



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Qualifi Level 2 Award in Food Hygiene, Safety and Professional Workplace Effectiveness

Specification (For Centres)

May 2020

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

Contents

| | |
|---|----|
| Contents..... | 3 |
| 1 Introduction..... | 4 |
| 1.1 Why Choose QUALIFI Qualifications?..... | 4 |
| 1.2 Employer Support for the Qualification Development..... | 4 |
| 1.3 Qualification Titles and Codes..... | 5 |
| 1.4 Awarding Organisation..... | 5 |
| 2 Qualification Purpose, Rationale and Overall Aims..... | 5 |
| 2.1 Qualification Purpose and Rationale..... | 5 |
| 2.2 Overall Aims for the Award..... | 5 |
| 3. Delivering the Qualifications..... | 6 |
| 3.1 Quality Assurance Arrangements..... | 6 |
| 3.2 Access to Study..... | 6 |
| 3.3 Entry Criteria..... | 7 |
| 4 Structure of the Qualification..... | 7 |
| 4.1 Units, Credits and Total Qualification Time (TQT)..... | 7 |
| 4.2 Qualification Structure..... | 8 |
| 4.3 Progression and Links to other QUALIFI Programmes..... | 8 |
| 4.4 Recognition of Prior Learning..... | 8 |
| 5 Guidance to Teaching and Learning..... | 9 |
| 6 Learner Support..... | 9 |
| 6.1 Data Protection..... | 10 |
| 7. Assessment..... | 10 |
| 8. Course Regulations..... | 11 |
| 8.1 Course Requirements..... | 11 |
| 8.2 Classification of Awards..... | 11 |
| 8.3. Learner Voice..... | 11 |
| 8.4 Complaints..... | 11 |
| 9 Equality and Diversity..... | 11 |
| 10. Further Professional Development and Training..... | 12 |
| Appendix 1: Unit Descriptors..... | 13 |
| QUALIFI Level 2 Award in Food Hygiene and Safety and Workplace Effectiveness..... | 13 |
| Unit 1: Food Hygiene and Safety..... | 13 |
| Unit 2: Food Allergy Awareness..... | 17 |
| Unit 3: Health and Safety in the Workplace..... | 20 |
| Unit 4: HACCP Principles..... | 26 |
| Unit 5: Understanding Nutrition..... | 29 |
| Unit 6: Professional and Workplace Effectiveness Skills..... | 33 |

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualifications.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is:

Qualifi Level 2 Award in Food Hygiene, Safety and Professional Workplace Effectiveness- 603/5849/X

1.4 Awarding Organisation

QUALIFI LTD

2 Qualification Purpose, Rationale and Overall Aims

2.1 Qualification Purpose and Rationale

This award is designed to help all catering and hospitality operators establish and maintain a highly skilled, competent and effective staffing team. This includes all catering workers and professionals, including food handlers, chefs and front-of-house staff, childcare workers and professionals, including those working in nurseries, children's centres, play centres, nannies, au pairs and as childminders.

It is envisaged that learners will develop an understanding of how to increase food standards and food safety through studying the food safety and hygiene certificate and HACCP Principles, allergen and nutrition training. Learners will be encouraged to understand how to increase personal safety at work through Health & Safety in the workplace and improve professional conduct and personal effectiveness in a wide range of settings.

This Award incorporates recognised syllabus learning outcomes, guidance from the Food Standard Agency, Environmental Health Officers, and appropriate professional bodies.

2.2 Overall Aims for the Award

This award aims to provide learners with an understanding of the attributes, attitudes and behaviours expected by most UK employers of their staff, particularly those looking to progress within the organisation. It seeks to explore factors associated with becoming a successful employee able to conduct themselves in a professional manner.

The award also challenges the learner to consider how other people, including employers, colleagues, and customers are likely to perceive them at work. This award is suitable for those preparing to enter the employment market, people preparing to join a new employer, and those already in work, be it on a paid or voluntary basis.

3. Delivering the Qualifications

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates' assignments
- agrees the final mark and issues certificates.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Certificate handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

This qualification is designed for learners aged 16 and above. There are no specific recommended prior learning requirements for this qualification. Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners.

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be assessed on an individual basis.

In certain circumstances, individuals with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The Qualifi Level 2 Award in Food Hygiene, Safety and Professional Workplace Effectiveness is a Level 2 qualification containing 6 credit bearing units with a total of 8 credits for the qualification.

These units have been designed from a learning time perspective and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

This qualification is divided into 6 mandatory units.

Qualifi Level 2 Award in Food Hygiene, Safety and Professional Workplace Effectiveness

| Unit Reference | Mandatory Units | Level | TQT | Credits | GLH |
|----------------|---|-------|-----|---------|-----|
| A/618/1161 | Food Hygiene and Safety | 2 | 10 | 1 | 8 |
| F/618/1162 | Food Allergy Awareness | 2 | 10 | 1 | 5 |
| J/618/1163 | Health and Safety in the Workplace | 2 | 10 | 1 | 5 |
| L/618/1164 | HACCP Principles | 2 | 10 | 1 | 5 |
| R/618/1165 | Understanding Nutrition | 2 | 10 | 1 | 5 |
| Y/618/1166 | Professional and Workplace Effectiveness Skills | 2 | 30 | 3 | 15 |

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **Qualifi Level 2 Award in Food Hygiene, Safety and Professional Workplace Effectiveness** can progress to:

- a Qualifi Level 2 qualification;
- directly into employment in an associated profession.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

This qualification is vocational as it can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate the knowledge, and critical understanding of theories to practice, which reveals original thought and demonstrates problem solving skills. Recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism/referencing
- confidential material
- submission.

For further information please contact Qualifi.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Certificate Award.

QUALIFI will issue certificates to all successful learners through the registered centres.

8.2 Classification of Awards

This qualification is pass/fail.

Decisions about the overall achievements of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance> In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 1158882323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptors

QUALIFI Level 2 Award in Food Hygiene, Safety and Professional Workplace Effectiveness

Unit 1: Food Hygiene and Safety

Unit code: A/618/1161

RQF level: 2

Unit Aim

The aim of this unit is to provide learners with an understanding of food safety and the food safety related operational knowledge to perform the role of food handler in a wide range of catering environments. The unit follows the nationally recognised level 2 syllabus that covers professional guidelines including EHO and FSA requirements. Environments include all premises providing food to the general public including commercial, not-for-profit and volunteer settings.

Learning Outcomes, Assessment Criteria

| Learning Outcome | Assessment Criteria |
|--|---|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can: |
| 1. Understand the importance of the food handler's role in food safety and the need to take personal responsibility in safety matters. | 1.1 Describe the legal responsibilities of food handlers and catering business owners to operate safely. 1.2 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour. 1.3 Describe the importance of reporting food safety hazards in terms of food safety. |
| 2. Understand the concept of a bacterial hazard and the conditions food poisoning bacteria need to multiply and become dangerous. | 2.1 State the sources of, and risks to, food safety from contamination and cross-contamination including chemical, physical, micro-biological and allergenic hazards. 2.2 Describe the process of binary fission and how bacterial threats rapidly multiply if contaminated food is left in appropriate conditions. 2.3 Explain the significance of the Danger Zone, and the importance of temperature control when storing, preparing, cooking, chilling, reheating, holding and serving foods. 2.4 Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, hot and cold holding, and serving of food. |
| 3. Understand the importance of and approaches to good standards of personal hygiene when working as a food handler. | 3.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination. 3.2 Describe effective personal hygiene practices including hand-washing technique, reporting personal illnesses, and dealing with cuts and wounds. |

| | |
|--|---|
| <p>4. Understand the importance of and approaches to good standards of cleaning and waste disposal in catering premises.</p> | <p>4.1 Explain how to keep the work area and equipment clean including use of cleaning and disinfection, and the safe use and storage of cleaning chemicals.</p> <p>4.2 State how workflow and equipment can be arranged, cleaned and used to reduce contamination.</p> <p>4.3 Describe appropriate handling, storage and disposal of waste, and the importance of adequate pest control provision in reducing the threat of food poisoning.</p> <p>4.4 Describe effective personal hygiene practices when working in a range of environments including Early Years and catering.</p> |
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Indicative Content

A. Food safety and the law

Learners should understand how employer and food handler responsibilities are dictated by UK and European Union Law, and what powers an Environmental Health Officer has in enforcing this legislation. They should:

- I. Identify legislation that controls the safe production and service of food in the UK.
- II. Understand basic employer and food handler requirements according to UK law.
- III. State the consequences for food handlers of non-compliance with UK food law.
- IV. Understand the term Due Diligence and its legal significance to food handlers.
- V. Describe legal requirements in relation to food handler training.
- VI. Describe the legal requirements to prepare and serve food safely.
- VII. Explain the role, responsibilities and powers of an Environmental Health Officer.

B. Microbiological hazards

Learners should be aware of a range of microbiological threats to food safety, including pathogenic bacteria and the conditions needed for bacterial multiplication to occur. They should:

- I. Identify a range of microbiological threats including bacteria, viruses and moulds.
- II. Describe a range of bacterial types including helpful, spoilage and pathogenic bacteria.
- III. Explain the term vehicle of contamination and offer practical examples.
- IV. Explain the factors and conditions bacteria need to multiply.
- V. Explain the process by which bacteria reproduce.
- VI. Explain how bacterial spores and toxins occur and their effect on the body.
- VII. Describe the characteristics of high-risk and low-risk foods and offer examples.

C. Defining food poisoning

Learners should be aware of the most common microbiological causes of food poisoning in the UK and be able to explain the difference between food poisoning and food borne disease. They should:

- I. Describe the symptoms and effect of a range of microbiological threats on the body.
- II. Explain the differences between food poisoning and foodborne disease.
- III. Give examples of common food poisoning bacteria and their sources.
- IV. Give examples of common foodborne diseases and their sources.
- V. Identify common practical failures in food preparation that result in food poisoning.
- VI. Identify groups most at risk from food poisoning.

D. Controlling food poisoning

Learners should understand the crucial effect temperature has on the multiplication of pathogenic food poisoning bacteria and be able to identify a range of appropriate temperature related control methods. They should:

- I. Describe the term and associated temperatures of the 'Danger Zone'.
- II. Explain the importance of rapid and thorough cooking and reheating of food.
- III. State appropriate activity times and temperatures for cooking, reheating and hotholding.
- IV. State appropriate activity times and temperatures for cooling, thawing and freezing.
- V. State the consequences of poor or inappropriate temperature control on food safety.
- VI. Describe methods of monitoring cooking and hot hold temperatures.
- VII. Explain how a probe thermometer should be used, tested, disinfected.

E. Spoilage and preservation

Learners should understand how food spoilage occurs and state a range of methods of preserving food safely together with how to interpret food date marks including use-by and best-before. They should:

- I. Explain the threat of spoiled food and how to recognise signs of spoilage.
- II. State a range of effective food preservation methods including heat treatment.
- III. Explain the meaning and use of a range of food labelling date marks used in the UK.

F. Physical hazards, chemical hazards and allergens

Learners should understand how to identify a range of physical and chemical hazards. They should be able to identify potential allergenic ingredient hazards and identify simple control measures to reduce associated risks to food safety. Learners should be able to:

- I. Identify a range of physical hazards to food and describe simple control measures.
- II. Identify a range of chemical hazards to food and describe simple control measures.
- III. Explain the threat posed by allergenic food ingredients (14 named food allergens).
- IV. Give examples of controls that may limit the threat from food allergens.

G. Personal hygiene

Learners should understand the role that high standards of personal hygiene play in the safe production of food in commercial food premises, including best-practice approaches to hand hygiene. They should:

- I. Give examples of appropriate clothing to safeguard food safety including Personal Protective Equipment (PPE).
- II. Describe the correct approach to hand hygiene (hand-washing technique).
- III. State when appropriate hand washing should take place in a working day.
- IV. Explain the importance to food safety of reporting illness to the supervisor.
- V. State the risks of food being handled by people with food poisoning or foodborne disease.

H. HACCP and storage

Learners should be able to explain the importance of good systems and procedures and the central role Hazard Analysis and Critical Control Points (HACCP) principles should play in the safe production of food. They should also understand appropriate procedures for handling deliveries and for storing foodstuffs. Learners should:

- I. Explain what function HACCP performs in a commercial food premises.
- II. Explain the use of a documented Food Safety Management System.
- III. Understand the legal and mandatory basis of HACCP in a commercial food premises.
- IV. Give examples of a food handler's involvement within a HACCP System.
- V. Explain delivery and storage procedures and conditions for ambient, chilled and frozen.
- VI. Explain the need for separation of raw and ready to eat (high risk) foods.
- VII. Explain the need for separate storage procedures for allergenic ingredients.

I. Premises and equipment

Learners should understand the minimum legal facilities required in a food premises, and importance of good workflow in limiting the threat of bacterial cross-contamination in a food premises. Learners should:

- I. Understand minimum legal requirements for construction and cleanliness of food premises.
- II. Identify appropriate premises construction, fit-out and equipment selection.
- III. Explain the minimum facilities and features a food premises must have by law.
- IV. Identify minimum First Aid equipment requirements for catering premises.
- V. Describe the importance of good workflow in food production and its effect on food safety.

J. Food pests

Learners should be able to identify and explain the food safety threats posed by a range of food pests and suggest suitable pest deterrent (controls). They should be able to:

- I. Identify a range of common catering premises food pests and the conditions that thrive in.
- II. Lists the signs of pest infestation and what actions should be taken on sighting.
- III. State the consequences of failing to deal with food pests in terms of threats to food safety.
- IV. Describe appropriate pest control deterrent methods for a range of pest threats.

K. Cleaning and disinfection

Learners should understand the key role that appropriate cleaning and disinfection plays in maintaining food safety, identify correct cleaning procedures, and explain the importance of observing correct sanitiser contact times. They should be able to:

- I. Define the terms cleaning, disinfection and sterilisation.
- II. Explain cross-contamination and offer examples of vehicles of cross-contamination.
- III. State the consequences of poor standards of cleaning and hygiene on food safety.
- IV. Explain the role and use of detergents versus disinfectants.
- V. Describe how clean and appropriate cloths should be used during cleaning.
- VI. Understand the importance and role of an appropriate cleaning schedule.
- VII. Describe appropriate methods of storing and dealing with waste in a food business.

Delivery and Assessment Guidance

This unit can be delivered via blended learning or in a classroom environment. The assessment can be offered online but must be invigilated under the Qualifi fixed test response guidelines.

Suggested Resources

1. www.thesaferfoodgroup.com
2. The Essentials of Health and Safety in Food Premises: A Guide for Food Handlers Paperback – 31 Mar 2004 by [Richard A. Sprenger](#) (Author)
3. <https://www.anaphylaxis.org.uk/>
4. <https://www.hse.gov.uk/catering/>
5. <https://www.nhs.uk/live-well/eat-well/>
6. <https://www.foodstandards.gov.scot/downloads/Guide.pdf>

Unit 2: Food Allergy Awareness

Unit code: F/618/1162

RQF level: 2

Unit Aim

This unit aims to provide learners with an awareness and basic understanding of a range of food allergies and how the issue of food allergies can be handled safely during food production and service in a commercial catering environment. Relevant settings include pubs, restaurants, takeaways, cafes, delis, schools, childcare settings, and indeed any other catering setting serving food to the general public including commercial, volunteer and not-for-profit settings.

Learning Outcomes, Assessment Criteria

| Learning Outcome | Assessment Criteria |
|---|--|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can: |
| 1. Understand the concept of food allergens and a range of common food allergens. | 1.1 Describe food allergens and the associated dangers for sufferers. 1.2 Identify a range of food allergens from common foodstuffs. |
| 2. Understand the law relating to food allergies and basic responsibilities for safeguarding customers in a range of environments. | 2.1 Outline underpinning food safety legislation regarding allergenic ingredient declarations. 2.2 Describe the responsibilities of a range of staff within different catering establishments or food production areas regarding food allergens. |
| 3. Understand a range of approaches to preventing allergenic cross-contamination and allergen-related mistakes within professional catering environments. | 3.1 Outline appropriate prerequisites for creating safe food in a range of allergy-aware catering environments. 3.2 Describe appropriate food production processes and procedures for creating safe, allergy-free food. 3.3 Describe appropriate approaches to foodservice and retail to deal with the sale or service of foods containing allergenic ingredients. |
| 4. Understand basic first aid procedures used to deal with an allergenic reaction caused by consumption or exposure to a food allergen (anaphylaxis). | 4.1 Identify possible symptoms of a food allergy-related incident (anaphylaxis) 4.2 State basic first aid actions that should be taken in the event of a suspected food allergy-related attack (anaphylaxis). |

Indicative Content

A. Introduction to allergens

Learners need to cover:

- I. The concept of food allergens, including definitions of the term's food allergy, food intolerance, Coeliac disease, and anaphylaxis.
- II. The symptoms of a serious allergic reaction/ food allergy-related attack (anaphylactic attack).
- III. The existence and potential dangers of hidden allergenic ingredients.
- IV. Examples of hidden allergenic ingredients in common foods and dishes.

B. The 14 named allergens

Learners need to cover:

- I. The 14 named allergenic ingredients listed by FSA and FIC Regulation 1169/2011 (EU FIC).
- II. The potential hazards associated with these 14 ingredients to allergy sufferers of food allergens not listed by Regulation 1169/2011 (EU FIC).
- III. Examples of foods/dishes where named allergenic ingredients are commonly found.
- V. Alternative ingredients to the use of named allergenic ingredients.

C. Allergens and UK/EU law

Learners need to cover:

- I. The implications of the Food Information for Consumers Regulation 1169/2011(EU FIC) with regard to allergenic ingredients or foodstuffs, affecting all food sold loose or served out of home.
- II. Associated labelling information that must be supplied with all food products.
- III. Examples of potentially unsafe practices concerning allergenic food ingredients.
- IV. The term Due Diligence in the context of the use of allergenic ingredients.
- V. The potential consequences of not following the legal guidance on food allergens for safety and in terms of legal penalties.

D. Recipe writing and ingredient panels

Learners need to cover:

- I. The vital importance of clear written communication in regard to all aspects of the use of allergenic ingredients in food production and service with the end customer, in the form of recipes and ingredient panels or ingredient declarations.
- II. How to create a simple system to manage the use of allergenic ingredients.
- III. The need for, and process of, creating recipe and customer ingredient information sheets.
- IV. Simple recommendations for adapting recipes for allergy sufferers and the considerations that need to be taken into account.

E. Prerequisites (preventing allergenic contamination)

Learners need to cover:

- I. The importance of appropriate management systems and operational procedures to prevent allergenic cross-contamination before any cooking or food service takes place.
- II. The consequences of failing to apply prerequisites for allergy sufferers.
- III. Appropriate approaches to cleaning and hand-washing that will reduce or eliminate cross-contamination of allergenic ingredients.
- IV. The importance of appropriate supplier, delivery and storage regimes to limit the risk of food allergens and create a safe food allergy-aware environment.

F. Service considerations (preventing allergenic contamination)

Learners need to cover:

- I. The allergenic considerations and appropriate processes to control allergenic threats during food storage, preparation, cooking, assembly and service of the dish, and the sales process.
- II. The potential implications of a failure in these processes during food storage, preparation, cooking and assembly of the dish.
- III. Appropriate allergenic ingredients and communication considerations for front-of-house staff with the kitchen, and communication with the customer.
- IV. Possible consequences of a failure in communication on allergenic ingredients between staff members, or between a staff member and a customer.

G. Emergency first aid

Learners need to cover:

- I. The symptoms of a suspected allergenic attack/food-related allergy incident (anaphylaxis), varying in severity from a mild reaction to full anaphylaxis.
- II. An appropriate response to a suspected allergenic attack/food-related allergy incident.
- III. How and when to use an EpiPen (intravenous adrenaline injection).
- IV. The potential consequences of failing to take action in the event of an allergenic attack/ food-related allergy incident.

Delivery and Assessment Guidance

This unit can be delivered via blended learning or in a classroom environment. The assessment can be offered online but must be invigilated under the Qualifi fixed test response guidelines.

Suggested Resources

1. www.thesaferfoodgroup.com
2. The Essentials of Health and Safety in Food Premises: A Guide for Food Handlers Paperback – 31 Mar 2004 by Richard A. Sprenger (Author)
3. <https://www.anaphylaxis.org.uk/>
4. <https://www.hse.gov.uk/catering/>
5. <https://www.nhs.uk/live-well/eat-well/>
6. <https://www.foodstandards.gov.scot/downloads/Guide.pdf>

Unit 3: Health and Safety in the Workplace

Unit code: J/618/1163

RQF level: 2

Unit Aim

The aim of this unit is to provide learners with an understanding of Health & Safety at Work in a wide range of catering and hospitality sectors. This includes any role involving working in kitchens or other food preparation or service areas including restaurants, venues, hotels, childcare and any other environment where food is prepared or served. Successful completion will enable staff to operate safely from their first shift; protecting their health, safety and welfare and that of their colleagues through improved knowledge, competence and conduct.

Learning Outcomes, Assessment Criteria

| Learning Outcome | Assessment Criteria |
|---|--|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can: |
| 1. Understand key terms, concepts, and responsibilities relating to Health and Safety in a range of catering environments. | 1.1 Define the terms health, safety and welfare in the context of Health and Safety at work. 1.2 Describe the responsibilities of employers and staff in relation to health, safety and personal welfare at work in a range of environments and age groups. 1.3 Outline legislation that applies to Health and Safety in the workplace and the possible legal consequences of failing to comply with this legislation. 1.4 Outline the objectives of safety training and safety-related competencies needed in a range of workplaces. |
| 2. Understand the importance of risk assessment in contributing to a safe working environment in catering and food manufacturing. | 2.1 Define the terms hazard, risk and severity in the context of health and safety risk assessment of a range of workplace environments. 2.2 Outline approaches to formal and informal risk assessment. 2.3 Explain how risk assessment can reduce the incidence and severity of workplace accidents and associated ill-health. |
| 3. Understand how to manage risks from hazards commonly found in a range of catering and food manufacturing working environments. | 3.1 Identify a range of hazards typically found in a range of catering or food manufacturing working environment 3.2 Assess how hazards can cause harm to people, wider hazards in the workplace, and damage the environment. 3.3 Describe approaches to controlling common workplace hazards found in a range of catering or food manufacturing working environments. |

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| <p>4. Understand procedures for dealing with accidents and critical incidents in a range of catering and food manufacturing working environments.</p> | <p>4.1 Describe actions that should be taken in the event of a serious Health and Safety-related incident in the workplace.</p> <p>4.2 Outline examples of reportable incidents and how the formal accident reporting process should function.</p> <p>4.3 Describe facilities and procedures that should be in place to help deal effectively with workplace emergencies.</p> |
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Indicative Content

A. Introduction to Health and Safety

Learners need to cover:

- I. Terms health, safety and welfare in the context of general workplace safety.
- II. Examples of a range of common accidents or injuries in a catering or food manufacturing setting.
- III. Basic mandatory first aid requirements including personnel and equipment.
- IV. The consequences of poor Health and Safety standards, and of good standards.
- V. The meanings of a range of Health and Safety signage required by HSE.
- VI. Health and Safety Executive (HSE) figures for work-based injuries in the UK.
- VII. Why accidents should be recorded and, in certain cases, reported.
- VIII. Examples of occupational, environmental and human factors affecting Health and Safety.
- IX. The importance of following instructions and the need to report any potential problems or incidences.
- X. How alcohol and drugs can affect health, safety and welfare at work.
- XI. The importance of a range of safety training and safety-related competences.
- XII. The importance and scope of health and safety in an Early Years setting.
- XIII. Important terms, accident rate figures, and causes of accidents to childcare practitioners and children in their care.
- XIV. Definitions of the term's health and safety in the context of a childcare setting.
- XV. What constitutes a safe environment as a workplace and childcare setting.
- XVI. Examples of common accidents in the childcare setting to staff and children.
- XVII. The consequences of poor health and safety standards and of good standards.
- XVIII. Figures for accidents and injuries in the UK.

B. Health and safety legislation

Learners need to cover:

- I. The purpose and scope, in brief, of the Health & Safety at Work Act 1974 and the responsibilities of employees, employers and the self-employed in maintaining a safe working environment.
- II. Mandatory health, safety and welfare related facilities employers of various sizes are required to provide their employees.
- III. Other associated health, safety and welfare legislation, including those affecting manual handling, DSE (display screen equipment), PPE (personal protective equipment), the provision and use of work equipment, COSHH (Control of Substances Hazardous to Health), and RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations).
- IV. The function of Statutory Notices and systems for maintaining Health and Safety in the workplace.
- V. The role and powers of Enforcement Officers in Health and Safety at work, including the HSE (Health & Safety Executive).

- VI. The consequences of non-compliance with health and safety legislation.
- VII. Statutory notices and systems for health and safety in the workplace.
- VIII. The role of Early Years Foundation Stage and OFSTED in the context of child safety.
- IX. The term due diligence in the context of health and safety in an Early Years setting.
- X. The role and powers of Enforcement Officers including the HSE and OFSTED.
- XI. The consequences of non-compliance with health and safety legislation.

C. Accidents in the workplace

Learners need to cover:

- I. The term unsafe condition and offer practical examples of unsafe conditions.
- II. The term unsafe act and offer practical examples of unsafe acts at work.
- III. The purpose and legal basis of RIDDOR.
- IV. How and why accidents occur in Early Years workplaces.
- V. Unsafe conditions and practical examples of unsafe conditions.
- VI. Unsafe acts and practical examples of unsafe acts at work.
- VII. Accident reporting procedure and what constitutes a near-miss incident.
- VIII. RIDDOR and the difference between a reportable incident and a recordable incident.
- IX. Examples of occupational, environmental and human factors affecting health and safety.

D. Risk and risk assessment

Learners need to cover:

- I. The terms unsafe condition and unsafe act and examples of conditions or behaviours likely to increase the risk of injury or ill-health.
- II. The term near-miss incident and its significance in the context of patterns of accidents.
- III. The terms hazard, risk, severity, risk assessment, and control measure in the context of workplace safety.
- IV. The relationship between hazard, risk and severity.
- V. The importance of risk assessment in maintaining health and safety.
- VI. The terms formal and informal risk assessment and examples of when informal and formal risk assessment should take place.
- VII. An approach to risk assessment and hazard control in the workplace and the need for specialist risk assessment in certain situations.

E. Hazardous substances

Learners need to cover:

- I. The scope and purpose of COSHH regulations.
- II. The terms chronic and acute with regard to exposure to hazardous substances.
- III. Examples of a range of hazardous substances in the catering and food manufacturing workplace and their classification according to source and level of risk.
- IV. The importance of risk assessment in the handling of hazardous substances.
- V. Suitable control measures that should be used when handling a range of hazardous substances including storage methods.
- VI. The need for training and suitable authorisation prior to handling or otherwise being exposed to hazardous substances.

F. Manual Handling and Slips, Trips and Falls

Learners need to cover:

- I. A range of common manual handling hazards and injuries.
- II. What constitutes good manual handling practice, including a correct lifting technique for a range of common loads or tasks.
- III. A basic manual handling task risk assessment and associated task design to reduce the hazard to acceptable levels.
- IV. How musculoskeletal disorders can be caused by work activities and outline employer and employee responsibilities under Manual Handling Regulations.
- V. Factors that contribute to slips, trips and falls and approaches to their prevention.
- VI. The importance of good storage, stacking and good general housekeeping.
- VII. The significance of Health and Safety considerations when planning building or workflow layout.

G. Noise, stress and violence

Learners need to cover:

- I. Examples and sources of unacceptable noise and controls to limit noise and exposure to excessive noise levels.
- II. The Health and Safety hazards of working in high noise levels short and long term.
- III. Employee rights to a working environment free from unnecessary stress and the importance of reporting unacceptable conditions or behaviour.
- IV. The main effects of stress and examples of how stress may be reduced in the workplace.
- V. Examples of what would constitute a violent act, bullying, or threat of violence in the workplace.
- VI. HSE and legal definitions of noise, stress and violence in the context of Health and Safety in the workplace.

H. Mandatory facilities and employee welfare

Learners need to cover:

- I. Common health hazards associated with working in catering and food manufacturing environments.
- II. Hazards to health in the workplace and why they must be risk assessed and controls applied.

I. Workplace equipment

Learners need to cover:

- I. A range of accidents commonly associated with equipment commonly found in catering and food manufacturing workplaces.
- II. The importance of using equipment correctly and consistently following instructions.
- III. The importance of undertaking training, following instructions and using all safety devices supplied.
- IV. Suitable hazard control measures including PPE, maintenance, and appropriate training before the use of any equipment.
- V. How to limit the threat to safety from mechanical equipment devices, heat-emitting equipment, knives and other bladed equipment in a catering or food manufacturing environment.

F. Nursery environment hazards

Learners need to know:

- I. A range of child injuries and injury classifications that can occur in or around a childcare/nursery environment and why these accidents occur.
- II. Controls to limit the threat of a range of hazards in a childcare/nursery environment.
- III. Appropriate physical security measures to limit the accidental loss or deliberate removal of a child from a childcare/nursery premises.

G. Play and play equipment hazards

Learners need to know:

- I. A range of play and play equipment safety threats and how and why these accidents may occur.
- II. Controls to limit the threat of a range of play and play equipment related hazards in a childcare/nursery environment.
- III. UK and EU play equipment quality standards including CE, Kite mark and Lion Mark IV.
- IV. The need for prior risk assessment, training and suitable authorisation prior to using play equipment.

J. PPE, heights and vehicles

Learners need to cover:

- I. The need for, and use of, a range of Personal Protective Equipment (PPE) utilised in catering and food manufacturing working environments.
- II. The importance of not using PPE as an excuse for exposure to excessive risk or lack of appropriate risk assessment.
- III. The safe use of ladders, steps, racking and warehouse storage provision in a catering or food manufacturing working environment.
- IV. Factors that contribute to a person falling from height or an object falling from height and potentially striking a person.
- V. The hazards of working in an environment where vehicles and other moving equipment are operating.
- VI. Controls and methods of working that may reduce the risk of accident or injury around vehicles and other moving equipment.

K. Transport and travel

Learners need to know:

- I. Common types and causes of accidents associated with transportation, pickup and drop off of children, and travel away from childcare premises.
- II. A proactive approach to vehicle safety and appropriate driving considerations and car seat use for the transportation of young children.
- III. The need for planning and risk assessment of the safety implications of trips and outings away from the childcare premises.
- IV. State recommended actions in the event of a child going missing or being unaccounted for.

K. Electrical safety

Learners need to cover:

- I. The dangers of working with electricity in a humid kitchen or food manufacturing environment and associated safety precautions.
- II. The effect on the body of an accidental mains electricity electrocution and an appropriate initial basic emergency first aid response.

L. Fire safety

Learners need to cover:

- I. The common causes of fire in the catering or food manufacturing workplace.
- II. The elements and conditions fires need to start and spread.
- III. The purpose of fire risk assessment, and developing fire and evacuation plans, including the legal basis of having an effective fire plan capable of evacuating customers and staff in a timely manner.
- IV. What to do when encountering a fire at work.
- V. The conditions requiring an emergency evacuation of the premises, and appropriate response to such an event (foreseen or unforeseen).

P. Other health, safety and welfare issues

Learners should know:

- I. The minimum employee facilities requirement for a working environment.
- II. The use and meaning of safety signage and first aid provision.
- III. Basic mandatory first aid requirements including personnel and equipment.
- IV. The importance of following instructions and the need to report any potential problems or incidences.
- V. Basic safe approaches to the use of steps and ladders.
- VI. How alcohol and drugs can affect the health, safety and welfare at work and the minimum standards of behaviour and conduct of a childcare professional.

Delivery and Assessment Guidance

This unit can be delivered via blended learning or in a classroom environment. The assessment can be offered online but must be invigilated under the Qualifi fixed test response guidelines.

Suggested Resources

1. www.thesaferfoodgroup.com
2. The Essentials of Health and Safety in Food Premises: A Guide for Food Handlers Paperback – 31 Mar 2004 by [Richard A. Sprenger](#) (Author)
3. <https://www.anaphylaxis.org.uk/>
4. <https://www.hse.gov.uk/catering/>
5. <https://www.nhs.uk/live-well/eat-well/>
6. <https://www.foodstandards.gov.scot/downloads/Guide.pdf>

Unit 4: HACCP Principles

Unit code: L/618/1164

RQF level: 2

Unit Aim

This unit aims to provide learners with a basic understanding of HACCP principles and their function within a wide range of documented Food Safety Management System and ultimately safe food production. Relevant settings include all premises providing food to the general public including commercial, not-for-profit and volunteer settings.

Learning Outcomes, Assessment Criteria

| Learning Outcome To achieve this unit a learner must: | Assessment Criteria Assessment of these outcomes demonstrates the learner can: |
|---|---|
| 1. Understand the purpose and importance of HACCP-based Food Safety Management Systems in maintaining safe food production. | 1.1 Define the terms hazard, risk, control, HACCP and Food Safety Management System. 1.2 Explain a range of food safety hazards and the implications of failing to address hazards. 1.3 State the general benefits of a HACCP-based Food Safety Management System. 1.4 Outline the UK legal basis for the requirements of a HACCP-based Food Safety Management System. |
| 2. Understand the design considerations for developing a HACCP-based Food Safety Management System. | 2.1 Outline the range of HACCP prerequisites. 2.2 Explain the importance of identifying the range of hazards to be included in the HACCP plan. 2.3 Explain the importance of process flowcharts and decision trees. 2.4 Describe a food handler's responsibilities within a HACCP-based Food Safety Management System. |
| 3. Understand how to implement a basic HACCP-based Food Safety Management System. | 3.1 Outline the seven principles of HACCP in the context of designing or operating HACCP-based Food Safety Management Systems. 3.2 Explain how the seven HACCP principles apply to the implementation of procedures for supplier selection and the delivery and storage of food items. 3.3 Explain how the seven HACCP principles apply to the implementation of procedures for the preparation, cooking and service processes. 3.4 Explain how the seven HACCP principles apply to the implementation of procedures for cleaning within a catering environment. |
| 4. Understand how to monitor and implement the due diligence of a | 4.1 Describe hazard analysis and how control measures are identified. |

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|---|---|
| documented HACCP-based Food Safety Management System. | <p>4.2 Explain how to select control points and critical control points.</p> <p>4.3 Outline basic critical limits and corrective actions.</p> <p>4.4 Describe an approach to verifying that a HACCP-based Food Safety Management System is working effectively.</p> <p>4.5 Describe appropriate documentation required to monitor the due diligence of a HACCP-based Food Safety Management System.</p> |
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Indicative Content

A. Introduction to HACCP

Learners need to cover:

- I. The terms HACCP, Food Safety Management System (FSMS), hazard, risk and control in the context of food safety.
- II. The nature and range of food safety hazards in catering premises and the consequences for failing to control them.
- III. The legal basis for all UK catering premises adopting a documented HACCP-based Food Safety Management System, and the consequences of non-compliance with legislation.
- IV. The benefits of using a HACCP-based Food Safety Management System.

B. HACCP Prerequisites

Learners need to cover:

- I. The importance of HACCP prerequisites in the context of safe food production.
- II. The most important HACCP prerequisites for UK food premises.
- III. The importance of considering the full range of possible hazards and control methods in system design.
- IV. The relevance and purpose of process flowcharts and decision trees in system design.
- V. Design considerations when designing a simple and documented Food Safety Management System based on HACCP principles (HACCP system).
- VI. The individual food handler's responsibilities when working in a HACCP-based Food Safety Management System.
- VII. The importance of a team effort in developing a HACCP-based Food Safety Management System.

C. Suppliers, delivery and storage

Learners need to cover:

- I. Steps involved in the selection of suppliers, supervising deliveries and providing appropriate storage conditions where hazards can put food safety at risk.
- II. The issues surrounding appropriate supplier selection in the context of HACCP.
- III. Appropriate delivery procedures and storage facilities as HACCP control points.
- IV. Appropriate HACCP documentation for supplier selection, delivery and storage tasks.

D. Preparation, cooking, hot-hold, cold-hold and reheating

Learners need to cover:

- I. Steps within food preparation, cooking and service processes where hazards can put food safety at risk.
- II. HACCP considerations and controls for a range of food preparation tasks including food handling, cooking, hot-hold, cold-hold and reheating.
- III. Appropriate HACCP system documentation for cooking, holding and reheating of food.

E. Cleaning

Learners need to cover:

- I. The importance of cleaning in a successful Food Safety Management System based on HACCP principles.
- II. HACCP considerations and controls for a range of cleaning tasks.
- III. Appropriate HACCP system documentation for cleaning work areas and premises.

F. The seven principles of HACCP and HACCP documentation

Learners need to cover:

- I. The seven HACCP principles and the function of each in the context of food safety systems.
- II. The function and selection of control points and critical control points in the context of HACCP.
- III. The function and selection of critical limits and corrective actions in the context of HACCP.
- IV. The procedures involved in verifying that a HACCP-based food safety management system is functioning correctly.
- V. The range of documentation used in Food Safety Management Systems based on HACCP principles sufficient for monitoring, inspection, auditing and for due diligence purposes.
- VI. Food handlers' likely responsibilities in contributing to the upkeep of the documentation required for an effective HACCP-based Food Safety Management System.

Delivery and Assessment Guidance

This unit can be delivered via blended learning or in a classroom environment. The assessment can be offered online but must be invigilated under the Qualifi fixed test response guidelines.

Suggested Resources

1. www.thesaferfoodgroup.com
2. The Essentials of Health and Safety in Food Premises: A Guide for Food Handlers Paperback – 31 Mar 2004 by [Richard A. Sprenger](#) (Author)
3. <https://www.anaphylaxis.org.uk/>
4. <https://www.hse.gov.uk/catering/>
5. <https://www.nhs.uk/live-well/eat-well/>
6. <https://www.foodstandards.gov.scot/downloads/Guide.pdf>

Unit 5: Understanding Nutrition

Unit code: R/618/1165

RQF level: 2

Unit Aim

This award aims to provide Learners with an awareness of what constitutes appropriate well-balanced nutrition and includes approaches to developing and planning healthier meals in a professional catering environment. Relevant settings include pubs, restaurants, takeaways, cafes, delis, service stations, mobile and street food vendors, festivals, markets, workplace caterers, hospitals, schools, nurseries, care homes, prisons and other institutions, fitness and nutrition specialists, gyms and all other catering settings serving food to the general public.

This unit is also appropriate for those working in health and social care and education sectors and those tasked with the promotion of food products and services to all age groups including children and young people.

Learning Outcomes, Assessment Criteria

| Learning Outcome | Assessment Criteria |
|--|---|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can: |
| 1. Understand the need for a well-managed and nutritionally balanced diet and the effect of poor or inappropriate nutrition on health for a range of age groups. | 1.1 Define the key terms and concepts associated with nutrition and a well-balanced diet. 1.2 Explain the importance of a nutritionally balanced diet for health and wellbeing. 1.3 Describe the effect of poor or inappropriate nutrition on health and wellbeing. 1.4 Describe the legal and professional dietary responsibilities and the practice they govern for a range of age groups. |
| 2. Understand the essential food groups and the associated requirements for a range of age groups. | 2.1 Describe what typically constitutes a nutritionally balanced and healthy diet for a range of age groups. 2.2 Explain the dietary role played by each of the food groups in a nutritional and balanced diet for a range of age groups. |
| 3. Understand how to plan for and provide nutritionally balanced diets for a range of age groups. | 3.1 Describe a range of approaches and considerations involved in the planning of a nutritionally balanced menu for a range of age groups. 3.2 Describe considerations to take into account when planning special menus or diets for a range of age groups (life stages) and people with particular requirements. 3.1 Describe a range of approaches and considerations involved in the planning of a nutritionally balanced menu a range of age groups including food allergy sufferers, those with medical conditions, and cultural or ethnic groups. |

Indicative Content

A. Introduction to nutrition

Learners should be aware of the importance of good nutrition, be able to define important terms and the benefits of a well-managed and nutritionally balanced menu when catering for young children (0-5yrs).

Learners need to cover:

- I. How and why good nutrition is important to a healthy life.
- II. The relationship between food, social function and pleasure.
- III. The business benefits of a well-managed and nutritionally balanced menu for a catering business.
- IV. The long-term potential effects on health of a nutritionally poor or unbalanced diet.
- V. The legal, professional and moral requirements that govern the catering industry.

B. Fluids

Learners should understand the function and importance of fluids in the body, how fluids are typically consumed, and fluid requirements for young children aged 0-5yrs. They should be cover:

- I. The role fluids play in the correct functioning of the human body.
- II. The amount of fluid required per day for healthy nutrition.
- III. Examples of good fluids that positively contribute to a balanced diet, and examples of fluids not considered to be as beneficial.
- IV. The potential health consequences of insufficient fluid intake.

C. Energy

Learners should understand the function and importance of energy in the body, the energy requirements of young children, and the various foods that provide energy together with their appropriateness as part of a healthy balanced diet. They should cover:

- I. The role that energy plays in the correct functioning of the human body.
- II. The amount of energy required per day for healthy nutrition.
- III. The changing energy requirements through life stages, including pregnancy.
- IV. Examples of sources of energy that positively contribute to a balanced diet, and examples of energy not considered to be as beneficial.
- V. How an excess of foods which provide energy can lead to obesity and obesity in children.

D. Carbohydrates including fibre

Learners should understand the function and importance of carbohydrates and fibre as energy sources for young children, including example sources, and the fate of carbohydrates and fibre in the body. Learners need to cover:

- I. The role that carbohydrates and fibre play in the body.
- II. The amount of carbohydrate and fibre required per day for healthy nutrition.
- III. Examples of the various food groups that contribute carbohydrates and fibre.
- IV. Different types of fibre and their function.
- V. The potential health consequences of excessive sugar (carbohydrate) in the diet.
- VI. . State the total carbohydrate requirement for young children (0-5yrs age range).

E. Protein

Learners should also understand the role and importance of protein in the body; its crucial role in cell function, growth and repair in young children, and be able to list foods rich in protein including those suitable for vegetarians and vegans. Learners need to cover:

- I. The role that protein plays in the correct functioning of the human body, including in cell function, growth and repair.
- II. The amount of protein required per day for healthy nutrition throughout the various stages of life.
- III. Examples of the various food groups that contribute protein to the diet.
- IV. Examples of sources of suitable protein for vegetarians and vegans.
- V. The potential health consequences of insufficient protein in the diet.

F. Fats

Learners should also understand the role and importance of fats. They should be aware of a range of types of fat, the role that fats play, and the various foodstuffs that contain 'good' fats considered appropriate and important for a healthier diet. Learners need to cover:

- I. The role that fats play in the correct functioning of the human body.
- II. The range of different types of fat and their effects on the body.
- III. The importance of healthy fats including Omega 3 fats and their effect on cell function.
- IV. The potential health consequences of excessive amounts of inappropriate fats in the diet, including their contribution to coronary heart disease.

G. Micronutrients

Learners should also understand the role and importance of vitamins and minerals in the development and wellbeing of young children. They should be able to define their function in healthy nutrition and outline a range of food sources for these essential components for life. Learners need to cover:

- I. The role that vitamins and minerals play in the correct functioning of the human body.
- II. The function of various important vitamin groups and examples of food sources.
- III. The function of various important mineral groups and examples of food sources.
- IV. The potential health consequences of a lack of vitamins and minerals in the diet.

H. A nutritionally balanced diet

Learners should also understand what constitutes a balanced diet for a young child. They should be able to outline the proportions of major food groups that combine to form an appropriate balance in the diet that will promote good health and wellbeing. Learners need to cover:

- I. The concept and importance of a balance within the human diet.
- II. The basic dietary requirements for a balanced diet.
- III. The importance of fruit and vegetables in a healthy diet, including the importance of the 5-a-day message.
- IV. The function of the Eatwell guide and its constituent portion sizing and balance recommendations.
- V. A range of approaches and ideas for encouraging balanced nutrition when considering menu planning.
- VI. Potential effect on the nutrition of a range of food processing methods, including cooking and preservation.
- VII. The principle of food fortification.
- VIII. Potential damage to the health of a lack of balance in the diet.

I Allergies and intolerances

Learners need to cover:

- I. The terms food allergy and food intolerance and how they differ.
- II. The legal position on allergenic ingredient labelling and handling.
- III. The 14 allergenic food ingredients named in UK legislation.
- IV. The nutritional requirements and common nutritional problems associated with a range of food allergies and intolerances.
- V. What happens to the body during an anaphylactic attack?

J. Service considerations

Learners should also be aware of service considerations associated with catering for a range of age groups, cultural diversities, and those requiring special menus for health reasons. Learners need to cover:

- I. The effect ethnic and religious choices may have on menu and nutritional planning.
- II. The need for special diets for health reasons including the avoidance of coronary heart disease, obesity and diabetes and examples of food replacements to avoid these health problems.
- III. The changing nutritional requirements through age including infants, children, adolescents, adults and the elderly.
- IV. Ways of providing food products or menu nutritional information.
- V. List ways of providing food product or menu nutritional information for parents and carers of young children, as well as children themselves.

Delivery and Assessment Guidance

This unit can be delivered via blended learning or in a classroom environment. The assessment can be offered online but must be invigilated under the Qualifi fixed test response guidelines.

Suggested Resources

1. www.thesaferfoodgroup.com
2. The Essentials of Health and Safety in Food Premises: A Guide for Food Handlers Paperback – 31 Mar 2004 by [Richard A. Sprenger](#) (Author)
3. <https://www.anaphylaxis.org.uk/>
4. <https://www.hse.gov.uk/catering/>
5. <https://www.nhs.uk/live-well/eat-well/>
6. <https://www.foodstandards.gov.scot/downloads/Guide.pdf>

Unit 6: Professional and Workplace Effectiveness Skills

Unit code: Y/618/1166

RQF level: 2

Unit Aim

This unit aims to provide learners with an understanding of the personal attributes, attitudes and behaviours expected by most UK employers of their staff, particularly those looking to progress within the organisation. It seeks to explore factors associated with becoming a successful employee that conducts themselves in a professional manner.

The unit also challenges the learner to consider how other people, including employers, colleagues, and customers are likely to perceive them at work. This unit is suitable for those joining a new employer, those already in work, and those working on a voluntary basis in a role requiring interaction with colleagues and customers that requires the volunteer to represent the organisation's brand in a positive and appropriate manner.

Learning Outcomes, Assessment Criteria

| Learning Outcome | Assessment Criteria |
|--|--|
| To achieve this unit a learner must: | Assessment of these outcomes demonstrates the learner can: |
| 1. Understand the importance of appropriate standards of professional behaviour in the workplace. | 1.1 Explain how values, attitudes and beliefs influence approaches to work and conduct in the workplace. 1.2 Outline the importance of reflecting your employer's brand at work. 1.3 Explain the importance of appropriate personal standards of behaviour in the workplace. 1.4 Explain the key professional skills needed to perform effectively in the workplace. 1.5 Explain the importance of critically reflecting on own professionalism and associated behaviours to inform career planning and development. |
| 2. Understand the importance of good communication in the successful functioning of an organisation. | 2.1 Explain what constitutes healthy, effective communication in the workplace. 2.2 Outline a range of verbal and non-verbal communication and the importance of both in effective communication. 2.3 Describe how workplace conflict can emerge and a range of ways of dealing with disagreement or conflict. |
| 3. Understand the importance of effective teamwork in achieving group goals in the workplace. | 3.1 Identify a range of personality types and how they affect teamwork. 3.2 Describe the concept of team dynamics and the complexity of working with a range of people. 3.3 Explain the need for individuals to identify, communicate and perform their role within a team. |

| | |
|--|---|
| | 3.4 Describe approaches to improving the effectiveness of a team in achieving its goals. |
| 4. Understand the importance of a customer-focused approach to customer service. | 4.1 Describe what constitutes good, effective levels of customer service. 4.2 Explain customer needs and expectations. 4.3 Describe a range of skills and attributes considered appropriate for good customer service. 4.4 Explain the fundamentals of selling and appropriate selling opportunities that help both the customer and the organisation. |

Indicative Content

A. Professionalism in the workplace

Learners need to cover:

- I. How own values, attitudes and cultural beliefs influence their approach to work and relationships with colleagues and customers.
- II. What constitutes professionalism and behaviours likely to be considered appropriate or inappropriate in the workplace.
- III. The importance of appropriately representing and reflecting their employer's brand at work and in interacting with customers in all environments.

B. Communication strategies

Learners need to cover:

- I. The importance of effective communication for organisations.
- II. Healthy and effective communication in the workplace.
- III. Importance of a range of verbal and non-verbal communications for effective communication.
- IV. Acceptable and unacceptable language and behaviours in communicating with colleagues and customers.
- V. The circumstances in which workplace conflict can emerge and how to deal with disagreement or conflict in the workplace.

C. Approaches to teamwork

Learners need to cover:

- I. Teamwork characteristics of a range of personality types.
- II. Team dynamics and the complexity of working with a range of people with different characteristics, beliefs, attitudes, etc.
- III. The importance of individuals identifying, communicating and performing their role within a team.
- IV. Approaches to improving the effectiveness of a team in achieving its goals.

D. Initiative in the workplace

Learners need to cover:

- I. The relationship between initiative and responsibility.
- II. The personal and professional benefits of demonstrating initiative at work.
- III. Circumstances where it is important or beneficial to show initiative, lead or take responsibility.
- IV. The influence that your mindset has on your motivation and that of others at work.

E. Organisation

Learners need to cover:

- I. The importance of appropriately identifying priorities and understanding and defining tasks.
- II. Approaches to improved personal organisation and effectiveness.
- III. Approaches to improved work and team organisation and effectiveness.

F. Timekeeping and time management

Learners need to cover:

- I. Key definitions associated with timekeeping, time management and personal effectiveness.
- II. The importance of punctuality and appropriate attitudes towards timekeeping and time management.
- III. How to reflect on one's own habits and approaches to time management.
- IV. Approaches to improve one's own time management and personal effectiveness.

G. Integrity including handling money and sensitive data

Learners need to cover:

- I. Likely employer expectations regarding employee conduct when handling cash or valuables.
- II. The importance of respecting confidentiality with regard to commercially or personally sensitive data.
- III. Ways you can protect one's own reputation, safety and security when handling money.
- IV. The importance of an audit trail in protecting yourself from possible blame.

H. Customer Service

Learners need to cover:

- I. The relationship between employee and customer.
- II. The need to support and assist the customer in every job role.
- III. What constitutes appropriate language and communication with the customer.
- IV. Skills and attributes that enable the delivery of effective customer service.
- V. The differences between customer needs, wants and expectations.
- VI. Factors and characteristics that contribute to a good customer experience.

I Selling

Learners need to cover:

- I. Fundamentals of selling and how sales opportunities benefit both the customer and organisation.
- II. Opportunities, and appropriate approaches, to sell to customers.

J. Self-reflection and career planning

Learners need to cover:

- I. Factors that contribute to how customers, their manager and colleagues perceive them at work.
- II. The opportunities to learn and develop that critical self-reflection presents.
- III. Self-reflection on career and future progression.

Delivery and Assessment Guidance

This unit can be delivered via blended learning or in a classroom environment. The assessment can be offered online but must be invigilated under the Qualifi fixed test response guidelines.

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3. <https://www.anaphylaxis.org.uk/>
4. <https://www.hse.gov.uk/catering/>
5. <https://www.nhs.uk/live-well/eat-well/>
6. <https://www.foodstandards.gov.scot/downloads/Guide.pdf>