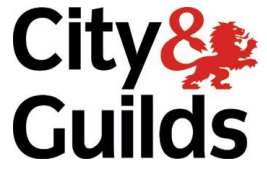# City & Guilds Level 1 Award in Introduction to Employment in the Hospitality Industry (7040-01)

February 2023
Version 1.3

Qualification at a glance

Subject area	Hospitality
City & Guilds number	7040
Age group approved	All
Entry requirements	None
Assessment	Multiple choice examination, assignments
Fast track	Full approval, no fast track available
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number	GLH	TQT
City & Guilds Level 1 Award in Introduction to Employment in the Hospitality Industry	7040-01	600/0448/4	69	80

Version and date	Change detail	Section
1.1 Oct 2011	Update fast track information	Approval
1.2 Feb 2022	GLH and TQT clarified and highlighted City and Guilds added to title City and Guilds address updated	Qualification at a glance Throughout
1.3 February 2023	Unit 202 - updated range for 'allergenic'	Units

Contents

1   Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	It is for candidates who work or want to work in the hospitality sector
What does the qualification cover?	The Introduction to Employment in the Hospitality Industry has been developed to provide an insight into working in the sector.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: • Level 1 and 2 Diplomas in Professional Cookery • Level 1 and 2 Diplomas in Professional Food and Beverage Service

Structure

To achieve the **City & Guilds Level 1 Award in Introduction to Employment in the Hospitality Industry**, learners must achieve **8** credits from the mandatory units.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
M/502/4894	101	Introduction to the hospitality industry	2
D/500/9047	102	Introduction to personal workplace skills	3
T/600/1059	201	Principles of customer service in hospitality leisure travel and tourism	1
H/502/0132	202 (620, 802, 820)	Food safety in catering	1
H/601/9699	203	Health and safety for the workplace	1

2   Centre requirements

Approval

If your Centre is approved to offer the qualification [Level 1 Introduction to the Hospitality Industry] you can apply for the new [Level 1 Award in Introduction to Employment in the Hospitality Industry] approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:
- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:
- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

There is no age restriction for this qualification unless this is a legal requirement of the process or the environment.

3   Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Centre handbook	**www.cityandguilds.com**
Assessment pack	**www.cityandguilds.com**
Answer pack	**www.cityandguilds.com**

4   Assessment

Candidates must:

- successfully complete required assignment for each mandatory unit

Note

Unit Food Safety in Catering is available as an on-line test (unit 202) or as a paper-based centre marked test (results entry 620, 820, 802)

Level 1 Award in Introduction to Employment in the Hospitality Industry

Unit	Unit title	Assessment method	Where to obtain assessment materials
101	Introduction to the hospitality industry	Assignment	Assessment pack and Answer pack available on **www.cityandguilds.com**
102	Introduction to personal workplace skills	Assignment	Assessment pack and Answer pack available on **www.cityandguilds.com**
201	Principles of customer service in hospitality leisure travel and tourism	Assignment	Assessment pack and Answer pack available on **www.cityandguilds.com**
202 (620, 820, 802)	Food safety in catering	Multiple Choice	Walled Garden online test scheduling/ Assessment pack and Answer pack available on **www.cityandguilds.com**
203	Health and safety for the workplace	Assignment	Assessment pack and Answer pack available on **www.cityandguilds.com**

Test specifications

Test 1: Unit 202 (620, 802, 820)
Duration: 1 hour

Unit	Outcome	Approx.% weightings
202/620/ 802/820	1 understand how individuals can take personal responsibility for food safety	13
	2 understand the importance of keeping him/herself clean and hygienic	10
	3 understand the importance of keeping the work areas clean and hygienic	22
	4 understand the importance of keeping food safe	55
	Total	**100**

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL is allowed for this qualification.

5   Units

Availability of units

The following units are also on the Register of Regulated Qualifications **www.register.ofqual.gov.uk**

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

Unit	Unit title	Credits	Unit number (UAN)
101	Introduction to the hospitality industry	2	M/502/4894
102	Introduction to personal workplace skills	3	D/500/9047
201	Principles of customer service in hospitality leisure travel and tourism	1	T/600/1059
202 (620, 802, 820)	Food safety in catering	1	H/502/0132
203	Health and safety for the workplace	1	H/601/9699

Unit 101　　Introduction to the hospitality industry

UAN:	M/502/4894
Level:	Level 1
Credit value:	2
GLH:	20
Assessment	This unit will be assessed by an assignment covering underpinning knowledge.
Aim	This unit gives learners an introduction to the hospitality industry and related career opportunities including food preparation and cooking, food and drink service, accommodation services and guest services.

Learning outcome	**The learner will:**
1 Know the structure of the hospitality industry	
Assessment criteria	
The learner can:	
1.1 Identify different **types of outlets** within the industry	
1.2 Outline the **services** offered within the industry	

Range
Types of outlets
Hotels, guest houses, budget hotels, bed and breakfast, cafes, coffee chains, fast food, public houses, bars, nightclubs, leisure and tourism
Services
Food and drink service, accommodation/guest services, reception, portering, leisure facilities, event management, entertainment, gambling

Learning outcome	**The learner will:**
2 Know the career opportunities in the hospitality industry	
Assessment criteria	
The learner can:	
2.1 Describe **job roles** in the industry	
2.2 Describe **career opportunities** in the industry	
2.3 State different **working patterns** in the industry	
2.4 Identify **sources of information** on training and career opportunities	

Range
Job roles
General managers, supervisors, room attendant and cleaner, porters, storekeeper, housekeepers, assistant chef, head chef, kitchen assistants, restaurant staff, bar staff, barista, receptionist, cashier, concierge
Career opportunities
Local, national, international
Transport, contract, event, welfare industrial, commercial, leisure industry
Working patterns
Full time, part time, shift work, split shifts, seasonal
Sources of information
Colleagues, line managers, newspapers, careers advisors/careers services, job centres, internet, hospitality journals, FE colleges, professional organisations, trade exhibitions

Unit 102   Introduction to personal workplace skills

UAN:	D/500/9047
Level:	Level 1
Credit value:	3
GLH:	30
Assessment	This unit will be assessed by an assignment covering practical skills and underpinning knowledge.
Aim	The aim of this unit is to enable the candidate to develop knowledge and understanding of the personal skills required to work in the hospitality and catering industry and the importance to the candidate of being able to demonstrate such skills.
	The unit focuses on the development of generic skills required by employers. These skills relate to key aspects of working life; punctuality, regular attendance at work, presenting a professional and positive image and time management.
	There is strong emphasis on communication within the team as well as the development of customer facing skills.

Learning outcome	The learner will:
1 Be able to maintain personal appearance	
Assessment criteria	
The learner can: 1.1 Identify the correct **uniform** for **work** 1.2 State the **reasons** for wearing uniform correctly 1.3 Describe the **correct care and maintenance** of uniform 1.4 State the importance of maintaining a **personal hygiene and professional personal appearance** 1.5 Identify **poor hygiene and practices** in relation to personal appearance and behaviour. 1.6 Demonstrate professional personal appearance 1.7 Wear correctly maintained full uniform 1.8 Comply with organisational policies	

Range
Uniform
Full length sleeve white jacket, chefs' trousers, neck tie, hat, (if hair below the collar or loose, a hair net), safety shoes, apron, kitchen cloths (rubbers).

City & Guilds **Level 1 Award in Introduction to Employment in** the Hospitality Industry (7040-01)

Work

Food preparation and cooking, front of house.

Reasons

Protection of self, others, food and hygiene, compliance with legislation, professional image.

Correct care and maintenance

Laundered, ironed, clean shoes, clothing repaired as necessary.

Personal hygiene and a professional appearance

Care of: hair, teeth, nails, feet, jewellery, appropriate use of cosmetics.

Poor hygiene and practices

Smoking, chewing, irregular or incorrect hand washing, eating and drinking within food preparation and cooking area, wearing uniform outside the premises.

Learning outcome	The learner will:
2 Be able to demonstrate time management skills	
Assessment criteria	
The learner can:	

2.1 Demonstrate punctuality and attendance

2.2 Demonstrate working practices within set time frames

2.3 Demonstrate the ability to follow a plan

2.4 State the **importance** of punctuality and attendance

2.5 State the **effect** that punctuality & attendance have on work colleagues

2.6 State the **procedures** to follow if absent or late

2.7 State the **reasons** for planning of tasks

2.8 State the importance of working within set time frames.

Range
Importance Punctuality and attendance: dependability, flexibility, contractual expectation of employers (employability), expectation of colleagues, courtesy. Working within set time frames: to meet deadlines, to meet targets. **Effect** On work plans, individuals, whole team, interpersonal relationships. **Procedures** Notify the workplace (appropriate person) using organisational procedures. **Reasons** To meet deadlines and targets of the individual and team, to meet customer and organisational expectations.

Learning outcome	The learner will:
3 Be able to work effectively in a team	
Assessment criteria	

The learner can:

3.1 Identify the **communication skills** used in **teams**

3.2 State the **importance** of communicating within and between teams

3.3 Describe the importance of knowing own limitations and asking for advice and assistance

3.4 State who to ask for advice and assistance

3.5 State **what makes a good team**.

3.6 Demonstrate correct working practices as part of a team

3.7 Demonstrate communication skills with team members

3.8 Demonstrate support for team members

Range

Communication skills

Speaking (clarity, pronunciation, projection of voice, clarifying, acknowledging, confirming understanding, responding appropriately), listening (active listening), writing and reading (taking a food order, reading instructions, reading customer orders), body language (posture, eye contact).

Teams

Reception, bar, food service, kitchen, housekeeping.

Importance

Communicating within and between teams: efficient work flow, meeting customer expectations, meeting standards, developing positive working relationships, developing a team spirit

Asking for advice and assistance: developing skills, preventing loss, preventing damage, confirming understanding and performing the task appropriately.

What makes a good team

Individual contributions, collective contribution, good communication, support for each other, good leadership, achieving targets.

Learning outcome	The learner will:
4 Be able to deal effectively with customers	

Assessment criteria

The learner can:

4.1 Demonstrate a range of **communication skills** effectively

4.2 Demonstrate a positive and professional attitude towards customers

4.3 Demonstrate a professional manner when receiving customer feedback

4.4 State the **importance of effective communication** with customers

4.5 Describe the **correct methods** of dealing with customer requests

4.6 State the **possible barriers to communication**.

Range

Communication skills

Speaking (clarity, pronunciation, projection of voice, clarifying, acknowledging, confirming understanding, responding appropriately), listening (active listening), writing and reading (taking a food order, reading instructions, reading customer orders), body language (posture, eye contact, facial expression).

Importance of effective communication

To meet customer expectations, to encourage repeat visits and sales, to deal with customer requests (orders), to demonstrate the customer focus of the organisation.

Correct methods

Acknowledging the customer, keeping the customer informed, following up the request, providing the service or outcome.

Possible barriers to communication

Verbal barriers (language, culture, dialect, lack of clarity, volume, pace, hearing impairment, not listening, misinterpretation), written barriers (spelling, legibility, presentation, accuracy, spelling, formatting), non- verbal barriers (personal appearance, experience), body language (inappropriate), other (intoxication, personal problems, stress).

Unit 201	Principles of customer service in hospitality leisure travel and tourism

UAN:	T/600/1059
Level:	Level 2
Credit value:	1
GLH:	10
Assessment	This unit will be assessed by externally set, internally marked short answer questions covering underpinning knowledge.
Aim	This unit will provide the introductory knowledge to customer service in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for staff engaging with internal and/or external customers.

Learning outcome	The learner will:
1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	
Assessment criteria	
The learner can:	
1.1 Describe the **role of the organisation** in relation to customer service	
1.2 Identify the characteristics and **benefits** of **excellent customer service**	
1.3 Give examples of internal and external **customers** in the industries	
1.4 Describe the **importance of product knowledge and sales** to organisational success	
1.5 Describe the **importance of organisational procedures** for customer service	

Range

Role of the organisations

Tour operators; transport providers; accommodation providers; visitor attractions; restaurants and fast food outlets; leisure centres; conference and banqueting; pubs, bars and nightclubs; cafes bars and bistros; sports, gyms, recreational and social clubs.

Organisation's role relates to:

1 Setting the service offer. The service offer, also known as a customer charter, sets the basis on which the organisation will provide a service to its customers. Customers will know this is what they can expect

while organisations know what they must deliver.

2 Monitoring, evaluating and improving standards via customer feedback, analysis of records, complaints, comment cards.

3 Complying with industry codes of practice and legislation: a
   Health and Safety at Work Act.

   b Data Protection Act.

   c Equal opportunities - Disability Discrimination Act, Sex Discrimination Act, Race Relations Act.

   d Consumer legislation - Sale of Goods Act. Supply of Goods and Services Act, Unsolicited Goods and Services Act, Trade Descriptions Act, Consumer Protection Act, Consumer Credit Act, The Consumer Protection Regulations.

Excellent customer service

Meeting and exceeding customer expectations, knowing key benefits/features of organisations services and products, actively listening to the customer, being professional, friendly and polite, encouraging customer loyalty, forming a relationship with customers, ensuring customers leave happy and return, ensuring customers pass on positive feedback to others.

Having experienced a certain level of customer service from an organisation, customers then come to expect that level of customer service whether good or bad.

Benefits of excellent customer service

Increased sales, fewer complaints, new customers, numbers of compliments, repeat business/brand loyalty, reduced staff turnover, referred business, job satisfaction and staff motivation.

Good customer relationships are important to a service provider because they build customer loyalty, resulting in repeat business. It is beneficial for an organisation to have loyal customers as it tends to be cheaper and easier to repeat business with an existing satisfied customer than it is to find a new customer.

Customers

An individual or an organisation and is somebody who receives customer service from a service deliverer. Customers can be internal eg from another

part of the same organisation or colleagues; external eg individuals; businesses including suppliers.

The learner should be able to identify the chosen organisation's customers be they internal and/or external and also those who require special assistance for example those who have specific needs eg health, language, age, cultural needs, family needs or who have specific learning difficulties.

Importance of product knowledge and sales

Provide relevant product information to the customer to help them with their decision or any questions, explain products to the customer to give a professional impression and increase trust with the customer, cross- sell and up-sell, match the customer's needs against the correct product, increase referrals/repeat business/ increase sales.

Importance of organisational procedures

Service standards, feedback systems, complaints procedures, emergency procedures.

Organisations write procedures for staff to follow to ensure that a specific job or task is completed in a set way to achieve the same outcome and level of service. A procedure may also be in place to ensure that legislative requirements are met.

Learning outcome	The learner will:
2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	

Assessment criteria
The learner can:
2.1 Identify the **benefits of excellent customer service** for the individual
2.2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service
2.3 Describe the **importance of personal presentation** within the industries
2.4 Explain the importance of using appropriate **types of communication**
2.5 Describe the importance of effective listening skills

Range
Benefits of excellent customer service
Recognition within the organisation, motivation, customer loyalty, engaging/building relationships with customers makes the role more enjoyable, job satisfaction, monetary rewards, referrals, increased sales, better career prospects.
Importance of personal presentation
Own personal presentation, approach and attitude will influence the customer's perception of the service delivered. If the customer expects to see staff in uniform who make a friendly approach and have a positive attitude they will not be satisfied if they are faced with someone who makes no approach and appears not to care.
A service deliverer's presentation should address:
Creating a first impression, dress codes, personal hygiene, verbal and body language, approach and attitude, behaviour.
Service deliverers should always be professional despite difficult circumstances eg being under pressure through lack of time, during busy periods.
Types of communication Communication
Clear, respectful, polite and confident, without the use of jargon, adapted to meet individual needs.
It is important to adapt methods of communication to meet the individual needs of a range of customers for example those:
• with language difficulties, with health issues, of different age groups, with cultural differences, with learning difficulties.

Face-to-face – is about eye contact and active listening. 'Normal' eye contact may differ across cultures; 'active listening is about head nodding, gestures and repeating back phrases that are heard and confirmation of understanding

Written communication is eg letter, email, memos and reports. There will be guidelines on when and how to use written communication eg house styles, language to be used etc. Written communication will be necessary when a formal response is required.

Telephone communication requires being able to operate the equipment efficiently and effectively; making sure customers are regularly informed when the service deliverer is accessing information to provide responses, or if they are going to be on hold, etc; speaking clearly and slowly to allow for the possibility that reception on the 'phone line may not be perfect; adapting speech to meet individual needs of customer.

Importance of effective listening skills

Being a good or active listener ensures the exchange of information between the speaker and the listener is correctly understood:

- make eye contact, pay attention to the words, expressions, and body language of the speaker, use positive body language to express your continued concentration, use encouraging phrases such as 'I see' or 'Go on, do not interrupt' allow the speaker to finish, give the person your complete attention, summarise the discussion to bring the conversation to a close.

Learning outcome	The learner will:
3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	

Assessment criteria

The learner can:

3.1 Identify what is meant by **customer needs** and **expectations** in the industries

3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations

3.3 Describe the **factors** that influence the customers' choice of products and services

3.4 Describe the importance of meeting and exceeding customer expectations

3.5 Describe the **importance of dealing with complaints** in a positive manner

3.6 Explain the importance of complaint handling procedures

Range

Customer needs

information eg directions, facilities, price, availability, health, safety and security, assistance eg for parents, those with disabilities, level of service eg that timescales are met, promises kept, value for money, quality presentation, specific needs, products and services eg customers' expectations, identification of needs, knowledge of products and services

Other types of customer needs exist where customers' health, mood, language skills, age or cultural background or learning difficulties influence how a service provider may need to adapt their behaviour and adapt their methods of communication to meet these individual needs. (Specific to industry)

Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service.

Expectations are formed:

Through what customers hear and see, what they read and the messages the organisation sends (ie via its reputation and brand), what actually happens to them when dealing now and in the past with an organisation, by word of mouth, through the media.

Customer expectations will be specific to the industries but broadly fall into expectations about:

- Level of service, value for money, hygiene and health and safety, luxury factor.

Importance of anticipating and responding to varying customers' needs and expectations

The customer service deliverer needs to establish the customer's expectations and needs in a way that takes full account of them as an individual. The use of questioning and listening techniques will establish needs and expectations. They need to look out for verbal and non verbal

clues so that customer's are treated with respect and in the right manner according to the situation ie diffusing conflict with an angry customer.

The customer service deliverer should behave according to the organisation's policies and procedures.

Factors

Price, value for money, reputation/brand, past experience, recommendation.

Customers buy benefits and solutions not products and the learner should be familiar with the technique of selling features and benefits and should know how these compare with those of competitors. Benefits can be:

- Security/peace of mind, time savers, money savers, health and safety, status, convenience, comfort, flexibility, enjoyment, to comply with legislation.

Importance of dealing with complaints

Analysis of complaints logs can assist in the process of continuous improvement.

Types of complaint may be:

Price and/or value, quality, speed of service/deliver, level of service, poor staff attitude, breakdown.

Importance of complaint handling procedures

It is important to deal properly with any customer complaint within the organisation's recognised systems and procedures for doing so in order to retain the customer.

Learners must know the procedures for handling customer complaints which will include:
Acknowledging the complaint, apologising for inconvenience, prompt attention to situation, identifying questions to answer, investigate the complaint, identifying problems to resolve.
Techniques for dealing with complaints include:
Keeping calm, empathise with customer, keep customer informed, arriving at a mutually acceptable solution, follow up with customer and/or with staff.
Strategies to deal with complaints involve avoiding conflict and not reacting to possible anger from customers face-to face, on the phone or in writing.

City & Guilds **Level 1 Award in Introduction to Employment in** the Hospitality Industry (7040-01)

Unit 202   Food safety in catering

UAN:	H/502/0132
Level:	Level 2
Credit value:	1
GLH:	9
Assessment	This unit will be assessed by a multiple-choice test covering underpinning knowledge. On-line version – use 202, for paper-based results entry please use 620, 820, 802
Aim	The aim of this unit is to provide candidates with knowledge of the parameters of basic food safety practices as relevant to the catering industry. Achievement of the unit at level 2 will enable learners to identify how to make changes to catering practices in order to improve the safety of the catering service as a whole. This unit provides candidates with a range of food safety skills directly relevant to the catering and hospitality industry.

Learning outcome	The learner will:
1 Understand how individuals can take personal responsibility for food safety	
Assessment criteria	
The learner can:	
1.1 Outline the **importance** of **food safety procedures**, **risk assessment**, **safe food handling** and **behaviour**	
1.2 Describe how to report **food safety hazards**.	
1.3 Outline the **legal responsibilities** of food handlers and food business operators	

Range
Importance Potential to harm people (customers, colleagues, any other people), legislative requirements (personal responsibilities), risk to business (legal action, reputation), risk to self (legal action) **Food safety procedures** Receiving deliveries (farm to fork), storage, preparation, holding of prepared food, sickness procedures (reporting), accident reporting, difference between detergents, disinfectants, sanitizer, sterilization **Risk assessment** Recognition of the likelihood of a hazard occurring

City & Guilds **Level 1 Award in Introduction to Employment in** the Hospitality Industry (7040-01)

Safe food handling

Use of 'best practice' in the handling of food, to ensure the production of safe food

Behaviour

Behaviours relating to working with food, good level of personal hygiene, effect of poor personal hygiene on risk in food preparation (washing hands after coughing, sneezing, touching face, nose blowing, touching raw food waste products, cleaning materials, toilet breaks, smoking breaks), taking care over food, awareness of and reporting of unacceptable behaviours

Food safety hazards

Physical, biological, chemical, allergenic

Legal responsibilities

Food handlers – personal hygiene, illness (reporting, appropriate time away from food – 48 hours after last symptoms), understanding of food poisoning (anything which when ingested will cause harm), understanding of food hygiene (steps taken to prevent food poisoning)

Food business operators – appropriate food hygiene practices, requirement of food businesses to be registered with local authorities, compliance with EHO

Learning outcome	The learner will:
2 Understand the importance of keeping him/herself clean and hygienic	
Assessment criteria	
The learner can: 2.1 Explain the **importance of personal hygiene** in food safety including its role in reducing the risk of contamination 2.2 Describe effective personal hygiene **practices**, for example, protective clothing, **hand washing, personal illnesses, cuts and wounds**	

Range
Importance of personal hygiene Prevention of the transmission of pathogenic bacteria (in particular staphylococcus aureus)/objectionable matter from an individual into the food chain, routes and vehicles to avoid cross contamination **Practices** Protective clothing – use of appropriate clothing (own clothing not to be used in the food environment, work clothing not to be worn out of workplace, no external pockets, durable, fit for purpose, easy to clean, should cover all outdoor clothing, appropriate use of gloves, hair nets, light coloured clothing), not wearing jewellery, substances that can taint food (strong perfume, aftershave, deodorant, nail varnish), aware of appropriate behaviour in a food environments, short, clean nails, no nail biting, no smoking in the food environment, no smoking in work clothing, appropriate practice when dealing with contact dermatitis **Hand washing** Transmission of bacteria, correct hand washing procedures and

equipment (soap, water, drying facilities, brushes), importance of hand washing after handling of raw food, separate sink for hand washing

Personal illnesses

Reporting of illnesses (diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upsets, suspected food poisoning), reporting close/prolonged contact with persons with the above symptoms, eg family members, friends

Cuts and wounds

Reporting cuts and wounds, understanding the difference between septic cuts and wounds and uninfected cuts and wounds, appropriate use of

Learning outcome	The learner will:
3 Understand the importance of keeping the work areas clean and hygienic	

Assessment criteria
The learner can:
3.1 Explain how to keep the **work area and equipment** clean and tidy to include **cleaning and disinfection methods**, **safe use and storage of cleaning chemicals and materials**, and **waste disposal**
3.2 State **how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning**
3.3 Outline the **importance of pest control**

Range
Work area and equipment
Food handling area and all equipment associated with it, hand touch points (eg door handles), food preparation surfaces
Cleaning and disinfection methods
Work area – clean as you go, low risk and high risk areas in food preparation environments, work surfaces, correct cleaning procedures to prevent contamination, traditional stages of cleaning (pre-clean, main-clean, rinse, disinfect, rinse, dry), 'clean, rinse, sanitise' method. Double-sink washing up, pre-clean, main clean using detergent, second sink to disinfect water above 82C. Single use cloths or colour-coded cloths
Equipment – cleaning in place (static equipment eg beer lines, ice machines, dishwashers), move out and clean behind equipment which is easy to take apart
Safe use and storage of cleaning chemicals and materials Chemicals – COSHH, lockable storage away from foods (restricted access) storage in original containers, labelling, dilution, mixing of chemicals, manufacturers' instructions, PPE, avoiding chemical contamination/cross-contamination (eg over-spray), appropriate cleaning and disposal of chemical spillages, safety data sheets
Materials – appropriate storage areas away from food, avoiding prolonged soaking of materials, single use and colour-coded cloths

Waste disposal

Regular disposal, no over-night storage, use of bin bags, waste containers kept clean and in good condition, clean as you go, separating food and general waste, eg glass policy, external waste storage (covered waste container, impervious surface, away from direct sunlight, kept clean and tidy to avoid odours and so as not to attract pests)

How work flow, work surfaces and equipment can reduce contamination risks and aid cleaning

Work flow – clear separation between low and high risk areas (dirty areas, eg storage and food preparation and cooking areas, clean areas, eg final preparation and service areas), good visibility

Work surfaces – smooth, impervious, non tainting, easily cleaned, no crevasses, resistant to corrosion, fit for purpose (eg for commercial use)

Equipment – easy to take apart, in good state of repair, installed as to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting , resistant to corrosion, fit for purpose

Importance of pest control

Legislative requirements, to avoid contamination (pathogenic bacteria, spoilage bacteria), to avoid spread of disease, loss of reputation and profit, to prevent drop in staff morale, to avoid damage, wastage of food

Pests – rodents, cockroaches, insects, stored products insects, domestic pets, birds, wild cats

Signs of pest infestation – droppings, smell, smear marks, pupae/egg

Learning outcome	The learner will:
4 Understand the importance of keeping food safe	
Assessment criteria	
The learner can:	

The learner can:

4.1 State the **sources and risks to food safety** from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards.

4.2 Explain **how to deal with food spoilage** including recognition, reporting and disposal

4.3 Describe **safe food handling practices and procedures** for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food

4.4 Explain the **importance of temperature controls** when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food

4.5 Describe **stock control procedures** including deliveries, storage, date marking and stock rotation

Range

Sources and risks to food safety

High risk groups – pregnant, young, old, sick (those with a weakened immune system)

Microbial – pathogens (salmonella, staphylococcus aureus, clostridium perfringens, bacillus cereus, clostridium botulinum, e-coli), food-borne diseases (campylobacter enteritis, bacillary dysentery, typhoid/paratyphoid, listeria), spoilage organisms (moulds, yeasts), harmless organisms, viruses, toxins

Chemical – cleaning chemicals/materials, pesticides (eg rodenticides, insecticides)

Physical – mercury, plasters, equipment (nuts, bolts), bits of clothing or PPE, flaking paint, glass

Allergenic – nuts, wheat, dairy, gluten, fish/shellfish, plants/fungi, green sprouting potatoes, celery; cereals containing gluten; crustaceans; eggs; fish; lupin; milk; molluscs; mustard; nuts; peanuts; sesame seeds; soya; sulphur dioxide and any other potentially allergic food stuff/substance.

How to deal with food spoilage

Recognition – visual (mould, colour), smell, texture

Reporting – to supervisor/line manager

Disposal – clearly labelled ('Not for human consumption'), separated from general waste, disposed of away from food storage areas/kitchen

Safe food handling practices and procedures/Importance of temperature controls

To meet 'due diligence' criteria, EHO requirements

Temperatures checked with a clean, sanitized probe; temperature logs for fridges and freezers, and serving cabinets

Danger zone for food = 5ºC – 63ºC, responsibility to ensure food is heated through danger zone as quickly as possible, or chilled through danger zone as quickly as possible

Preparing – defrosting at bottom of fridge overnight, or in thawing cabinet (best practice), core temperature not to go above 8ºC; held outside of correct storage temperature for as little time as possible

Cooking – cooked to 63ºC or higher unless this is detrimental to the quality of the food, cooking to appropriate temperature to kill spores Chilling – food must be chilled below 8ºC within 90 minutes of cooking to avoid multiplication of bacteria (danger zone)

Reheating – best practice is to reheat above 75ºC core temp for two minutes, reheat once only, best practice in Scotland is reheat above 82ºC core temp for two minutes, reheat once only

Holding – correct temperature (core temp of 8ºC or lower for cold food, 63ºC or higher for hot food)

Serving – served at appropriate temperature (cold = below 8ºC, hot = above 63ºC)

Transporting – transported in vehicle specifically designed for the purpose, and at the correct temperature (ie whether for frozen, chilled, cold or hot)

Stock control procedures

Deliveries – food should be probed for correct temperature at point of delivery, food should be stored within 15 minutes of receipt, checked against delivery note, check of use by/sell by dates, check of quality

Storage – labelling (ie clarity of what commodity is), off floor, suitable dry conditions, pest proof, raw food stored separately (eg in separate fridges, or at the bottom of a fridge also containing cooked food to avoid drip contamination), correct temperature (best practice is to set fridges between 1ºC and 5ºC to ensure 8ºC core temperature for chilled; -18ºC core temp for frozen), dry goods may be stored at ambient temperature

Date marking – labelling (ie storage date / use by date / best before date)

Stock rotation – effective stock rotation (FIFO – first in, first out)

City & Guilds **Level 1 Award in Introduction to Employment in** the Hospitality Industry (7040-01)

Unit 203   Health and safety for the workplace

UAN:	H/601/9699
Level:	Level 2
Credit value:	1
GLH:	10
Assessment	This unit will be assessed by externally set, internally marked short answer questions covering
	underpinning knowledge.
Aim	To provide an introduction to the principles of workplace health and safety

Learning outcome	The learner will:
1 Understand roles and responsibilities for health, safety and welfare in the workplace	
Assessment criteria	
The learner can:	
1.1 Outline **employers and employees duties** relating to health, safety and welfare at work	
1.2 Outline the **consequences** for non-compliance with health and safety legislation	
1.3 Outline the **requirements** for training and competence in the workplace	
1.4 Outline the ways in which health and safety information can be communicated	

Range
Employer duties • protection from anything that may cause harm • effectively controlling any risks to injury that could arise in the workplace • effectively controlling any risks to health that could arise in the workplace • assess risks in the workplace • give employees information about the risks in the workplace • give employees information on how they are protected • instruct and train employees on how to deal with the risks • consult employees on health and safety issues **Employee duties** • employees have a duty to take care of their own health and safety

City & Guilds **Level 1 Award in Introduction to Employment in** the Hospitality Industry (7040-01)

- employees have a duty to take care of others who may be affected by their actions
- co-operate with employers in regards to Health and safety requirements
- To use any equipment how they have been trained
- Report anything they consider dangerous

Consequences
- In cases of fatal accidents, Police and HSE will investigate any breaches of duty and possible prosecution, prohibition or improvement notice may be issued
- In non fatal notifiable accidents, HSE usually investigate and can issue the same penalties.
- Prosecutions likely where death or serious injury where alleged breach of duty
- Imprisonment and fines may be the result of prosecution.

Requirements
- H&S policy
- competent advisors
- risk assessment and procedures
- safe systems at work
- induction
- ensure all staff have relevant knowledge/skills/experience before starting work

Types of communication
- Toolbox talks
- Formal training
- Posters
- E-mails
- Memos
- Intranet
- Appraisals

External communication
- HSE website, the advisory role of the HSE should be explored
- professional safety organisations
- trade journals

Learning outcome	The learner will:
2 Understand how risk assessments contribute to health and safety	
Assessment criteria	
The learner can:	
2.1. Define the terms '**hazard**' and '**risk**'	
2.2. Outline the **process for carrying out a risk assessment**	

2.3. Describe **how risk assessment can be used to reduce accidents and ill health at work**

Range

Range
Hazard
Anything having potential to cause harm.
Risk
Likelihood of hazard causing actual harm.
Process for carrying out a risk assessment
• identify the work related hazards
• identify who may be at risk from these hazards
• evaluate the level of risk
• decide how to further control the risk
• record the significant findings
How risk assessment can be used to reduce accidents and ill health at work
• to minimise future risks to employees
• to identify a plan of appropriate support for employees
• to provide a coordinated response to the needs and risks identified
• to consult fully with employees and relevant professionals
• to ensure the best interests of individuals concerned

Learning outcome	The learner will:
3 Understand how to identify and control the risks from common workplace hazards	
Assessment criteria	
The learner can:	
3.1 Describe the **hazards** that may be found in a range of workplaces	
3.2 Describe **how hazards can cause harm or damage to people, work processes, the workplace and the environment**	
3.3 Describe the principle of the **risk control hierarchy**	
3.4 List **examples** of risk controls for common workplace hazards	

Range
Hazards
• fire
• manual handling
• harmful agents
• electricity
• Display Screen Equipment
• slips trips and falls
• environmental pollutants

How hazards can cause harm or damage to people, work processes, the workplace and the environment

- People - Cause injury or ill health both physical or mental
- Process - damage to equipment, loss of production
- Workplace - damage to the building , dangerous work environment
- Environment –damage to the flora and fauna to release to air, land or water of energy or substances

The stages from elimination through the hierarchy down to PPE

- Eliminate the hazard
- Reduce the use, frequency or the concentration or form of substance
- Isolate the hazard from employee or employee from the hazard
- Control (engineering)ventilation guards
- Control (management) job rotation breaks
- PPE physical barrier on the person between them and the risk
- Discipline following rules obey instructions take action against offenders

Fire hazard control measures

- Reduction of fuel
- Reduction of heat sources of ignition
- Fire extinguishers
- Fire doors
- smoke doors
- compartmentalisation

Manual handling

- Hierarchy of Control to reduce manual handling risks.
- factors to be considered for TILE (Task; Individual; Load; Environment) when carrying out a manual handing risk assessment

Chemicals

- COSSH Hierarchy of Control to reduce chemical risks.
- information contained in a Material Safety Data Sheet (MSDS)
- Name
- hazard
- risk factor
- medical treatment
- function of Personal Protective Equipment (PPE) in the reduction of risk

Electricity

- potential consequences of contact with electricity (eg Shock, internal and external burns)
- safety benefits of different electrical sources available for power (eg mains/battery; inherent dangers of mains voltage over 110v)
- key safety measures before using portable electrical equipment (eg visual check; check connecting cables; check plugs; maintenance;

signs of overheating)

Display screen equipment usage
- hazards of poor work station ergonomics
- range of hazards to include muscular skeletal back injury
- WRULDs
- eye strain
- control measures to be applied to reduce risk when working with Display Screen Equipment
- Posture
- work load
- environment
- ergonomics

Slips, trips and falls
- relevance of good house keeping to eliminate potential hazards
- relevance of the factors that could effect the severity of the outcome

Environmental pollutants
- control measures to protect
- Land waste segregation ,licensed diposal contractors
- air emission control, filtration

Learning outcome	The learner will:
4 Know the procedures for responding to accidents and incidents in the workplace	
Assessment criteria	
The learner can:	
4.1 State the common causes of workplace accidents and ill health	
4.2. Identify the **actions** that might need to be taken following an incident in the workplace	
4.3 List the **arrangements** that should be in place in a workplace for emergencies and first aid	
4.4 Outline why it is important to record all incidents, accidents and ill health	

Range
Common causes of workplace accidents and ill health
• trips/slips
• falls
• electrical incidents
• manual handling/lifting
• occupational asthma
• deafness
• vibration white finger

- dermatitis

Actions
- care of injured party
- isolation of the area
- making area safe

Further actions
- report to relevant parties such as line manger/management, HSE (RIDDOR), next of kin, insurance company
- internal investigation into the incident
- addressing issues to prevent reoccurrence
- review risk assessments

Arrangements
- emergency plans should be produced, communicated and practiced for all emergencies
- appropriate training should be given to staff
- first aid risk assessment should be undertaken

Why it is important to record all incidents, accidents and ill health
- prevention of reoccurrence of the accident, incident or ill health condition
- to enable trend analysis to be undertaken
- to instigate accident investigation
- to provide evidence in defence of legal action
- to enable benchmarking either internally or against external companies

Appendix 1   **Relationships to other qualifications**

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**.

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

City & Guilds

Believe you can

www.cityandguilds.com

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: **learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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