



The Royal Society for Public Health

Level 3 Award in Food Safety Supervision for Retail

December 2008

This qualification has a credit value of 3

QCA Qualification Number 500/5370/X

Description:

This Level 3 qualification covers those aspects of the supervision of food hygiene and safety which enable candidates to identify problem areas and to recommend solutions. The qualification is firmly based on the National Occupational Standards developed by Skillsmart Retail, the Sector Skills Council (SSC) for the retail industry, and conforms to the qualification template developed by RSPH and other awarding bodies under the guidance of the SSC.

The aim of this qualification is to provide a broad knowledge of food safety and food hygiene. Holders of this qualification will have the appropriate knowledge and understanding to be able to take responsibility for food safety monitoring procedures, to identify hazards to food safety, take appropriate action in the light of these hazards and contribute to improvements in food safety practice.

It is ideal for individuals wishing to progress from the “Level 2 Award in Food Safety for Retail” qualification.

Summary of Outcomes:

To achieve this qualification a candidate must:

1. **Understand how food business operators can ensure compliance with current legislation by being able to:**
 - summarise the importance of food safety management procedures
 - explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance
 - explain how legislation is enforced

2. **Understand the application and monitoring of good hygiene practice, by being able to:**
 - justify the importance of high standards of personal hygiene
 - explain procedures for cleaning and disinfection including the need for workplace and equipment schedules
 - explain procedures to control contamination and cross-contamination
 - describe the importance of, and methods for, waste disposal
 - describe the importance of, and methods for, pest control.

3. **Understand how to implement food safety management procedures, by being able to:**
 - describe the consequences for food safety from microbial, chemical, physical and allergenic hazards
 - describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions
 - explain the requirements for temperature control
 - explain the importance of traceability
 - explain the importance of continually reviewing and, as appropriate, improving, the organisation's procedures.

4. **Understand the role of supervision in food safety management procedures, by being able to:**
 - explain the requirements for induction and on-going training of staff
 - explain the importance of monitoring and reporting in food safety management .

Content:

1. **How food business operators can ensure compliance with current legislation.**

Food safety procedures: definitions of food hygiene, food safety, high risk food and safe food; importance of food safety procedures in reducing levels of bacteria and preventing contamination and cross contamination; current trends and statistics relating to food borne illness and possible reasons for these.

Responsibilities of employers and employees: responsibilities of food business owners, managers, supervisors and food handlers with regard to food safety legislation; importance and main provisions of the 2006 legislation (EC Directive 852/2004 'Hygiene of foodstuffs'): The Food Hygiene (England) Regulations 2006, The Food Hygiene in Scotland Regulations 2006, The Food Hygiene (Wales) Regulations 2006, The Food Hygiene Regulations (N. Ireland) 2006 or any superseding legislation; effect of poor standards of food safety management on employers, employees and food businesses.

Enforcement of legislation: outline of actions and responsibilities of Environmental Health Practitioners, Trading Standards Officers and other Authorised Officers in their role of enforcement of legislation; examination and seizure of food, improvement and closure of unsatisfactory premises and the power of entry of Authorised Officers; relevance of Codes of Practice produced by the food trade and government, and Industry Guides to Good Hygiene Practice produced by the government; the defence of "due diligence".

2. **Application and monitoring of good hygiene practice.**

Personal hygiene: lack of, or poor, personal hygiene as a significant food safety hazard; requirements for maintenance of good personal hygiene; provisions of legislation with regard to personal hygiene; main points of "Food Handlers - Fitness for Work"; how poor standards of personal hygiene can pass on infections to consumers; reasons for and use of protective clothing; hygiene and food handling practices; poor hygiene as a cause of cross contamination; prevention of cross contamination by good personal hygiene and food handling practices; importance of, and reasons for, illness reporting.

Cleaning and disinfection: how poor standards of cleaning and disinfection may cause food safety hazards; definitions of cleaning, disinfection, sterilisation, detergent, disinfectant, sterilant and sanitiser; nature of chemicals used in cleaning, their possible effects on the consumer and food; need for care in storage of chemicals; advantages and disadvantages of in-house and contract cleaning systems; "scheduled cleaning" and "clean as you go"; cleaning schedules and

their importance in "due diligence" defence; cleaning to prevent cross contamination; monitoring of cleaning operations to ensure food safety hazards do not arise.

Contamination and cross-contamination: contamination as a food safety hazard; examples of microbial, chemical, physical and allergenic contaminants; sources of food poisoning and food spoilage microorganisms; vehicles and routes of contamination; probable cause of contamination and cross contamination associated with food poisoning bacteria and viruses; sources of chemical and physical contamination; sources of common allergens; separation of raw and cooked food during storage and display; importance of high risk food; review of methods for controlling, preventing and detecting contamination by microorganisms, chemicals, foreign bodies and allergens.

Waste disposal: how waste can contribute to food safety hazards; importance of waste disposal; identification of deteriorating and spoiled food; segregation, storage and disposal of waste and damaged or contaminated products; disposal of food past its 'best before' or 'use by' date.

Pest control: pests associated with the food industry and their hazards; rats, mice, cockroaches, flies, pharaoh's ants, stored product insects and birds; signs of infestation; environmental conditions inside and outside the workplace that may attract pests; action to prevent infestation; measures for control and elimination of established infestations; pest control in, and elimination from, food storage areas; legal obligations of owners of premises.

3. Implementation of food safety management procedures.

Consequences for food safety: definition of food safety hazard; biological hazards to include bacteria, fungi and viruses; examples of physical hazards; examples of chemical hazards; examples of common allergens; outline of growth requirements of microorganisms; significance of toxin and spore formation; mycotoxins; importance of high risk foods; effects of food borne illness on employers, employees and food businesses; individuals and groups most at risk from food borne illness; outline of common food poisoning symptoms.

Methods and procedures for controlling food safety: importance of food safety management systems; outline of HACCP and HACCP-based systems of food safety management; terminology, principles and procedures; pre-requisites for HACCP; composition of a food safety management team; roles, responsibilities and levels of authority of members of a food safety management team; good hygiene practice; risk assessment; stages in the implementation of a food safety

management system; individuals' responsibilities within food safety management systems; food safety policies.

Critical control points, control points and critical limits; effect on food safety if variance occurs at critical control points and control points and if critical limits are exceeded; reasons why control measures may fail or break down; corrective actions in the event of critical limits being exceeded or failure of control measures; responsibility of individuals to implement corrective actions; responsibility of individuals to report failure of control methods; specific controls for microbiological, physical, chemical and allergenic hazards; controls for the receipt and storage of food; importance of, and methods for, stock control; date marking of food.

Temperature control: poor temperature control as a food safety hazard; importance of temperature for the growth and multiplication of microorganisms; the temperature danger zone; reduction of microbial growth in food by time and temperature control; use of refrigerators, freezers and cold rooms; correct temperatures for the delivery, storage, display, hot-holding and service of food; maintaining and controlling correct food temperatures; critical control points and critical limits for ensuring correct food temperatures are maintained; methods for assessing food temperature; need for temperature control during storage and transport of food.

Traceability: importance of traceability to food safety; need to be able to identify suppliers in the event of unsafe food being received.

Reviewing and improving procedures: importance of evaluating food safety controls; evaluation methods and procedures; role of staff in evaluating the effectiveness of food safety controls and procedures; review of food safety management procedures; reasons for and timing of reviews.

4. **Role of supervision in food safety management**

Induction and on-going training: purpose of training; benefits; legal requirements; training methods; training of new staff; training for food safety management team; training for new systems/procedures; refresher/remedial training; content of training programmes; training resources and how to assess them; sources of advice and guidance.

Monitoring and reporting: importance to food safety of monitoring critical control points, control points and critical limits; monitoring methods and procedures; requirement for effective communication with regard to monitoring and reporting procedures; need for effective communication for the supervision and training of staff and the maintenance of standards; hazard reporting; staff-supervisor and

supervisor-manager reporting procedures; importance of feedback to improve and update food safety controls and procedures.

Assessment and Grading

Attainment of the Learning Outcomes will be assessed by a synoptic examination of ninety minutes duration set by RSPH. The examination will consist of forty five multiple-choice questions.

The qualification is graded as either *Pass* or *Distinction*. Candidates who fail to reach the minimum standard for the *Pass* grade will be recorded as having failed the assessment and will not receive a certificate.

In order to be awarded a *Distinction*, candidates must be able to recall relevant knowledge and facts from the entire specification with few significant omissions and demonstrate a high level of understanding of the principles and concepts used in food safety management. The majority of answers to examination questions will be correct and relevant. Candidates who attain a mark of 38/45 or greater will be deemed to have achieved the criteria for a *Distinction*.

In order to be awarded a *Pass*, candidates must be able to recall relevant knowledge and facts from some parts of the specification and demonstrate a satisfactory level of understanding of the principles and concepts used in food safety management such that the candidate will be able to satisfactorily work in the catering or related industries. The majority of answers to examination questions will contain some information of relevance. Candidates who attain a mark of 30/45 or greater will be deemed to have achieved the criteria for a *Pass*.

The examinations are provided by RSPH.

Guidance:

Recommended Reading:

Sprenger, R.A. 2008 Supervising Food Safety (Level 3) 11th Edition.
Highfield .co.uk Ltd.

Aston, G & Tiffney, J.1997 The Essential Guide to Food Hygiene and Safety.
Eaton Publications.

Recommended prior learning:

It is recommended that candidates have a Level 2 qualification in Food Safety, or a Level 1 qualification in Food Hygiene obtained before November 2005. RSPH also recommends that candidates have a level of literacy and numeracy equivalent to *Level 1* (but see notes on Special Assessment Needs below)

Key Skills:

It is expected that the delivery of this qualification should provide opportunities for the development of the following *key skills*:

Application of Number Levels 2 and 3
Communication Levels 2 and 3
Improving own Learning and Performance Levels 2 and 3
Information and Communication Technology (ICT) Levels 2 and 3
Problem Solving Levels 2 and 3
Working with Others Levels 2 and 3

Guidelines for key skills are shown in Appendix 1.

Other Issues:

The delivery of this qualification could provide opportunities for contributing to an understanding of Spiritual, Moral, Ethical, Social and Cultural issues and an awareness of Environmental issues, Health and Safety considerations and European developments. Possible areas for discussion are shown below.

Spiritual The qualification can contribute to an understanding of spiritual issues by allowing students to discuss how the approaches of different religions to food preparation were driven by considerations of food hygiene and safety.

Moral and Ethical Moral and ethical issues can be developed in a discussion of the legal responsibilities of employees and employers, such as high standards of hygiene, provision of safe food and

employee training.

- Social and Cultural** A discussion of possible reasons for changes in food poisoning trends; consumption of raw foods such as fish and shellfish; different catering systems such as cook-chill, cook freeze and *sous vide* and the growth of food outlets such as sandwich bars and takeaways can contribute to an understanding of social and cultural issues.
- Health and Safety** Health and Safety considerations are explicit in the qualification. For example, the importance of hygiene in the prevention of food poisoning, safe storage of food, HACCP, risk assessment and good manufacturing practice.
- Environment** Awareness of environmental issues can be raised through consideration of disposal arrangements for waste refuse and waste food, pest control methods and the use of cleaning agents.
- European** The influence of European legislation on UK law is explicit in the specification of the qualification.

National Occupational Standards

The qualification has been mapped to the following National Occupational Standards of Skillsmart Retail:

Unit B.308 (K) Understand the principles of food safety management procedures in a retail environment

Further details of these National Occupational Standards can be obtained from RSPH Qualifications.

Restrictions on Candidate Entry:

Candidates should not enter, with another awarding body, for a Level Three qualification in Food Safety.

Special Needs:

Centres that have candidates with special needs should consult RSPH's *Regulations and Guidance for Candidates with Special Assessment Needs*, this is available from RSPH and RSPH's web site (www.rsph.org.uk).

Recommended Qualifications and Experience of Tutors:

RSPH would expect that tutors have teaching experience and a qualification in a relevant subject area, but recognises that experienced teachers can often compensate for a lack of initial subject knowledge, or experienced practitioners for a lack of teaching experience. For the Level 3 Award in Food Safety Supervision for Retail, RSPH recommends that a small team of tutors is used.

A suitable course team for the RSPH Level 3 Award in Food Safety Supervision for Retail qualification might include:

- Tutors with experience of the management of food retail and wholesale establishments and food hygiene
- Tutors with experience of HACCP
- Tutors with experience of legislation relating to food and food premises
- Tutors with a background in Environmental Health.

Centres should be registered with RSPH

Any enquiries about this qualification should be made to:

The Qualifications Department,
Royal Society for Public Health,
3rd Floor Market Towers,
1, Nine Elms Lane
London SW8 5NQ

Tel. 020 3177 1600 Fax. 020 3177 1601
E.mail info@rsph.org.uk

Appendix One: Key Skills Guidelines

This qualification provides a number of opportunities for candidates to develop competence in key skills and to produce evidence towards attainment of key skills. Successful completion of the qualification does not in itself imply attainment of the listed key skills; this is dependent on the candidate producing a portfolio of evidence and the teaching and learning methods adopted by the tutor(s) and candidate in the delivery of the qualification.

The specification content, which provides the most appropriate opportunity for key skill development, is signposted below.

Application of Number

Skill		Specification Content
N2.1	Interpret information from a suitable source.	Graphical and tabular information can be used to obtain information relating to current trends and statistics relating to food-borne illness (Learning Outcome 1)
N3.1	Plan an activity and get relevant information from relevant sources.	As for N2.1 above. Candidates can interpret temperature charts to determine what corrective action to take in the event of a failure of temperature controls (Learning Outcome 3)

Information and Communications Technology

Skill		Specification Content
ICT2.1	Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case..	Information about any part of the content could be obtained from web-sites dealing with food safety. Books and articles can be accessed by on-line searches.
ICT3.1	Search for information, using different sources, and multiple search criteria in at least one case.	

Communication

Skill

Specification Content

- | | | |
|--------------|---|--|
| C2.1a | Take part in a group discussion. | Any part of the content could be used as the basis for a discussion. |
| C2.2 | Read and summarise information from two documents about the same subject. Each document must be a minimum of 500 words long. | Any part of the content could be researched from textbooks and specialist journals |
| C3.1a | Take part in a group discussion. | Any part of the content could be used as the basis for a discussion. |
| C3.2 | Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1,000 words long. | Any part of the content could be researched from textbooks and specialist journals |

Problem Solving

Skill

Specification Content

- | | | |
|--------------|---|---|
| PS2.1 | Identify a problem, with help from an appropriate person, and identify different ways of tackling it. | A number of areas within the specification can be delivered by using a problem-based approach to teaching and learning. |
| PS2.2 | Plan and try out at least one way of solving the problem. | For example:
<i>Pest control:</i> action to prevent infestation, measures for control and elimination of established infestations. |
| PS3.1 | Explore a problem and identify different ways of tackling it. | |

PS3.2 Plan and implement at least one way of solving the problem.

Personal hygiene:: prevention of cross contamination by good personal hygiene.

Corrective actions: corrective actions in the event of critical limits being exceeded or failure of control measures

Improving own Learning and Performance

Skill

Specification Content

LP2.1 Help set targets with an appropriate person and plan how these will be met.

The manner in which candidates plan and carry out their programme of learning for this qualification, in consultation with their tutors/trainers, could provide evidence for this key skill or some elements of this key skill.

LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.

LP2.3 Review progress with an appropriate person and provide evidence of your achievements.

LP3.1 Set targets using information from appropriate people and plan how these will be met.

LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.

LP3.3 Review progress and establish evidence of your achievements.

Working with Others

Skill

Specification Content

WO2.1 Plan work with others.

WO2.2 Work co-operatively towards achieving the identified objectives.

WO2.3 Review your contributions and agree ways to improve work with others.

The manner in which candidates work with others in carrying out their programme of learning for this qualification, in consultation with their tutors and trainers, could provide evidence for this key skill or some elements of this key skill.

WO3.1 Plan work with others.

WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.

WO3.3 Review work with others and agree ways of improving collaborative work in the future.