

Unit 8: The Principles of Food Safety Supervision for Catering

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| Unit code: | K/502/3775 |
| QCF Level 3: | BTEC National |
| Credit value: | 3 |
| Guided learning hours: | 25 |

● Aim and purpose

The aim of the unit is to ensure that learners are trained in accordance with regulations that require food businesses to develop and implement food safety management systems that are based on Hazard Analysis and Critical Control Point (HACCP) principles. The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities.

● Unit introduction

This unit introduces learners to kitchen organisation and food safety, two very important aspects of the catering industry. Appropriate kitchen organisation ensures effective workflow within a safe and hygienic environment, while the importance of correct food storage must be highlighted to ensure that learners are aware of both safety and legal compliance issues.

In this unit learners will look at the role that production systems play in kitchen organisation. This will include cook to order, cook-chill and cook-freeze, as well as centralised production and satellite systems. Staff organisation covers topics such as traditional brigades, modern-day brigades and the chef de partie system.

Learners will consider the ways in which correct food storage systems, procedures and appropriate record keeping and documentation contribute to kitchen organisation and food safety. The supervisory aspects of kitchen organisation and food safety are a significant part of the unit, and learners will explore the relevance of current food safety legislation and its importance for staff, customers and organisations.

Learners will learn to identify common workplace health, safety and security hazards in kitchen situations, relating to equipment, hazardous substances, fires, contamination and infestation. Learners will be required to determine realistic control measures to reduce or eliminate the risk of injury or illness arising from the hazards.

Learners will be taught how to identify potential safety hazards, and learn how to communicate essential information about food safety and kitchen organisation.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the role of the supervisor in ensuring compliance with food safety legislation
- 2 Understand the application and monitoring of good hygiene practice
- 3 Understand how to implement food safety management procedures
- 4 Understand the role of the supervisor in staff training.

Unit content

1 Understand the role of the supervisor in ensuring compliance with food safety legislation

Importance of food safety management procedures: risk assessment; safe food handling and behaviour; legal requirements (personal, business); health and safety; customer satisfaction; duty of care

Responsibilities of employers and employees in respect of food safety legislation and procedures for compliance: current food safety legislation; other relevant legislation as current at time of delivery; food business operator eg ensuring staff have the relevant skills, knowledge and resources required to carry out their work, implementing procedures to meet control points following relevant legislation and organisational policy; staff eg allocating and supervising food safety responsibilities, protecting own and others' work against negative impacts, being vigilant for possible hazards, agreeing what is expected of others and hold them to account, knowing relevant legislation and other industry specific regulations and codes of practice; size of business (number of staff and customers)

Procedures for compliance with food safety legislation: not rendering food injurious to health; not selling food which is not of the nature or substance or quality demanded by customers; not falsely describing or presenting food; labelling requirements

Enforcing legislation: food hygiene regulations, including temperature control; food labelling regulations; food standards legislation; HACCP procedures eg Safer Food Better Business (SFBB); risk assessment for food safety legislation; food premises registration regulations; providing the correct work equipment; personal protective equipment (PPE); food storage; actions and responsibilities of environmental health officers, local authorities and trading standards officers in enforcement of legislation

2 Understand the application and monitoring of good hygiene practice

Good practice in food hygiene: temperature control; procedures to control contamination (physical, biological, chemical, allergenic) and cross-contamination (direct, indirect); personal hygiene; cleaning and disinfection; workplace and equipment design; waste disposal; pest control

Resources: staff; materials; equipment

Analysis: hygiene monitoring; HACCP; risk assessment; workflow efficiency

Influencing factors: production systems; equipment; food safety; staff training; kitchen design; layout

Food safety risk assessment: identifying risks to food safety (what can go wrong, when and where?); identifying what controls need to be put in place to prevent these food safety risks (what can be done to prevent it going wrong?); ensuring the controls are carried out (how is it being checked they are in place? who is responsible? does everyone understand their role?); ensuring the procedures are kept up to date (how to confirm this is still working/relevant); keeping documents and records showing the procedures and how they are working

Relevant situations for risk assessments in hospitality: areas in hospitality businesses eg bar, restaurant, kitchen

3 Understand how to implement food safety management procedures

Food storage: types (dry store, refrigerator, freezer); containers; storage areas (design, layout, cleanliness); techniques and requirements for monitoring, maintaining and recording food safety and quality of food (audit, stock rotation, checklists, monitoring)

Procedures: goods and commodities (receiving, monitoring, storing, labelling, issuing); security; methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions; measures for improvement

Food safety monitoring records: completing relevant form/s daily; verifying form/s weekly to confirm checks were carried effectively; part of hospitality businesses' food safety management system legal requirement; food delivery checks; food storage temperature checks; cooking and reheating temperature checks; hot holding temperature checks; monthly thermometer/probe check (calibration); food date code checks; cleaning checks – daily, weekly; pest control; weekly management verification

4 Understand the role of the supervisor in staff training

The role of the supervisor in staff training: functions eg providing leadership and collaborative direction to staff, being a team leader, ensuring staff have the human and physical resources to undertake their work in an efficient manner, supervisors' responsibilities

Communication methods: methods eg training sessions, training materials, staff meetings, appraisal, notice boards, staff newsletters; signs and notices; importance of effective communication

Sources of information and advice: Health and Safety Executive – catering and hospitality; local authorities; safety committees; professional bodies; government departments; published sources; education and training courses; requirements for staff induction and training

Systems: types eg temperature monitoring and recording, HACCP monitoring, risk assessment, hygiene and compliance monitoring

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| <p>P1 summarise the importance of food safety management procedures</p> <p>P2 explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance</p> <p>P3 outline how the legislation is enforced [IE 1, 2]</p> | <p>M1 explain the importance of appropriate food safety management procedures for different types of hospitality business to comply with legislation</p> | <p>D1 assess the strengths and weaknesses of different food safety management procedures for compliance with legislation making recommendations for improvements</p> |
| <p>P4 explain the importance of, and methods for, temperature control</p> <p>P5 explain procedures to control contamination and cross-contamination</p> <p>P6 justify the importance of high standards of personal hygiene [IE 4]</p> <p>P7 explain procedures for cleaning, disinfection and waste disposal</p> <p>P8 outline requirements relating to the design of food premises and equipment</p> <p>P9 describe the importance of, and methods for, pest control</p> | <p>M2 compare the food safety risk assessment process in different hospitality businesses</p> | <p>D2 analyse the impact on a hospitality business of implementing changes recommended by food safety risk assessments</p> |

| Assessment and grading criteria | | |
|--|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| <p>P10 describe the importance to food safety of microbial, chemical, physical and allergenic hazards</p> <p>P11 describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions</p> <p>P12 explain the requirements for monitoring and recording food safety procedures</p> <p>P13 describe methods for, and the importance of, evaluating food safety controls and procedures</p> | <p>M3 explain the importance of correct food storage procedures and documentation</p> | |
| <p>P14 explain the requirements for induction and ongoing training of staff</p> <p>P15 explain the importance of effective communication of food safety procedures.</p> | <p>M4 design documentation for communicating food safety systems.</p> | <p>D3 evaluate different methods for communicating kitchen organisation and food safety systems.</p> |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| Key | IE – independent enquirers | RL – reflective learners | SM – self-managers |
|-----|----------------------------|--------------------------|------------------------------|
| | CT – creative thinkers | TW – team workers | EP – effective participators |

Essential guidance for tutors

Delivery

This unit makes an important contribution to the supervisory aspects of kitchen organisation and health and safety in the hospitality industry. While the unit will cover the theory of kitchen organisation and supervising food safety in the hospitality industry, it should, wherever possible, be related to practical industrial working environments.

Tutors must teach learners about HACCP, the internationally recognised and recommended system of food safety management. HACCP concentrates on identifying the 'critical points' in a process where food safety hazards could occur and getting steps in place to prevent these hazards. An important part of HACCP systems is to keep records.

A programme of guest speakers would help provide the industrial overview that learners need to gain. Organised visits to different hospitality businesses are essential in enabling learners to identify key safety and organisational issues. The visits should be sufficiently varied to ensure learners can compare specific requirements for various types of businesses. Learners can use work-based experience to evidence particular organisational systems and food safety and hygiene practices. Case studies would complement the work experience and assist learners in understanding the importance of appropriate kitchen organisation and food safety.

Learners must be supported in their research and investigations, and should be given the opportunity to discuss their findings with peers and tutors. This approach will help learners to develop their presentation and evaluation skills.

Learners should have the opportunity to observe a range of workflow situations through industrial visits to ensure they understand the implications and influences that can affect good practice.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

| Topic and suggested assignments/activities and/assessment |
|--|
| Introduction to the unit and the programme of learning and assessment. |
| Tutor-led discussion about the importance of food safety management procedures. |
| Guest speaker to give a talk about the responsibilities of employers and employees in respect of food safety legislation and measures to ensure legislation compliance and maintaining health, safety and security. |
| Tutor-led discussion about key laws and regulations. |
| Visit to see a large-scale production system to find out about the management and day-to-day running of such an operation. To see the range and scale of equipment in a real situation and to view the volume of food stuff being used and resources required in production systems. |
| Assignment 1 – The Role of the Supervisor in Ensuring Compliance with Food Safety Legislation (P1, P2, P3, M1, D1) |
| Learners produce a booklet about the role of the supervisor in ensuring compliance with food safety legislation. |
| Group discussion about good practice in food hygiene. |
| Tutor-led discussion about requirements relating to the design of food premises and equipment. |
| Tutor-led discussion about food safety risk assessment and how to undertake one. |
| Assignment 2 – The Application and Monitoring of Good Hygiene Practice (P4, P5, P6, P7, P8, P9, M2, D2) |
| Learners produce a poster showing the application and monitoring of good hygiene practice. |
| Group discussion about managing food safety hazards in a kitchen. |
| Tutor-led discussion about record keeping and documentation. |
| Assignment 3 – How to Implement Food Safety Management Procedures (P10, P11, P12, P13, M3) |
| Learners do a presentation on implementing food safety management procedures. |
| Tutor-led discussion about the role of the supervisor in staff training, communication methods, sources of information and advice and systems employed within a food production situation to manage the safety of food. |
| Assignment 4 – The Role of the Supervisor in Staff Training (P14, P15, M4, D3) |
| Learners do a presentation about the role of the supervisor in staff training. |

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg communicating food safety measures and kitchen organisation systems, must be supported by observation sheet(s) signed by the assessor and identify how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1 – P2 – P3 – M1 – D1

Evidence for P1 should be in the form of a written report or presentation based on the importance of food safety management procedures. Learners will base their report/presentation on their own experience of working in a kitchen environment. This experience may be gained by working in the centre's realistic working environment (RWE), or during a programme of industrial work experience, or in suitable part-time employment.

For P2, learners must explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance. The evidence could take a written format, possibly after a group discussion.

For P3, evidence could be produced in the form of a report outlining how the legislation is enforced.

M1 requires learners to explain the importance of having the appropriate food safety management procedures in place for particular hospitality business. Three different hospitality business will be used as examples. A written report will clearly identify three contrasting types of hospitality business and the food safety management procedures that need to be implemented to ensure compliance with legislation.

To achieve D1, learners need to assess the strengths and weaknesses of three different hospitality businesses, making recommendations for possible improvements to their food safety management procedures in order to comply with legislation. As for previous criteria, the hospitality business chosen will be based on the learner's experience in the centre's training kitchen, work experience, and/or part-time employment.

P4 – P5 – P6 – P7 – P8 – P9 – M2 – D2

P4 requires learners to explain the importance of, and methods for, temperature control. The evidence may include a report or presentation and will be based on three different kitchen operations, one of which could be the centre's own training kitchen.

For P5, evidence could be in a written format and will give an explanation of the procedures to control contamination and cross-contamination.

For P6, evidence could be produced in the form of a report justifying the importance of high standards of personal hygiene.

P7 requires learners to explain procedures for cleaning, disinfection and waste disposal. This will be within a hotel, a town centre fast-food restaurant, the centre's refectory, or any other suitable hospitality business.

For P8, learners must outline requirements relating to the design of food premises and equipment. The evidence could take a written format, possibly after a group discussion.

For P9, evidence could be in a written format and will give a description of the importance of, and methods for, pest control.

M2 requires learners to compare the food safety risk assessment process in two different hospitality businesses based on the businesses' documented food safety management procedure according to the use of a HACCP-based system, such as SFBB.

For D2, learners must analyse the impact on a hospitality business of implementing changes recommended by food safety risk assessments. The business can be one of the businesses compared for M2.

P10 – P11 – P12 – P13 – M3

For P10, learners need to describe the importance to food safety of microbial, chemical, physical and allergenic hazards caused by poor planning, organisation and inefficient workflow. The evidence could take the form of a report and will take into account all of the influencing factors listed in the unit content.

P11 requires learners to describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions. The evidence could take a written format, possibly after a group discussion.

For P12, learners must explain the requirements for monitoring and recording food safety procedures. This will cover dry stores, chillers, refrigerators and freezers, including the procedures for monitoring and maintaining food safety and storage. Learners will also describe the correct disposal methods for food/ commodities that are no longer fit for consumption. Learners will also describe the role of each of the different types of documentation used in the recording system. A case study based on a commercial operation or the centre's own food storage system and compliance procedures would generate appropriate evidence to describe the role of each of the different types of documentation and record keeping systems used.

P13 requires learners to describe methods for, and the importance of, evaluating food safety controls and procedures. This will include compliance with current legislation and hygiene monitoring. Learners do not need to quote from the different pieces of legislation but they should understand how they collectively affect kitchen systems and procedures. Evidence for this criterion could include the compilation of a food safety checklist for a hospitality kitchen with which the learners are familiar.

For M3, learners will explain the importance of correct storage for six different commodities. This could take the form of a presentation to their peer group. The foods chosen must include frozen, chilled and ambient products. An explanation of the types of documents used for recording and monitoring the storage of any three of these products must be included in the presentation using appropriate hand-outs.

P14 – P15 – M4 – D3

For P14, evidence could be in the form of a report explaining the requirements for induction and ongoing training of staff.

For P15, learners are required to explain the importance of effective communication of food safety procedures. Learners will give examples of different methods for communicating food safety and kitchen organisations systems. They will mention the use of three of the following: temperature monitoring and recording, HACCP monitoring, risk assessment, hygiene compliance and monitoring.

M4 requires learners to design three documents that will communicate to staff appropriate information about food safety systems. These may include a hand-out to support a training session, a notice for a staff noticeboard, an article for inclusion in a staff newsletter, etc. This evidence will further develop previously generated evidence connected to working practices and hazards.

D3 requires learners to evaluate three different methods for communicating food safety and kitchen organisation information. Learners need to assess the positive and negative aspects of the various communication methods used (eg training sessions can be both active and passive, whereas staff newsletters are entirely passive).

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|--------------------------------|--|---|--|
| P1, P2, P3, M1, D1 | The Role of the Supervisor in Ensuring Compliance with Food Safety Legislation | Learners take the role of catering managers at a hotel and are required to produce a booklet for new staff on the role of the supervisor in ensuring compliance with food safety legislation. | Learners prepare a booklet for new staff. |
| P4, P5, P6, P7, P8, P9, M2, D2 | The Application and Monitoring of Good Hygiene Practice | Learners continue in the same role of catering managers and are required to produce a poster for new staff. | Learners prepare a poster for new staff. |
| P10, P11, P12, P13, M3 | How to Implement Food Safety Management Procedures | Learners continue in the same role of catering managers and are required to do a presentation on implementing food safety management procedures. | Learners do a presentation for use with new staff. |
| P14, P15, M4, D3 | The Role of the Supervisor in Staff Training | Learners continue in the same role of catering managers and are required to do a presentation about the role of the supervisor in staff training. | Learners do a presentation for use with new staff. |

Links to other BTEC units

This unit forms part of the *BTEC Hospitality* suite. This unit has particular links with the following unit titles in the Hospitality suite:

| Level 3 |
|---|
| The Hospitality Industry |
| Food Service Organisation |
| Environment and Sustainability in Hospitality |
| Hospitality Business Enterprise |
| Human Resources in Hospitality |
| Events Organisation in Hospitality |
| Planning and Managing a Hospitality Event |

Essential resources

It is essential that learners have access to well-stocked libraries and/or learning resources centres, trade journals and the internet. This unit needs to be supported by well-structured visits to a range of industry locations to enable learners to see different food production systems.

Employer engagement and vocational contexts

Employers can provide very useful additional and even essential resources to enable learners to achieve the unit's aims and objectives. Learners can gain valuable insights into aspects of the industry that are difficult to teach or replicate in an educational context by visiting employers' premises. An input by a local authority environmental health officer would add greatly to the realism of the content relating to kitchen and food safety. Learners should also have the opportunity to visit a large-scale food production centre where either cook-chill or cook-freeze is used as the production system. Learners' work experience placements and part-time employment in the hospitality industry will help them generate evidence for this unit.

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

| Skill | When learners are ... |
|-----------------------|--|
| Independent enquirers | P3 outlining how the legislation is enforced [IE 1, 2] |
| | P6 justifying the importance of high standards of personal hygiene [IE 4]. |

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|-------------------------|--|
| Independent enquirers | explaining the importance of appropriate production systems and staff organisation systems for different types of kitchen operations explaining the importance of correct food storage procedures and documentation [IE 6] |
| Creative thinkers | designing documentation for communicating food safety systems [CT 1] |
| Effective participators | assessing the strengths and weaknesses of different food production systems, making recommendations for improvements [EP 4]. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|--|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used | |
| Manage information storage to enable efficient retrieval | |
| Follow and understand the need for safety and security practices | |
| Troubleshoot | |
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | researching food storage procedures researching the different types of documentation used in record keeping |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | researching food storage procedures researching the different types of documentation used in record keeping |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> ◆ text and tables ◆ images ◆ numbers ◆ records | |
| Bring together information to suit content and purpose | preparing a report or presentation about kitchen organisation and food safety |
| Present information in ways that are fit for purpose and audience | preparing a report or presentation about kitchen organisation and food safety |
| Evaluate the selection and use of ICT tools and facilities used to present information | |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists | |

| Skill | When learners are ... |
|---|---|
| Mathematics | |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations | |
| Identify the situation or problem and the mathematical methods needed to tackle it | |
| Select and apply a range of skills to find solutions | |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | |
| Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations | undertaking temperature recording and monitoring of food |
| Draw conclusions and provide mathematical justifications | |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | making a verbal presentation on kitchen organisation and food safety communicating food safety and kitchen organisation systems to other learners and peer groups |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | undertaking research into food storage procedures |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | describing the different documentation used in record keeping compiling a food safety checklist for an industrial kitchen environment analysing workflow in a kitchen environment and producing a report identifying the hazards. |