

# Specification

BTEC Specialist qualifications

Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF)

For first teaching Nov 2011



Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

*References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

Authorised by Martin Stretton  
Prepared by Ana Abreu

Publications Code BA029577

All the material in this publication is copyright  
© Pearson Education Limited 2011

# BTEC Specialist qualification titles covered by this specification

## **Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF)**

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website [www.education.gov.uk](http://www.education.gov.uk). The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit code will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF)      600/3188/8

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This qualification is approved by Ofqual as being Stand Alone.



# Welcome to the Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF)

We are delighted to introduce our new qualification, available for teaching from November 2011. This qualification conforms with the requirements of the new QCF (Qualifications and Credit Framework).

## Focusing on the Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF)

In this qualification learners will develop the underpinning skills, knowledge and understanding for those who work in, or intend to work in, a retail environment where packaged and/or open foods are available.

The Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF) gives learners opportunities to progress into employment as food handlers in a retail environment. Learners can progress to other retail qualifications such as Level 3 Certificate in Retail Knowledge or Level 3 Certificate in Retail Skills.

## Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

## Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

## Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case Skillsmart Retail SSC.**

## **All you need to get started**

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

# Contents

---

<b>What are BTEC Level 3 Specialist qualifications?</b>	<b>1</b>
Edexcel BTEC Level 3 Award	2
Key features of the Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF)	2
National Occupational Standards	2
<b>Rules of combination</b>	<b>3</b>
Rules of combination for Edexcel BTEC Level 3 qualifications	3
Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF)	4
<b>Assessment</b>	<b>5</b>
<b>Quality assurance of centres</b>	<b>6</b>
Approval	6
Quality Assurance Guidance	7
<b>Programme design and delivery</b>	<b>8</b>
Mode of delivery	8
Resources	8
Delivery approach	9
<b>Access and recruitment</b>	<b>9</b>
Restrictions on learner entry	9
Access arrangements and special considerations	9
Recognition of Prior Learning	10
<b>Unit format</b>	<b>11</b>
Unit title	11
Unit code	11
QCF level	11
Credit value	11
Guided learning hours	11
Unit aim	11
Unit introduction	12

Learning outcomes	12
Assessment criteria	12
Unit content	12
Essential guidance for tutors	13
<b>Unit</b>	<b>15</b>
Unit 1: The Principles of Food Safety Supervision for Retail	17
<b>Further information</b>	<b>27</b>
<b>Useful publications</b>	<b>27</b>
How to obtain National Occupational Standards	27
<b>Professional development and training</b>	<b>28</b>
<b>Annexe A</b>	<b>29</b>
The Edexcel/BTEC qualification framework for the retail sector	29
<b>Annexe B</b>	<b>33</b>
Wider curriculum mapping	33
<b>Annexe C</b>	<b>35</b>
National Occupational Standards/mapping with NVQs	35
<b>Annexe D</b>	<b>37</b>
BTEC Specialist and Professional qualifications	37



# What are BTEC Level 3 Specialist qualifications?

---

BTEC Specialist qualifications are qualifications at Entry level to level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

## Edexcel BTEC Level 3 Award

The Edexcel BTEC Level 3 Award is an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

### Key features of the Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF)

The Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and that will give them opportunities to develop a range of skills including personal skills and techniques, and attributes essential for successful performance in working life
- achieve a nationally recognised level 3 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

### National Occupational Standards

Where relevant, Edexcel BTEC Level 3 Specialist qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 3 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF) relates to the Skillsmart Retail National Occupational Standards (NOS).

# Rules of combination

---

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

## Rules of combination for Edexcel BTEC Level 3 qualifications

When combining units for an Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF)

- 1 Qualification credit value: 3 credits.
- 2 All credits must be achieved from the unit listed in this specification.

## Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF)

The Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF) is a 3-credit and 25-guided-learning-hour (GLH) qualification consisting of one mandatory unit.

Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF)			
Unit	Mandatory unit	Credit	Level
1	The Principles of Food Safety Supervision for Retail	3	3

# Assessment

---

The unit within this qualification is assessed through a portfolio of evidence. No other form of assessment is available for this qualification.

The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

The unit within the qualification has specified assessment criteria. The overall grading in this qualification is a pass, based on the successful completion of a portfolio of evidence.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All assessments created by centres for the development of portfolio evidence should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of forms, which may include performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to learner achievement and their importance cannot be over emphasised.

The assessment criteria must be clearly indicated in the assignment briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In Edexcel BTEC Level 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

## Quality assurance of centres

---

Edexcel BTEC Level 3 Specialist qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Edexcel BTEC Level 3 Specialist qualifications must be committed to ensuring the quality of the units and qualifications they deliver.

The Edexcel quality assurance processes for this qualification will depend on the method of assessment chosen by the centre.

Centre quality assurance and assessment is monitored and guaranteed by Edexcel through the quality review process.

### **The Edexcel quality assurance processes will involve:**

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Edexcel BTEC Level 3 Specialist qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

## Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

## Quality Assurance Guidance

Details of quality assurance for Edexcel BTEC Level 3 Specialist qualifications are set out in centre guidance which is published on our website ([www.edexcel.com](http://www.edexcel.com)).

# Programme design and delivery

---

## Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

Edexcel BTEC Level 3 Specialist qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Learning resources also need to support the delivery of the programme and the assessment of the learning outcomes using a portfolio of evidence. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in the unit in the *Essential resources* section.



## Delivery approach

Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

## Access and recruitment

---

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

### Restrictions on learner entry

The Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF) is accredited on the QCF for learners aged 16 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

### Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

## **Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner 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.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and 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 sufficient, reliable and valid.

# Unit format

---

All units in Edexcel BTEC Level 3 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

## Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit code

Each unit is assigned a QCF unit code that appears with the unit title on The Register of Regulated Qualifications.

## QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can be awarded only in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator 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. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of practice multiple choice questions, assignments or homework where the learner is not present.

## Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

## Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

### **Relationship between content and assessment criteria**

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

### **Content structure and terminology**

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – this has been produced to support centres. Outline learning plans are for guidance only and are not mandatory.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.



# Unit

---

Unit 1: The Principles of Food Safety Supervision for Retail

17





# Unit 1: The Principles of Food Safety Supervision for Retail

**Unit code:** J/502/0379

**QCF Level 3:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 25

---

## Unit aim

The aim of this unit is to enable learners to gain understanding of how retail food business operators can ensure compliance with food safety legislation, the application and monitoring of good hygiene practice, how to implement food safety management procedures and the role of supervision in food safety management procedures.

## Unit introduction

This unit introduces learners to the principles of food safety supervision for retail. Retail businesses need to have food safety supervision procedures in place and comply with food hygiene regulations.

Learners will look at how food business operators can ensure compliance with food safety legislation. This will include employer and employee responsibilities in respect of food safety legislation and procedures for compliance. Learners will be introduced to the importance of food safety management procedures and how legislation is enforced.

Learners will develop an understanding of the application and monitoring of good hygiene practice. They will explore the importance of having high standards of personal hygiene. Learners will consider the procedures for cleaning, disinfection and to control contamination and cross-contamination. Tutors will introduce learners to the importance of, and methods for, waste disposal and pest control.

Learners will explore how to implement food safety management procedures. They will look at the consequences of microbial, chemical, physical and allergenic hazards for food safety. Learners will also look at methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions. Tutors will introduce learners to the requirement for temperature control and the importance of traceability and of continually reviewing and, as appropriate, improving the organisation's procedures.

Learners will consider the role of supervision in food safety management procedures. They will investigate the requirements for the induction and ongoing training of staff and the importance of monitoring and reporting in food safety management.

## Learning outcomes and assessment 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 determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand how food business operators can ensure compliance with food safety legislation</p>	<p>1.1 Summarise the importance of food safety management procedures</p> <p>1.2 Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance</p> <p>1.3 Explain how the legislation is enforced</p>
<p>2 Understand the application and monitoring of good hygiene practice</p>	<p>2.1 Justify the importance of high standards of personal hygiene</p> <p>2.2 Explain procedures for cleaning and disinfection including the need for workplace and equipment schedules</p> <p>2.3 Explain procedures to control contamination and cross-contamination</p> <p>2.4 Describe the importance of, and methods for, waste disposal</p> <p>2.5 Describe the importance of, and methods for, pest control</p>
<p>3 Understand how to implement food safety management procedures</p>	<p>3.1 Describe the consequences for food safety from microbial, chemical, physical and allergenic hazards</p> <p>3.2 Describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions</p> <p>3.3 Explain the requirement for temperature control</p> <p>3.4 Explain the importance of traceability</p> <p>3.5 Explain the importance of continually reviewing and, as appropriate, improving the organisation's procedures</p>

Learning outcomes	Assessment criteria
4 Understand the role of supervision in food safety management procedures	4.1 Explain the requirements for induction and ongoing training of staff  4.2 Explain the importance of monitoring and reporting in food safety management

## Unit content

---

### 1 **Understand how food business operators can ensure 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 and due diligence to sell safe food

*Responsibilities of employers and employees in respect of food safety legislation and procedures for compliance:* as current at time of delivery; Food Safety Act 1990 (as amended); Food Safety Regulations 2006; Food Hygiene Regulations 2006; 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:* procedures eg not rendering food harmful to health, ensuring that food served or sold is of the nature, substance or quality expected by customers, not falsely describing or presenting food, labelling requirements, the use and supervision of systems designed to deliver safe food

*Enforcing legislation:* supervising and checking compliance of food hygiene regulations, including temperature control; Food Labelling Regulations 1996; food standards legislation; Hazard Analysis Critical Control Point (HACCP) procedures; risk assessment legislation; Food Premises (Registration) Regulations 1991; 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**

*Importance of high standards of personal hygiene:* reducing spread of bacteria and cross-contamination (chemical, physical); complying with current food safety legislation; maintaining food safety (food storage, food handling); maintaining healthy environment; creating a good first impression

*Procedures for cleaning and disinfection:* using correct manufacturer's and business cleaning procedures (use, dilutions, storage); using correct cleaning chemicals and materials; washing; wiping; sanitising; sterilising; checking for cleanliness and good hygiene; checking for safety; waste disposal (food, other items, method); workplace and equipment cleaning and disinfecting schedules (daily, weekly, monthly, as required)

*Procedures to control contamination and cross-contamination:* minimising bacterial spread; minimising viral spread; work flow (linear, cyclical); work surfaces (porous, non-porous); clean equipment (knives, cutting boards, electrical equipment), cross-contamination (direct - contact and drip, indirect via vehicles ie hands)

*Importance of waste disposal:* minimising the spread of infections and reducing the risk of accidental injury to staff, customers, locals; helping provide an aesthetically pleasing atmosphere; reducing odours; attracting fewer insects and not attracting animals; hygienic waste storage

*Methods for waste disposal:* hazardous waste (sharp objects, glass, chemicals); non-hazardous waste (cardboard, paper, food); external collection and disposal of glass plastics and general waste (compression of cardboard boxes, recycling of paper, glass and plastics); rubbish bags for non-hazardous waste; yellow sharps containers for needles or sharp objects; complying with regulations

*Importance of pest control:* avoiding food contamination; ensuring customer satisfaction; maintaining business reputation; maintaining food safety

*Methods for pest control:* physical and chemical controls, checking for problems and infestation; rodents; insects; reporting problems; use of private contractors

### 3 Understand how to implement food safety management procedures

*Consequences for food safety from microbial, chemical, physical and allergenic hazards:* microbial (food poisoning bacteria, food borne disease, viral contamination and toxins); physical (foreign matter in a food item eg glass, bone, metal, shotgun pellets, pieces of product packaging); chemical (contamination through environmental pollution of the air, water and soil eg with toxic metals, Polychlorinated biphenyls (PCBs) and dioxins, pesticides, animal drugs and other agrochemicals, cleaning chemicals); allergenic (an allergic reaction occurs when the immune system reacts to a particular allergen eg eggs, milk, peanuts, usually affecting the skin and the respiratory, gastrointestinal and cardiovascular systems)

*Methods and procedures for controlling food safety:* ensuring the proper application and monitoring of control measures; monitoring of control measures (cleaning and disinfection, supplier and stock control, control of pests, safe working and food handling practices, temperature controls); identification of critical control points and critical limits; effectiveness of control measures for different hazards; effect of different conditions on the effectiveness of control measures; corrective actions; measures for improvement

*Requirement for temperature control:* hot food (above 63°C); chilled food (below 5°C); frozen foods (below -18°C); temperature monitoring (business procedures); importance (complying with legislation, maintaining safe standards, maintaining business reputation); retail customer guidance on the safe consumption of purchased products (verbal/posters/labelling) regarding product shelf life and safe storage after purchase for hot and cold products

*Importance of traceability:* responsible suppliers and supply management; facilitating trace-back for food safety and quality (meeting regulatory requirements); differentiating and marketing foods with subtle or undetectable quality attributes, product recalls and withdrawals

*Importance of continually reviewing and improving the organisation's procedures:* need for adjustment to food safety management procedures when a review indicates that control methods are ineffective, or if enforcement officers recommend or require changes; factors or events that may require an immediate review and evaluation of the food safety procedures; importance of communicating any changes to the procedures to relevant staff; importance of monitoring and verifying new procedures

#### **4 Understand the role of supervision in food safety management procedures**

*Requirements for induction and ongoing training of staff:* functions (providing leadership and collaborative direction and motivation to staff, being a team leader, ensuring staff have the human and physical resources to undertake their work in an efficient manner, supervisors' responsibilities); providing an effective induction related to food safety, with further and refresher training as required

*Importance of monitoring and reporting in food safety management:* to avoid the sale of unsafe food; following recording procedures; monitoring the levels of pest activity; monitoring staff hygiene and working practices; monitoring temperature and cooking/processing time; use of feedback from staff, supervisors, suppliers, customers, auditors and environmental health practitioners; importance of calibrating thermometers and other measuring devices; sampling procedures; maintaining accurate records; responsibilities of staff, supervisors and managers for monitoring and recording activities

## Essential guidance for tutors

---

### Delivery

This unit introduces learners to the principles of food safety supervision for retail.

Supervision of food safety is essential to retail businesses for complying with food hygiene regulations. Learners need to understand how retail food business operators can ensure compliance with food safety legislation, the application and monitoring of good hygiene practice, how to implement food safety management procedures and the role of supervision in food safety management procedures.

Guest speakers would help to provide the industrial overview that learners need. Organised visits to different retail businesses are essential in enabling learners to identify key safety and business issues. Visits should be varied to ensure that learners can compare specific requirements for various types of businesses. Learners can use work-based experiences to evidence particular business systems and food safety practices. Case studies would complement work experience and help learners to understand the importance of high standards of personal hygiene and of cleaning and disinfection of workplace and equipment.

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 that they understand 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 delivery of multiple choice tests.

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

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion about the importance of food safety supervision for retail.
Guest speaker to talk about the importance of food safety management procedures, the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance and how the legislation is enforced.
Visit to see a retail business to find out about the importance of high standards of personal hygiene, the procedures for cleaning and disinfection of the workplace and equipment and to control contamination and cross-contamination.
Group discussion about the importance of, and methods for, waste disposal and pest control.
Group discussion about the consequences for food safety from microbial, chemical, physical and allergenic hazards.

Topic and suggested activities
Group discussion about methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions.
Group discussion about the requirement for temperature control.
Tutor input followed by group discussion about the importance of traceability.
Group discussion about the importance of continually reviewing and, as appropriate, improving the organisation's procedures.
Group discussion about the requirements for induction and ongoing training of staff and the importance of monitoring and reporting in food safety management.
Tutorial support and feedback.
Learner self-initiated learning time.
Unit review and evaluation.

### Assessment

Learning outcome 1: can be covered by learners having access to a retail business' health and safety policies and procedures to understand the principles and legislation behind food safety regulations in the workplace. A visit to a workplace where learners could produce risk assessments and be given scenarios would enhance the understanding of the legislation and procedures and how to implement them. A report explaining the importance of food safety management procedures, the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance, and how the legislation is enforced would demonstrate a full understanding of this learning outcome.

Learning outcome 2: can take the form of a training exercise or simulated activity that shows learners fully understand the importance of personal hygiene practices and procedures. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real time examples to demonstrate they understand how contamination happens and how to report and deal with it when it does.

Learning outcome 3: can be covered by producing briefing notes that enable learners to understand how to implement food safety management procedures. Learners should carry out tasks that provide evidence describing methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions. A personal statement detailing the consequences for food safety from microbial, chemical, physical and allergenic hazards, the requirement for temperature control, the importance of traceability, and of continually reviewing and, as appropriate, improving the organisation's procedures, must accompany the explanation. A report covering the importance of temperature controls and stock control in keeping food products safe should be included.



Learning outcome 4: can take the form of a report explaining the requirements for induction and ongoing training of staff and the importance of monitoring and reporting in food safety management. This should cover the procedures for monitoring and maintaining food safety. Learners should also explain the role of documentation used in the recording system. A case study based on a commercial operation or the centre's own food safety management procedures would generate appropriate evidence to the role of documentation and record keeping systems used.

### Essential resources

Although this is a knowledge-based unit, learners should have access to retail food service environments.

Organised visits to different retail businesses are essential in enabling learners to identify key safety and business issues.

A talk from the local Environmental Health Officer would benefit learners.

### Indicative resource materials

#### Textbooks

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F — *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Sprenger R — *Supervising Food Safety (Level 3), 12th Edition* (Highfield, 2008) ISBN 9781906404628

Stevenson S and Nash C — *Food Safety for Supervisors* (Chadwick House, 2007) ISBN 9781904306641

#### Journals

*Caterer and Hotelkeeper* — Reed Business Information

*Safe Food Better Business* — The Food Standards Agency

*Voice of the BHA* — British Hospitality Association

#### Other publications

*Food hygiene: A guide for businesses* (The Food Standards Agency, 2006)

Foskett D and Ceserani V — *The Theory of Catering, 11th Edition* (Hodder Education, 2007) ISBN 9780340939260

*Starting up: Your first steps to running a catering business 2007* (The Food Standards Agency)

#### CD ROM

*Practical Food Hygiene* — Croner Publications

**Websites**

<a href="http://www.catersource.com">www.catersource.com</a>	Catersource — education, products and news for caterers
<a href="http://www.food.gov.uk">www.food.gov.uk</a>	The Food Standards Agency
<a href="http://www.hospitalityassured.co.uk">www.hospitalityassured.co.uk</a>	Hospitality Assured — standard for service and business excellence
<a href="http://www.hpa.org.uk">www.hpa.org.uk</a>	HPA — Health Protection Agency
<a href="http://www.hse.gov.uk/catering">www.hse.gov.uk/catering</a>	Health and Safety Executive
<a href="http://www.instituteofhospitality.org">www.instituteofhospitality.org</a>	Institute of Hospitality — professional body for hospitality, leisure and tourism industries
<a href="http://www.people1st.co.uk">www.people1st.co.uk</a>	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism
<a href="http://www.tradingstandards.gov.uk">www.tradingstandards.gov.uk</a>	Trading Standards Institute

## Further information

---

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website ([www.edexcel.com](http://www.edexcel.com)).

## Useful publications

---

Related information and publications include:

- Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- Regulatory arrangements for the Qualification and Credit Framework (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

### How to obtain National Occupational Standards

Please contact:

SkillsSmart Retail  
The Sector Skills Council for Retail  
4th Floor  
93 Newman Street  
London W1T 3EZ

Telephone: 020 7462 5060  
Fax: 020 7462 5061  
Website: [www.skillsmartretail.com](http://www.skillsmartretail.com)

# Professional development and training

---

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory 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 student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the former LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

## Annexe A

---

### The Edexcel/BTEC qualification framework for the retail sector

Progression opportunities within the framework.

Level	General qualifications	Diplomas	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
5			Edexcel Level 5 BTEC Higher National Certificate in Retail Management Edexcel Level 5 BTEC Higher National Diploma in Retail Management		

Level	General qualifications	Diplomas	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
3		<p>Edexcel Level 3 Principal Learning in Retail Business</p> <p>Edexcel Level 3 Advanced Diploma in Retail Business</p> <p>Edexcel Level 3 Progression Diploma in Retail Business</p>	<p>Edexcel Level 3 BTEC National Award in Retail</p>	<p>Edexcel BTEC Level 3 Award in Retail Knowledge (QCF)</p> <p>Edexcel BTEC Level 3 Certificate in Retail Knowledge (QCF)</p> <p>Edexcel BTEC Level 3 Diploma in Retail Knowledge (QCF)</p> <p>Edexcel BTEC Level 3 Certificate in Principles of Sales (QCF)</p> <p><b>Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF)</b></p>	<p>Edexcel Level 3 Certificate in Retail Skills (Management) (QCF)</p> <p>Edexcel Level 3 Diploma in Retail Skills (Management) (QCF)</p>

Level	General qualifications	Diplomas	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2		<p>Edexcel Level 2 Principal Learning in Retail Business</p> <p>Edexcel Level 2 Higher Diploma in Retail Business</p>	<p>Edexcel Level 2 BTEC First Certificate in Retail</p> <p>Edexcel Level 2 BTEC First Diploma in Retail</p>	<p>Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF)</p> <p>Edexcel BTEC Level 2 Award in Retail Knowledge (QCF)</p> <p>Edexcel BTEC Level 2 Certificate in Retail Knowledge (QCF)</p> <p>Edexcel BTEC Level 2 Diploma in Retail Knowledge (QCF)</p> <p>Edexcel BTEC Level 2 Certificate in Retail Knowledge (Beauty) (QCF)</p> <p>Edexcel BTEC Level 2 Award in Retail Skills (QCF)</p> <p>Edexcel BTEC Level 2 Certificate in Retail Skills (QCF)</p> <p>Edexcel BTEC Level 2 Diploma in Retail Skills (QCF)</p> <p>Edexcel BTEC Level 2 Certificate in Principles of Sales (QCF)</p>	

Level	General qualifications	Diplomas	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
1		Edexcel Level 1 Principal Learning in Retail Business Edexcel Level 1 Foundation Diploma in Retail Business		Edexcel BTEC Level 1 Award in Retail Knowledge (QCF) Edexcel BTEC Level 1 Certificate in Retail Knowledge (QCF)	Edexcel Level 1 Award in Retail Skills (QCF) Edexcel Level 1 Certificate in Retail Skills (QCF) Edexcel Level 1 Diploma in Retail Skills (QCF)



# Annexe B

---

## Wider curriculum mapping

Edexcel BTEC Level 3 Specialist qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

### **Spiritual, moral, ethical, social and cultural issues**

Throughout the delivery of this qualification learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

### **Citizenship**

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

### **Environmental issues**

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

### **European developments**

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

### **Health and safety considerations**

Health and safety is embedded within the unit of this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

### **Equal opportunities issues**

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.



# Annexe C

---

## National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 3 Award in Food Safety Supervision for Retail (QCF) against the underpinning knowledge of the Level 3 NVQ in Retail (Management).

### KEY

# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Unit	1
Level 3 NVQ in Retail (Management)	
B22	#



## Annexe D

### BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
<b>BTEC Level 7 Advanced Professional qualifications</b> BTEC Advanced Professional Award, Certificate and Diploma	<b>7</b>	<b>BTEC Level 7 Professional qualifications</b> BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 6 Professional qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>6</b>	<b>BTEC Level 6 Professional qualifications</b> BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 5 Professional qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>5</b>	<b>BTEC Level 5 Professional qualifications</b> BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 5 Higher Nationals</b> BTEC Level 5 HND Diploma
<b>BTEC Level 4 Professional qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>4</b>	<b>BTEC Level 4 Professional qualifications</b> BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 4 Higher Nationals</b> BTEC Level 4 HNC Diploma
<b>BTEC Level 3 qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>3</b>	<b>BTEC Level 3 Specialist qualifications</b> BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 3 Nationals</b> BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
<b>BTEC Level 2 qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>2</b>	<b>BTEC Level 2 Specialist qualifications</b> BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 2 Firsts</b> BTEC Level 2 Certificate, Extended Certificate and Diploma
<b>BTEC Level 1 qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>1</b>	<b>BTEC Level 1 Specialist qualifications</b> BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 1 qualifications</b> BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	<b>E</b>	<b>BTEC Entry Level Specialist qualifications</b> BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	<b>BTEC Entry Level qualifications (E3)</b> BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

**NQF** = National Qualifications Framework

**QCF** = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the regulation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
<b>Award</b>	1-12 credits
<b>Certificate</b>	13-36 credits
<b>Diploma</b>	37+ credits

5468eb281011N:\LT\PD\SPECIALIST QUALS\BA029577 BTEC LEVEL 3 AWARD IN FOOD SAFETY IN RETAIL (QCF).DOC.1-47/2

Publications Code BA029577 October 2011

For more information on Edexcel and BTEC qualifications please  
visit our website: [www.edexcel.com](http://www.edexcel.com)

BTEC is a registered trademark of Edexcel Limited

Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE. VAT Reg No 278 5371 21