zero hours)
- whether the job role is permanent or temporary
- what the salary is for
- what remuneration and benefits are offered?

Learners could discuss which job roles are the most suitable for a range of different people: e.g.

- student at university
- single parent (this option is for learners to think about the hours a person can work if they have other commitments)
- a person with no other commitments
- a retired person looking for extra money.

Learners should understand the advantages of remuneration and benefits offered with some job roles.

#### Activity

Understand the advantages of remuneration. Learners could discuss the advantages of having a pension, holiday entitlement and sickness pay. Learners could discuss the disadvantages of not having these entitlements in a job.

The fluctuation of job availabilities offered by hospitality and catering could be delivered holistically within the delivery of information on contacts and benefits.

#### Activity

Learners could investigate a tourist area and the jobs offered during peak seasons and winter months. Discuss in groups the fluctuation of jobs within the sector and the reasons for this change. Learners could research jobs and contracts in an area that holds large events e.g. O2 Arena, Glastonbury, Wimbledon etc.

<p>1.1.4 Contributing factors to the success of hospitality and catering provision</p>	<p>Learners should know and understand the following basic costs incurred within the hospitality and catering industry:</p> <ul style="list-style-type: none"> <li>• labour</li> <li>• material</li> <li>• overheads.</li> </ul> <p>Learners should know and understand the basic calculation of gross profit and net profit within the hospitality and catering industry.</p> <p>Learners should be aware of how the economy can impact business in the following ways:</p> <ul style="list-style-type: none"> <li>• strength of the economy</li> <li>• value added tax (V.A.T)</li> <li>• value of the pound and exchange rate.</li> </ul> <p>Learners should be aware of the importance of environmental needs and the environmental impact within the hospitality and catering industry through:</p> <ul style="list-style-type: none"> <li>• seasonality</li> <li>• sustainability: reduce, reuse, recycle.</li> </ul> <p>Learners should know and understand how new technology impacts the hospitality and catering service industry in a positive way through:</p> <ul style="list-style-type: none"> <li>• cashless systems</li> <li>• innovative digital technology (apps, web-booking, key card access, digital menu)</li> <li>• software.</li> </ul>	<p><u>Basic costs</u></p> <p>Learners should have a good understanding of the costs of running a hospitality and catering provision.</p> <p>Learners should understand the basic cost involved for labour; employing a person for a job role or simply labour costs for just the owner working. Learners need to understand that the owner would still need to make a wage (be paid), and that this is calculated in the labour costs.</p> <p>Learners should know that labour cost varies depending on the skills and expertise of the job role as well as costs of offering benefits within the role.</p> <p>Material costs cover a range of products which are mainly food and beverages. However, other items such as consumables like paper napkins, receipt paper, menus also come under this heading.</p> <p>Example of material costs: ingredients, beverages, restaurant ordering pad, paper for printing receipts, soap and toilet paper in the restrooms, flowers, cleaning materials, etc.</p> <p>Overheads are normally additional costs to the business. Example: cost of new furniture, maintenance of equipment, electric and gas costs, council tax, rent, etc.</p> <p>Activities</p> <p>Learners could have the opportunity to role-play being an owner of a hospitality and catering provision. Learners could then create a business proposal for a bank loan for the provision. They would need to indicate what the following are for the provision: labour, materials and overheads in the business proposal.</p> <p>Learners could have a case study of scenarios of varied business owners:</p> <ul style="list-style-type: none"> <li>• A person who makes and sells cakes from home and delivers them to customers</li> <li>• A B&amp;B owner, who employs a part-time cleaner and chef for morning breakfast</li> <li>• A restaurant that rents their space and offers takeaway service, employing a chef, sous chef, three waitress staff, delivery driver and</li> </ul>
--------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learners should know and understand the positive and negative impacts that the following media types can have on the hospitality and catering industry:

- printed media (newspaper, magazines)
- broadcast (television, radio)
- internet (social, websites)
- competitive (other establishments).

manager

Economy

Learners should be aware of the economy and how this can impact hospitality and catering provisions. Learners could discuss relevant changes that have impacted the economy concerning the strength of the pound, V.A.T and exchange rate.

Activity

Learners could have a brief overview of the UK leaving the European Union. Learners could discuss the impact this had on the value of the pound and on the hospitality and catering sector. Learners could identify the problems that occurred during this transition.

Learners could look at Value Added Tax after leaving the EU, buying produce from abroad with the new customs V.A.T charges applied and what impact that has had on costings in hospitality and catering provisions.

Learners could case study the Coronavirus outbreak and what implication it had for the strength of the economy and exchange rate during this period.

Environmental needs

Learners should be aware of the impact hospitality and catering provisions have on the environment. They should be aware that food production, food waste, food packaging and storage and transport of foods creates a carbon footprint. Learners should understand that the process of farm to fork has an environmental impact on the planet, and should be aware of how to reduce this foot print by buying sustainable, local produce. Learners should have a grasp of the 3 R's: Reduce, Reuse and Recycle and how these can be implemented into all hospitality and catering provisions.

Technology

Learners should understand what a cashless system is, where and why it is used in hospitality and catering and the benefit this has to offer.

Learners should know and understand how new technology impacts the hospitality and catering service industry in a positive way.

Learners should be taught about innovative digital technology: including apps, web-bookings, key card access, digital menus. Learners should understand the benefits these have to offer. For example: saving money on paper from menus and receipts, also having a positive effect on waste (environment).

Media types and effects on hospitality and catering provisions

A number of factors can affect the success or failure of a hospitality and catering provision. These are normally in relation to positive or negative publicity, or competition from similar provisions. Learners need to understand that it is not only social media/internet that can impact on the failure or success of a provision. Learners should know that broadcasting and printed media can also impact on the provision. Learners should focus equally on the positives and negatives of media types.

Activity

Learners should have access to Trip Advisor or copies of different reviews of hospitality and catering provisions within the local area. They should have the opportunity to read and review a range of positive and negative reviews. Likewise, learners could research social media platforms for similar positive and negative reviews of hospitality and catering provisions. Learners could work in groups to conclude and present their findings on the impact these reviews have had on each provision and the implication this may have had on businesses.

# UNIT 1 Medium Term Plan

## 1.2 How hospitality and catering provisions operate

Core Knowledge		Learning Activities
<p>1.2.1 The operation of the front and back of house</p>	<p>Learners should be aware of the operational requirements of:</p> <ul style="list-style-type: none"> <li>• workflow of the front of house – reception, seating area, counter service, bar</li> <li>• workflow of the catering kitchen – delivery, staffing area, wash area, storage area, preparation and cooking area, serving area, washing/cleaning area.</li> </ul> <p>Learners should be aware of the following equipment and materials required, used and managed within catering provision/kitchens:</p> <ul style="list-style-type: none"> <li>• large equipment: large conventional oven, glass chiller, floor standing food mixer, deep fat fryers, hot water urns, walk-in fridge-freezer, standing bain marie, steamers, pass-through dishwasher and glass washer, hot plates</li> <li>• materials for cleaning, first aid kit and safety materials</li> <li>• small equipment</li> <li>• utensils.</li> </ul> <p>Learners should know and understand the following documentation and administration requirements used in a catering kitchen:</p> <ul style="list-style-type: none"> <li>• stock controlling systems, ordering, delivery notes, invoices, food safety documentation and health and safety documentation.</li> </ul> <p>Learners should be aware of the typical dress code requirements for front and back of house of hospitality and catering establishments.</p>	<p>Learners should develop an awareness of the operations of the front and back of house. Learners should be aware of workflow and layout of a hospitality and catering provision and why these workflows are necessary in hospitality and catering provisions.</p> <p>Learners should have a general awareness of the workflow of the front of house of residential and non-residential provisions. Front of house work flow normally starts from when the customers enter the provision; most front of house workflow starts at the reception waiting area which is normally the bar area.</p> <p>The back of house workflow is more complex; learners should be aware of the standard workflow of a kitchen and the reasons why this layout has been designed in this way. Learners should know that a well-designed back of house workflow can speed up process times and reduce health and safety issues. Learners should be aware of the back of house workflow from: delivery, wash area, storage, preparation, cooking and serving to washing/cleaning area and staffing area/space. Learners should have a general overview of how a well-designed workflow can make operations run smoothly.</p> <p>Learners should be aware of the differences between large and small equipment in a catering kitchen. They should be aware that catering kitchens often have industrial, large scale equipment and these can sometimes differ in appearance and name to domestic equipment. Large scale equipment is often a fixed item that can be electric, gas or a combination.</p> <p>Learners should be aware of materials for cleaning/safety (PPE), a first aid box and what this should contain.</p> <p>Learners should understand and have the opportunity to fill in the following forms:</p>

- stock control
- ordering form
- invoice form.

These forms can be created either digitally for learners or as hardcopies. Many of these blank forms can be accessed via search engines on the internet.

Delivery notes should be discussed with learners, they should understand the process of deliveries; receiving, checking and rejecting of goods if required.

Learners should understand stock control systems. They should know the importance of using this system in hospitality and catering provision in relation to health and safety, waste and replenishing. The system of first in, first out (FIFO) should be understood by learners, they should understand that this process is to prevent waste, prevent health and safety issues (food going bad/out of date) and unnecessary profit loss. Learners should understand that many stock control systems are computerised, using software that monitors stock; the system will calculate orders and purchase new stock based on sales made.

Learners should be familiar with the appearance and layout of health and safety documentation: Accident forms/COSHH forms. Learners should know how to fill in an accident form and how to read and follow correct processes of a COSHH form.

<p>1.2.2 Customer requirements in hospitality and catering</p>	<p>Learners should know and understand how hospitality and catering provision meets the requirements of:</p> <ul style="list-style-type: none"> <li>• customer needs (catering, equipment, accommodation)</li> <li>• customer rights and inclusion (disability)</li> <li>• equality.</li> </ul>	<p>Catering: learners should know and understand the following different customer needs: Dietary requirements, special requests e.g. birthday or celebration. (Many restaurants will provide a cake or bring out a cake for celebration.) Some restaurants have been involved in arranging proposals of marriage and organising the surprise.</p> <p>Customer needs in relation to equipment: learners should understand how hospitality and catering provisions may provide specialist equipment for customers. These range from basic equipment such as a cot for a baby to adding electrical devices and moving furnishing. Some high star hotels are known to add carpets and artwork for special clientele.</p> <p>Accommodation: this can be linked back to 1.1.1 with accommodation residential services and can include service such as providing a larger family room for customers with children, offering a quiet floor for customers on business, having rooms with disabled access/facilities or rooms on the bottom floor.</p> <p>Activity</p> <p>Learners should be given a range of scenarios to plan how they would meet different customer needs.</p> <p>Learners need to have a brief understanding of customer rights and inclusion, which is covered in the Equality Act 2010. All hospitality and catering provisions should provide disabled access, facilities and services to ensure that people with a disability are treated the same as other customers. Learners should know and understand that all hospitality and catering provisions should make reasonable adjustment to the way they deliver a service and adapt features within the provision to make it easier for disabled customers to use them. Learners should know and understand the basic principles of the Equality Act.</p> <p>Activity</p> <p>Homework exercise: learners should review all disabled access offered in and around shops and hospitality and catering provisions, they should make a note of these and feedback on how these facilities are meeting or failing the needs of disabled customers.</p>
--------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>1.2.3 Hospitality and catering provision to meet specific requirements</p>	<p>Learners should know and understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate:</p> <ul style="list-style-type: none"><li>• customer requirements/needs: lifestyle, nutritional needs, dietary needs, time available</li><li>• customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns, seasonality</li><li>• customer demographics: age, location, accessibility, money available, access to establishments/provision.</li></ul>	<p>This section should be broken down for learners to discuss and draw a conclusion; Customer requirements and needs can be delivered in conjunction with 1.2.2. Learners should know and understand the different dietary requirements and nutritional needs of different customers.</p> <p>Time available: this could be a customer who is busy and needs a quick snack or a business person who is taking clients to lunch. This topic could be linked directly to 1.1.1 when discussing the range of food services.</p> <p>Activity</p> <p>Learners could demonstrate their knowledge by creating menus and dishes to meet the needs of a variety of special dietary needs.</p> <p>Customers' expectations should cover the service provided and value for money linked with different services and ratings from 1.1.1.</p> <p>The influence/interest, environment concerns and seasonality should be taught alongside 1.1.4.</p> <p>Learners could have the opportunity to case study different customer demographics and how best to meet the needs of these customers. Learners could review the needs of a range of ages, with different budgets and locations.</p>
-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# UNIT 1 Medium Term Plan

## 1.3 Health and safety in hospitality and catering

Core Knowledge		Learning Activities
<p>1.3.1 Health and safety in hospitality and catering provision</p>	<p>Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws:</p> <ul style="list-style-type: none"> <li>• Control of Substances Hazardous to Health Regulations (COSHH) 2002</li> <li>• Health and Safety at Work Act 1974</li> <li>• Manual Handling Operations Regulations 1992</li> <li>• Personal Protective Equipment at Work Regulations (PPER) 1992</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>• Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.</li> </ul> <p>Learners should know the importance of, and be able to complete, the following documentation:</p> <ul style="list-style-type: none"> <li>• accident forms</li> <li>• risk assessments.</li> </ul> <p>Learners should know that employers are responsible for the health and safety training needs of all staff.</p>	<p>Learners should have an overview of the main points covered in each of the laws. They should have an awareness of what each law encompasses and a brief overview of the training involved for staff for each legislation.</p> <p>The hospitality and catering industry has a number of legislations (laws) in place to protect employers, employees and customers. Learners should understand who is responsible for enforcing and following these laws. They should have a general overview of the implications for a business that do not follow these laws. Learners should have the opportunity to explore case studies in which businesses have committed malpractice by not following necessary legislation.</p> <p>Learners should be aware of:</p> <ul style="list-style-type: none"> <li>• the employer’s responsibilities</li> <li>• the employee's responsibilities</li> <li>• who enforces these laws.</li> </ul> <p>Learners should know how to carry out and complete a risk assessment and provide safety signs where applicable. Learners should understand the safety symbols used to signpost hazards within the hospitality and catering provision. They should understand the chemical hazard symbols on COSHH forms and understand the correct PPE required for each.</p> <p>Learners should follow the following checkpoints for the risk assessment:</p> <ul style="list-style-type: none"> <li>• identify the personal hazard</li> <li>• decide who may be harmed and how</li> <li>• evaluate the risk: how likely is it to happen, rate this using low, medium and high-risk banding (these can be colour coded green, amber and red).</li> <li>• record finding and make suggestions for reducing the risk from occurring, this is called “control measure”. (e.g. place warning signs</li> </ul>

		<p>up for an area with steep steps)</p> <p>Learners should know and understand how to complete an accident and risk assessment form and be able to apply risk levels (low, medium or high) to the risk assessment form.</p> <p>Activity</p> <p>Complete a risk assessment of the centre. Learners should highlight hazards, placing these in low, medium and high-risk banding and make recommendations for improvements to these hazards.</p> <p>Learners could complete an accident form; this could be for a given scenario. Learners could design and make health &amp; safety posters covering a variety of points from each legislation.</p>
<p>1.3.2 Food safety</p>	<p>Learners should know and understand the principles of Hazard Analysis and Critical Control Points (HACCP) and be able to:</p> <ul style="list-style-type: none"> <li>• identify any critical control points and ensure that risks are removed or reduced to safe levels</li> <li>• decide on what actions to take if something goes wrong</li> <li>• complete a HACCP document</li> <li>• complete records to show that procedures are working.</li> </ul>	<p>HACCP means Hazard Analysis Critical Control Point; this is similar to a risk assessment however this is for food safety. This procedure helps hospitality and catering provisions to serve and sell food safely by monitoring how the food is handled concerning: purchasing, delivery, storage, preparation, cooking, cooling, hot-holding, reheating, chilled storage, serving/selling.</p> <p>Learners should know and understand the importance of a robust HACCP assessment in hospitality and catering provisions and should understand that by law an employer must have a detailed HACCP for procedures when handling food.</p> <p>Learners need to know and understand that a HACCP covers the following food safety hazards:</p> <ul style="list-style-type: none"> <li>• biological</li> <li>• chemical</li> <li>• physical food safety hazards</li> </ul> <p>Learners should know and understand the correct process of a HACCP. They should be able to identify a hazard, place appropriate control measures in place and suggest further actions if required. All learners should have the opportunity to complete their own HACCP.</p> <p>The correct process for any HACCP assessment is:</p> <ul style="list-style-type: none"> <li>• identify hazards that must be avoided, removed or reduced</li> </ul>

		<p>Identifying what could go wrong: the hazard</p> <ul style="list-style-type: none"><li>• identify the critical control points (CCPs) -</li></ul> <p>Identify the most important points where things can go wrong CCPs.</p> <ul style="list-style-type: none"><li>• set limits for the CCPs (e.g. cooking temperature, food probe)</li><li>• make sure the CCPs are monitored</li></ul> <p>Set up checks to monitor to prevent problems from reoccurring</p> <ul style="list-style-type: none"><li>• put an action in place if there is a problem with a CCP</li><li>• Keep monitoring and checking CCP.</li></ul>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# UNIT 1 Medium Term Plan

## 1.4 Food safety in hospitality and catering

Core Knowledge	Learning Activities
<p>1.4.1 Food related causes of ill health</p> <p>Learners should know that ill health could be caused by the following:</p> <ul style="list-style-type: none"> <li>• allergies</li> <li>• bacteria</li> <li>• chemicals</li> <li>• intolerances.</li> </ul> <p>Learners should know the following food poisoning causes:</p> <ul style="list-style-type: none"> <li>• bacillus cereus</li> <li>• campylobacter</li> <li>• clostridium perfringens</li> <li>• e-coli</li> <li>• listeria</li> <li>• salmonella</li> <li>• staphylococcus aureus.</li> </ul> <p>Learners should know and understand the following food related causes of ill health:</p> <p>Food allergies:</p> <ul style="list-style-type: none"> <li>• cereals (gluten)</li> <li>• crustaceans</li> <li>• dairy products</li> <li>• eggs</li> <li>• fish</li> <li>• fruit and vegetables</li> <li>• lupin</li> <li>• molluscs</li> </ul>	<p>Learners should know that several factors can cause ill health. Learners should understand the differences and what each encompasses.</p> <p>Learners should know and understand the main food poisoning bacteria, they should have an understanding of the source and the implications these can have on personal health (types of symptoms)</p> <p>Learners should understand and know how bacteria survive and grow. (Warmth, food, time and moisture)</p> <p>Learners should know and understand what are classed as high-risk foods.</p> <p>Allergies and intolerances can be delivered together but learners need to be careful not to mix the two causes of ill health. Although intolerance can have similar signs and symptoms to food allergies, learners should understand and know the differences. An allergy is caused by an immune system reaction that can affect numerous organs causing a reaction that can be severe or life-threatening whereas food intolerance symptoms are generally less serious and often affect the digestive tract.</p> <p>Normally people with food intolerance may be able to consume small amounts of the offending food without trouble. However, a person with an allergy cannot consume even the smallest amount without experiencing an adverse reaction.</p> <p>Learners should know and understand all the different types of foods that can cause an allergic reaction.</p> <p>Learners should be aware of the legislation concerning:</p> <ul style="list-style-type: none"> <li>• food labelling laws</li> </ul>

	<ul style="list-style-type: none"> <li>• nuts</li> <li>• peanuts</li> <li>• sesame seeds</li> <li>• soya</li> <li>• wheat.</li> </ul> <p>Food intolerance:</p> <ul style="list-style-type: none"> <li>• gluten</li> <li>• lactose</li> <li>• aspartame</li> <li>• MSG.</li> </ul> <p>Learners should be aware of the following:</p> <ul style="list-style-type: none"> <li>• food labelling laws</li> <li>• food safety legislation</li> <li>• food hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• food safety legislation</li> <li>• food hygiene.</li> </ul> <p>They should have a brief overview of these and how they link to food related causes of ill health.</p> <p>Activity</p> <p>Learners could explore case studies where legislation has not been adhered to, resulting in life-threatening illness or even death to customers.</p>
<p>1.4.2</p> <p>Symptoms and signs of food-induced ill health</p>	<p>Learners should know and understand the following symptoms of food-induced ill health:</p> <p>Visible:</p> <ul style="list-style-type: none"> <li>• anaphylactic shock</li> <li>• bloating</li> <li>• breathing difficulties</li> <li>• chills</li> <li>• diarrhoea</li> <li>• facial swelling</li> <li>• pale or sweating skin</li> <li>• rash</li> <li>• vomiting</li> <li>• weight loss.</li> </ul> <p>Non-visible:</p> <ul style="list-style-type: none"> <li>• constipation</li> <li>• feeling sick</li> </ul>	<p>This topic can be delivered alongside 1.4.1. However, learners should know and understand the different visible and non-visible symptoms</p> <p>Learners should have the opportunity to view the visible symptoms from images/photographs located on the internet or hospitality and catering books.</p> <p>Activity</p> <p>Learners could complete a chart of all the food-induced ill health types: they could name the bacteria, chemical, allergy or intolerance, where it is found, state the effects these would have on the person.</p>

	<ul style="list-style-type: none"> <li>• painful joints</li> <li>• stomach-ache</li> <li>• weakness</li> <li>• wind/flatulence.</li> </ul>	
<p>1.4.3 Preventative control measures of food-induced ill health</p>	<p>Learners should know and understand the control measures to prevent food-induced ill health:</p> <ul style="list-style-type: none"> <li>• cross contamination</li> <li>• correct temperature in delivery, storage, preparation and service</li> <li>• physical contamination.</li> </ul>	<p>Learners should know and understand the control measures to prevent food-induced ill health. They should understand and know how cross-contamination can happen and the implication this has on food safety.</p> <p>Learners should understand the processes:</p> <ul style="list-style-type: none"> <li>• washing hands correctly, correct PPE</li> <li>• correct uniform to prevent contamination</li> <li>• colour coded equipment used to prevent/reduce cross-contamination</li> <li>• different storage areas to prevent cross-contamination</li> <li>• removal of waste to prevent contamination</li> <li>• signs of contamination and control measures</li> <li>• following manufacturing guidelines for chemical cleaning products</li> </ul> <p>Learners should understand physical contamination in relation to:</p> <ul style="list-style-type: none"> <li>• chemical contamination</li> </ul> <p>Storing of chemicals in a separate area away from food, following COSSH data correctly, covering of foods to prevent the risk and buying from reputable food resellers.</p> <ul style="list-style-type: none"> <li>• microbial contamination</li> </ul> <p>Following food safety rules, storage of high-risk foods, regular checks of the temperature of fridges and freezers, personal hygiene, uniform, skin coverage/blue plaster, hair/beard net, fitness for work, separating cooked and raw foods in different zones and storage, controlling pests, maintaining the cleanness of hospitality and catering provision and cooking process.</p>

		<ul style="list-style-type: none"> <li>• physical contamination (contaminated by a foreign object)</li> </ul> <p>Checking and replacing any damaged equipment if needed, reporting faulty goods/equipment, pest control monitoring and system in place, implementing dress code principles: No jewellery when handling food, no false nails and wearing a hairnet.</p> <ul style="list-style-type: none"> <li>• temperature control</li> </ul> <p>Learners should understand the monitoring and control measures of temperature control within the Hospitality And Catering provisions. They should understand the:</p> <ul style="list-style-type: none"> <li>• check and reject system for deliveries</li> <li>• checking storage temperatures daily</li> <li>• using a food probe and understanding the correct core temperature for different meats</li> <li>• serving and hot holding temperatures</li> <li>• reheating/leftover temperatures.</li> </ul>
<p>1.4.4 The Environmental Health Officer (EHO)</p>	<p>Learners should know and understand the role of the Environmental Health Officer (EHO) and that responsibilities include:</p> <ul style="list-style-type: none"> <li>• collecting evidence including samples for testing, photographs, interviews</li> <li>• enforcing environmental health laws follow up complaints</li> <li>• follow up outbreaks of food poisoning</li> <li>• inspecting business for food safety standards</li> <li>• giving evidence in prosecutions</li> <li>• maintaining evidence</li> <li>• submitting reports.</li> </ul>	<p>Learners should know and understand that hospitality and catering provisions are inspected by Environmental Health Officers (EHO) they should know and understand the job role and responsibilities of the EHO.</p> <p>Learners should understand and know when the EHO visits they will be looking at:</p> <ul style="list-style-type: none"> <li>• food storage</li> <li>• food is safe to eat</li> <li>• food handling is correct</li> <li>• employees have relevant and up to date training and certificates</li> <li>• personal hygiene of food handlers</li> <li>• make sure correct PPE is being used</li> <li>• pest contamination/ review control methods and their effectiveness, plus staff knowledge of how to identify and report common pests</li> </ul>

- procedures and methods used for preventing contamination: physical, chemical, allergenic and microbial
- relevant legislation documentation and signs/posters
- hospitality and catering provision premises are maintained, safe and clean
- how the premises labels food – including the validity of the shelf life.
- temperature control – when storing, cooking, cooling, freezing and displaying food.
- reviewing and analysing all relevant legislation documentation
- reviewing records of staff training and certificates
- take photos and samples
- collecting samples for laboratory testing.

Learners should understand and know the EHO can/will:

- follow up complaints and investigate outbreaks of food poisoning, infectious disease or pests
- enforce food safety laws/legislations
- keep records and writing reports
- can advise community groups and giving educational talks
- will investigate accidents at work
- give evidence in cases that go to court
- advise employers on all environmental health matters
- give ratings to hospitality and catering provisions
- close and fine provisions.

