

Level 3 Award in Supervising Food Safety in Catering

January 2006

22 Guided Learning Hours

QCA Qualification Number 100/5824/2

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 Level Three National Occupational Standards developed by People 1st, the Sector Skills Council for the hospitality industry, and conforms to the qualification template developed by the RSPH and other awarding bodies under the guidance of People 1st.

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 an ideal link between the “Level 2 Award in Food Safety in Catering” qualification and the more advanced “Level 4 Award in Managing Food Safety in Catering”.

Summary of Outcomes:

To achieve this qualification a candidate must:

1. **Explain how food businesses can ensure compliance with current legislation** *by being able to:*
 - state the importance of food safety procedures
 - explain the responsibilities of employers and employees
 - outline the requirements of food safety legislation
 - describe procedures for law enforcement.

2. **Explain the principles of good hygiene practice,** *by being able to:*
 - discuss the importance of temperature control
 - review procedures to control contamination and cross-contamination
 - outline the importance of high standards of personal hygiene
 - review the procedures for cleaning and disinfection
 - describe the design and use of equipment and premises
 - describe the importance of, and methods for, waste disposal
 - describe the importance of, and methods for, pest control.

3. **Discuss the implementation of food safety management procedures,** *by being able to:*
 - review food safety hazards
 - describe methods for controlling food safety
 - review monitoring and recording controls
 - identify appropriate corrective actions
 - review procedures for evaluating food safety controls.

4. **Explain the role of the supervisor in staff training,** *by being able to:*
 - state the requirements for induction and on-going training
 - explain the importance of effective communication with respect to food safety procedures

Content:

1. How food businesses 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; 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.

Responsibilities of employers and employees: responsibilities of food business owners, managers, supervisors and food handlers with regard to food safety legislation; effect of poor standards of food safety management on employers, employees and food businesses.

Food safety legislation: relationship of European legislation to UK food safety legislation; legal status of Acts of Parliament, Regulations and Directives; importance and main provisions of the 2005 legislation (EC Directive 852/2004 'Hygiene of foodstuffs'): The Food Hygiene (England) Regulations 2005, The Food Hygiene in Scotland Regulations 2005, The Food Hygiene (Wales) Regulations 2005, The Food Hygiene Regulations (N. Ireland) 2005 or any superseding legislation.

Law enforcement: 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. Principles of good hygiene practice.

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; correct cooking, cooling, chilling, freezing, defrosting and reheating of food; use of refrigerators and freezers; correct temperatures for the delivery, storage, preparation, cooking, cooling, reheating, holding and service of food; maintaining and controlling correct food temperatures; methods for assessing food temperature; need for temperature control during storage and transport of food.

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 preparation; importance of high risk food; review

of methods for controlling, preventing and detecting contamination by microorganisms, chemicals, foreign bodies and allergens.

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 during preparation, cooking and serving of food; 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, food and food equipment; need for care in storage of chemicals; advantages and disadvantages of mechanical and manual washing systems, 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.

Equipment and premises: ideal site and environmental conditions for food premises; need for the hygienic layout and operation of food premises to comply with appropriate legislation and to reduce contamination and cross-contamination; work flow; materials and product flow; need for adequate structural finishes in food rooms and food storage areas; drainage, lighting and ventilation (including extraction of cooking fumes and grease); adequate storage and disposal arrangements for waste, refuse and waste food; acceptable finishes for floors, walls and ceilings in food rooms, food storage areas, food preparation surfaces and equipment; requirements for provision of sanitary accommodation for staff and public; requirements for provision of adequate handwashing and equipment washing facilities; basic requirements for the design, construction and maintenance of food equipment; how poor design or construction of equipment and premises can increase the risk of food safety hazards; importance of monitoring the condition of equipment and premises to reduce the risk of food safety hazards arising.

Waste disposal: how kitchen waste can contribute to food safety hazards; importance of waste disposal; segregation, storage and disposal of waste; 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; action to prevent infestation; measures for control and elimination of established infestations; control in, and elimination from, pests in food storage areas; legal obligations of owners of premises

3. **Implementation of food safety management procedures.**

Food safety hazards: 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; naturally poisonous foods; importance of high risk foods; individuals and groups most at risk from food safety hazards.

Food safety controls: 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; good hygiene practice and good catering practice; Assured Safe Catering; 'Safer Food, Better Business'; risk assessment; 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; food safety policies; stages in the implementation of a food safety management system; individuals' responsibilities within food safety management systems.

Monitoring and recording controls: importance of monitoring to food safety; monitoring of cleaning, staff hygiene and food handling practices, receipt of goods, 'use by' and 'best before' dates of food stock, temperature; need to maintain and update records such as temperature charts, staff training, receipt of goods, cleaning, maintenance, pest control, stock control; recording need for and use of corrective action; records required for "due diligence" defence.

Corrective actions: reasons why control measures may fail or break down; corrective actions in the event of failure of control measures; responsibility of individuals to implement corrective actions; responsibility of individuals to report failure of control methods.

Evaluation of food safety controls: importance of evaluating food safety controls; evaluation methods and procedures; role of staff in evaluating the effectiveness of food safety controls and procedures.

4. **Role of the supervisor in staff training**

Induction and on-going training: purpose of training; benefits; legal requirements; training methods; training of new staff; training for new systems/procedures; refresher/remedial training; content of training programmes.

Effective communication of 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 90 minutes duration set by the RSPH. The examination will consist of 40 short answer 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 80% 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 60% or greater will be deemed to have achieved the criteria for a *Pass*.

The examinations are provided by the RSPH. Dates of examinations are contained in the RSPH's timetable of examinations.

Guidance:

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. The 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 <i>sous vide</i> 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 assured safe catering.
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.

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 the RSPH's *Regulations and Guidance for Candidates with Special Assessment Needs*, this is available from the RSPH and the RSPH's web site: www.rsph.org.uk

Recommended Qualifications and Experience of Tutors:

The 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 Supervising Food Safety in Catering, the RSPH recommends that a small team of tutors is used.

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

- Tutors with experience of the management of catering 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 the 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
SW8 5NQ

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)
N2.2	Use your information to carry out calculations to do with: a) amounts or sizes b) scales or proportion c) handling statistics d) using formulae.	Correct cooking, cooling, chilling, freezing, defrosting and re-heating of food (Learning Outcome 2). Cooking times for joints of meat can be calculated from the size of the joint and the cooking temperature. Defrosting times for frozen joints of meat can be estimated from the weight of the joint.
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)

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 at least 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

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.	

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.	

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.

Equipment and premises: ideal site and environmental conditions for food premises; need for the hygienic layout and operation of food premises to comply with appropriate legislation and to reduce contamination and cross-contamination; work flow; materials and product flow; need for adequate structural finishes in food rooms; drainage, lighting and ventilation (including extraction of cooking fumes and grease); adequate storage and disposal arrangements for waste, refuse and waste food; acceptable finishes for floors, walls and ceilings in food rooms

Corrective actions: corrective actions in the event of failure of control methods

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.
- 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.

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.