

# **Pearson BTEC Level 2 Award in Food Safety in Catering**

# **Pearson BTEC Level 3 Award in Supervising Food Safety in Catering**

# **Pearson BTEC Level 4 Award in Managing Food Safety in Catering**

## **Specification**

BTEC Specialist qualification

First teaching October 2011

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com).

These qualifications were previously known as:

Edexcel BTEC Level 2 Award in Food Safety in Catering (QCF)

Edexcel BTEC Level 3 Award in Supervising Food Safety in Catering (QCF)

Edexcel BTEC Level 4 Award in Managing Food Safety in Catering (QCF)

The QNs remain the same.

*References to third party material made in this specification are made in good faith. Pearson 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.)*

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## Summary of Pearson BTEC qualifications in Food Safety in Catering specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
Add labelling to the following bullet point	20
Replacing 'temperature controls' with 'storage/holding temperatures'	20

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).

# BTEC Specialist qualification titles covered by this specification

**Pearson BTEC Level 2 Award in Food Safety in Catering**

**Pearson BTEC Level 3 Award in Supervising Food Safety in Catering**

**Pearson BTEC Level 4 Award in Managing Food Safety in Catering**

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. The 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 unit code.

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

The QNs for the qualifications in this publication are:

Pearson BTEC Level 2 Award in Food Safety in Catering	600/3287/X
Pearson BTEC Level 3 Award in Supervising Food Safety in Catering	600/3290/X
Pearson BTEC Level 4 Award in Managing Food Safety in Catering	600/3291/1

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

These qualifications are approved by Ofqual as being Stand Alone.

# Welcome to the Pearson BTEC qualifications in Food Safety in Catering

In these qualifications learners will develop the underpinning skills, knowledge and understanding required to work in the hospitality industry.

These qualifications give learners opportunities to progress into employment as hospitality staff, or onto Specialist qualifications such as the Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services) the Pearson BTEC Level 3 Certificate and Level 3 Diploma in Food and Beverage Service Supervision or the Pearson BTEC Level 4 HNC Diploma in Hospitality Management

## 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 the SSC People 1st.**

## 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 these qualifications compare with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualifications 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.



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# What are BTEC Level 2, 3 and 4 Specialist qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## Pearson BTEC level 2, 3 and 4 Awards

Pearson BTEC Level 2, 3 and 4 Awards provide an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

### **Key features of the Pearson BTEC Level 2 Award in Food Safety in Catering the Pearson BTEC Level 3 Award in Supervising Food Safety in Catering and the Pearson BTEC Level 4 Award in Managing Food Safety in Catering**

Pearson BTEC Level 2, 3 and 4 Awards in Food Safety in Catering have 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 nationally recognised level 2, 3 or 4 vocationally-related qualifications
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

## National Occupational Standards

Where relevant, Pearson BTEC Level 2, 3 and 4 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). Pearson BTEC level 2, 3 and 4 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 B*.

Pearson BTEC Level 2, 3 and 4 Awards in Food Safety in Catering relate to the People 1st Hospitality National Occupational Standards (NOS).

# Rules of combination

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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 have rules of combination.

## Rules of combination for Pearson BTEC Level 2, 3 and 4 qualifications

When combining units for the Pearson BTEC Level 2, 3 or 4 Awards in Food Safety in Catering it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### **Pearson BTEC Level 2 Award in Food Safety in Catering**

- 1 Qualification TQT 10. Qualification credit value: 1 credit.
- 2 All credits must be achieved from the units listed in this specification.

### **Pearson BTEC Level 3 Award in Supervising Food Safety in Catering**

- 1 Qualification TQT 30. Qualification credit value: 3 credits.
- 2 All credits must be achieved from the units listed in this specification.

### **Pearson BTEC Level 4 Award in Managing Food Safety in Catering**

- 1 Qualification TQT 60. Qualification credit value: 6 credits.
- 2 All credits must be achieved from the units listed in this specification.

## Pearson BTEC Level 2 Award in Food Safety in Catering

The Pearson BTEC Level 2 Award in Food Safety in Catering is a 1-credit and 9-guided-learning-hour (GLH) qualification consisting of one mandatory unit.

Pearson BTEC Level 2 Award in Food Safety in Catering			
Unit	Mandatory unit	Credit	Level
1	Food Safety in Catering	1	2

## Pearson BTEC Level 3 Award in Supervising Food Safety in Catering

The Pearson BTEC Level 3 Award in Supervising Food Safety in Catering is a 3-credit and 25-guided-learning-hour (GLH) qualification consisting of one mandatory unit.

Pearson BTEC Level 3 Award in Supervising Food Safety in Catering			
Unit	Mandatory unit	Credit	Level
2	The Principles of Food Safety Supervision for Catering	3	3

## Pearson BTEC Level 4 Award in Managing Food Safety in Catering

The Pearson BTEC Level 4 Award in Managing Food Safety in Catering is a 6-credit and 40-guided-learning-hour (GLH) qualification consisting of one mandatory unit.

Pearson BTEC Level 4 Award in Managing Food Safety in Catering			
Unit	Mandatory unit	Credit	Level
3	The Principles of Food Safety Management for Catering	6	4

# Assessment

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*Unit 2: The Principles of Food Safety Supervision for Catering* and *Unit 3: The Principles of Food Safety Management for Catering* are assessed through a portfolio of evidence. *Unit 1: Food Safety in Catering* can be assessed either through a portfolio of evidence or an onscreen multiple choice test. No other form of assessment is available for these qualifications.

The units are criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit in these qualifications has specified assessment criteria. The overall grading in these qualifications is a pass, based on the successful completion of a portfolio of evidence.

External assessment using onscreen multiple choice tests assesses all of the learning outcomes in the individual units and meets the standard determined by the specified assessment criteria in the units.

**All the content in the unit assessed through onscreen multiple choice tests is mandatory. Tutors must ensure that learners have covered all the content before they sit any external test.**

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)).

## 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 Pearson BTEC Level 2, 3 and 4 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

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Pearson BTEC Level 2, 3 and 4 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 Pearson BTEC Level 2, 3 and 4 qualifications must be committed to ensuring the quality of the units and qualifications they deliver.

The Pearson quality assurance processes for these qualifications will depend on the method of assessment chosen by the centre.

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

**For centres choosing to assess the Pearson BTEC Level 2 Award in Food Safety in Catering by a portfolio of evidence or an onscreen multiple choice test** the Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Pearson BTEC Level 2, 3 and 4 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of centre verification practice

- Quality Review and Development by Pearson 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.

**For centres using this qualification as a component of an Apprenticeship** the Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

## 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 Pearson BTEC Level 2, 3 and 4 qualifications are set out in centre guidance which is published on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).

# Programme design and delivery

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## Mode of delivery

Pearson does not normally define the mode of delivery for Pearson 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

Pearson BTEC Level 2, 3 and 4 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 multiple choice questions. 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 Pearson.

Where specific resources are required these have been indicated in each individual unit in the *Essential resources* sections.



## 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.

**All content in the externally assessed unit is mandatory. Tutors must ensure that learners have covered all the content before sitting any external test.**

## Access and recruitment

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Pearson'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 Pearson'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

Pearson BTEC Level 2, 3 and 4 Awards in Food Safety in Catering are accredited 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

Pearson's policy on access arrangements and special considerations for BTEC and Pearson 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 Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)). This policy replaces the previous 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.

Pearson 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

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All units in Pearson BTEC Level 2, 3 and 4 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

This is the formal title of the unit that will appear on the learner's certificate.

## Unit code

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

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

## 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 (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## 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 plans* – these have 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 Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.



# Units

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Unit 1: Food Safety in Catering	17
Unit 2: The Principles of Food Safety Supervision for Catering	25
Unit 3: The Principles of Food Safety Management for Catering	37





# Unit 1: Food Safety in Catering

**Unit code:** H/502/0132

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 9

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## Unit aim

This unit will provide learners with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the unit at level 2 will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole.

This unit provides learners with food safety knowledge directly relevant to the catering and hospitality industry.

## Unit introduction

This unit introduces learners to the knowledge they need to enable them to take personal responsibility for food safety, as well as understand the basic principles of food safety necessary for those working in the hospitality and catering industry preparing food. The unit identifies some of the necessary good practice, including the legal requirements that must be applied to the storage and cooking of food, as well as the basic principles of good practice needed to keep food areas/kitchens clean and safe. This unit provides an essential background for those who wish to study food preparation and cooking.

Learners will gain an understanding of the importance of good personal hygiene, which helps to reduce the risks of food-related illnesses and food poisoning. They will also be taught the most common types of food hazards that occur and how to avoid them.

Learners will identify common workplace health, safety and security hazards in kitchen situations, relating to equipment, hazardous substances, fires, contamination and infestation by pests. Learners should know some simple control measures to reduce or eliminate the risk of injury or illness arising from the hazards.

## 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
1 Understand how individuals can take personal responsibility for food safety	1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour 1.2 Describe how to report food safety hazards 1.3 Outline the legal responsibilities of food handlers and food business operators
2 Understand the importance of keeping him/herself clean and hygienic	2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination 2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds
3 Understand the importance of keeping the work areas clean and hygienic	3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal 3.2 State how workflow, work surfaces and equipment can reduce contamination risks and aid cleaning 3.3 Outline the importance of pest control
4 Understand the importance of keeping food safe	4.1 State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards 4.2 Explain how to deal with food spoilage including recognition, reporting and disposal 4.3 Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food 4.4 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food 4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation

## Unit content

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### 1 **Understand how individuals can take personal responsibility for food safety**

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

*Reporting safety hazards:* reporting to line manager; unhygienic tools or defective equipment; accidents; hazards (slips, trips); other problems

*Legal responsibilities:* Chartered Institute of Environmental Health (health and safety, food safety, consumer protection); Food Safety Act 1990; personal hygiene; Food Hygiene Regulations 2006

### 2 **Understand the importance of keeping him/herself clean and hygienic**

*Importance of personal hygiene:* reducing spread of germs; preventing cross-contamination

*Personal hygiene practices:* washing and drying hands before handling food; clean personal equipment; personal presentation (clean uniform, clean hair, hair tied up and back and covered, appropriate footwear, no jewellery or watches); hygiene and freshness (discrete use of cosmetics, short fingernails, no nail varnish, clean hands); care when coughing or sneezing; reporting cuts and wounds, covering of cuts and wounds with appropriate dressings; reporting personal illness to supervisors

### 3 **Understand the importance of keeping the work areas clean and hygienic**

*Cleaning procedures:* 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); cleaning schedule (daily, weekly, monthly, as required)

*Reducing contamination risks:* minimising bacterial spread; minimising viral spread; workflow (linear, cyclical); work surfaces (porous, non-porous); equipment (knives, cutting boards, electrical equipment)

*Pest control:* checking for problems and infestation; rodents; insects; reporting problems; importance (avoiding food contamination, customer satisfaction, business reputation, health and safety)

#### 4 Understand the importance of keeping food safe

*Food hazards:* microbial (bacteria, cross-contamination); chemical (cleaning materials, insecticides, rodent poison); biological (bacteria, yeasts, moulds); physical (hair, insects, machinery parts, packaging, dirt from kitchen or premises); allergens (nuts, gluten, dairy products, shellfish)

*Food spoilage:* recognition of unsafe food (sight, smell, temperature); reporting procedures (line manager, supplier); disposal of unsafe food (returning to supplier, informing environmental health officers (EHO))

*Safe practices:* preparation (good hygiene practices; using appropriate surfaces; using suitable knives and equipment); cooking (minimising bacterial activity; applying correct cooking temperatures and cooking times for different foods; chilling (minimising bacterial activity; holding at appropriate temperatures; monitoring duration of chilling process); reheating (applying appropriate temperatures); holding (applying appropriate temperatures); serving (using clean dishes and serving equipment; avoiding cross-contamination ; using gloves); transporting (minimising transportation times ; applying correct holding temperatures; keeping different types of food separate); safe buying practices ; use-by dates; checking for insect/pest damage ; blown cans ; broken bottle seals, ice cream and frozen foods ; chilled foods; fresh foods; handling food and commodities; cleaning vegetables and fruit; washing (meat, poultry, fish)

*Storage:* prevention of cross-contamination; keeping food for future use; chilling/freezing; wrapping; storage times; defrosting; use-by dates, Labelling the containers.

Storage/holding temperatures: 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)

*Stock control:* deliveries (checking quantity and quality, checking against order and delivery note); correct storage of items (refrigerated food, frozen food, dry food); date marking; stock rotation

## Essential guidance for tutors

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### Delivery

The purpose of this unit is to provide essential background and foundation knowledge for those learners who need to know about and maintain good personal, food and kitchen hygiene as they are preparing and serving food to the general public. For those learners who wish to study food safety in hospitality, the unit should be taught before learners start practising any practical cookery skills, since they are required to implement and comply with general food safety and hygiene requirements whilst they undertake their cookery practice. This will help to reinforce the unit content and contribute to good practice as well as effective teaching.

There has been a considerable increase in the rise of food poisoning cases in this country over recent years. The number of people suffering from various forms of food-related illness has increased in-line with the large increase in meals being eaten out and away from the home. There has been a large increase in the number of people who suffer from food-related allergies such as asthma and skin problems. Learners need to be made aware of the situation. Consumers of food and those taking up employment in a food-related business need to know some basic rules to help prevent and reduce these incidents.

This is essentially a knowledge-based unit but for the content to be understood it must relate, at every opportunity, to practical food situations – kitchens, food and drink service businesses. Learners will need to be aware of the legislation and regulations that apply to the hospitality industry, as well as have an understanding of the role of environmental health officers. Well-produced, informative and easy to understand guides to legislation and its impact on people and businesses are produced by government agencies and multiple copies are often supplied at no cost to teaching and training centres. These publications are an excellent starting point for tutors to introduce this subject and it is a good idea to supply every learner with a copy. Two suggested publications for learners are listed in the *Indicative resource materials* section of the unit. Food Hygiene Regulations can be used as a framework for delivery of this unit. Learners do not need to be able to quote the law but must know how it applies to a practical kitchen or food and drink situation.

Learners need to be given a background as to why food safety is important and the possible consequences when things go wrong. Tutors could ask a local authority environmental health officer to give a talk to learners. They can be informative and can give practical guidance on the responsibilities of individuals, implementation of the law and good practice for the home and workplace.

Learners will examine the safe practices that are required in the hospitality industry and this is best achieved by formal, whole-class teaching. They will learn how to check raw, chilled, frozen, tinned, bottled and dried foods for possible contamination as well as how to store and handle these commodities correctly to prevent contamination. Learners will also learn good kitchen practice in terms of maintaining and cleaning large and small equipment, including refrigerators and freezers.

It is a requirement that learners know and understand the importance of good personal hygiene and how it is maintained. Poor personal hygiene and habits are major causes of food poisoning, most of which are preventable by following the good working practices identified in the Food Hygiene Regulations. Tutors need to reinforce this at every opportunity.

Learners will understand how to work in a clean and efficient manner, understanding that good organisation of personal practical kitchen work can help to reduce not only the risks of accidents but the cross-contamination of foods and, therefore, help to reduce the risks of food poisoning. The careful cleaning and sanitising of work surfaces and equipment needs to be explained and learners will need to understand the differences in the range of cleaning materials and chemicals that can be used safely in a food production situation.

Learners will also explore the main types of food hazards and be able to identify and name the most common ones. Learners may find the names of bacterial food poisoning difficult to manage and it is not necessary for them to be able to spell or recall them accurately. They must, however, know the issues concerning these types of food hazards and the outcomes when bacteria contaminate food.

### 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 of planning the delivery and assessment of this unit.

<b>Topic and suggested activities</b>
Introduction to unit and overview of assessment.
Group discussion about the importance of food safety procedures, risk assessment, safe food handling and behaviour.
Guest speaker to talk about how to report food safety hazards and the legal responsibilities of food handlers and food business operators.
Group discussion about the importance of personal hygiene in food safety including its role in reducing the risk of contamination and effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds.
Visit to see a large-scale production system to find out how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal, how workflow, work surfaces and equipment can reduce contamination risks and aid cleaning, and the importance of pest control.
Tutor input followed by group discussion about the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards.
Group discussion about how to deal with food spoilage including recognition, reporting and disposal.
Group discussion about safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food, the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food, and stock control procedures including deliveries, storage, date marking and stock rotation.

<b>Topic and suggested activities</b>
Tutorial support and feedback.
Learner self-initiated learning time.
Unit review and evaluation.

### Assessment

Tutors should ensure that learners cover all the unit content before sitting an onscreen multiple choice test, if this is the selected assessment method. Alternatively, this unit may be assessed via portfolio of evidence.

Learning outcome 1: could take the form of a report outlining the importance of food safety procedures, risk assessment, safe food handling and behaviour, how to report food safety hazards, and the legal responsibilities of food handlers and food business operators. Learners should give examples of legislation relating to food safety and the importance of compliance.

Learning outcome 2: could take the form of a training exercise or simulated activity that shows learners fully understand the importance of keeping him/herself clean and hygienic. Briefing notes to back this up would allow learners to familiarise themselves with effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds. Learners must use real time examples to demonstrate they understand the importance of personal hygiene in food safety including its role in reducing the risk of contamination.

Learning outcome 3: could be covered by producing briefing notes that enable learners to understand the importance of keeping the work areas clean and hygienic. Learners should carry out tasks that provide evidence explaining how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal. A personal statement detailing how workflow, work surfaces and equipment can reduce contamination risks and aid cleaning, as appropriate, improving the organisation's procedures, should accompany the explanation. A report covering the importance of pest control should be included.

Learning outcome 4: could be covered by learners having access to a hospitality business' food safety policies and procedures to understand the principles 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 sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards. A report explaining how to deal with food spoilage, safe food handling practices and procedures, the importance of temperature controls, and stock control procedures would demonstrate a full understanding of this learning outcome.

### Essential resources

For this unit learners need access to a suitable hospitality teaching environment.

Guides to legislation and its impact on people and businesses produced by government agencies.

Copies of media reports, accessible via the internet, and case studies, would also be useful.

### Indicative resource materials

#### Textbooks

Knowles T — *Food Safety in the Hospitality Industry* (Taylor & Francis, 2002)  
ISBN 9780750653497

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

#### Journals

*Caterer and Hotelkeeper* — Reed Business Information

*Journal of Environmental Health Research*

#### Further reading

*Food hygiene: A guide for businesses, Revised June 2011* (The Food Standards Agency, 2006)

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

#### Websites

<a href="http://food.gov.uk/foodindustry/regulation">food.gov.uk/foodindustry/regulation</a>	Food Standards Agency — regulation and legislation
<a href="http://food.gov.uk/foodindustry/regulation/foodlaw">food.gov.uk/foodindustry/regulation/foodlaw</a>	Food Standards Agency — General Food Law
<a href="http://www.cieh.org/jehr">www.cieh.org/jehr</a>	CIEH — <i>Journal of Environmental Health Research</i>
<a href="http://www.people1st.co.uk">www.people1st.co.uk</a>	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism



## Unit 2: The Principles of Food Safety Supervision for Catering

**Unit code:** K/502/0388

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 25

### Unit aim

The aim of the unit is to ensure that candidates are trained in accordance with regulation (EC) no 853/2004 of the European Parliament and of the Council of 29 April 2004. These regulations require food businesses to develop and implement food safety management systems that are based on 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 the principles of food safety supervision for catering. Catering businesses need to have food safety supervision procedures in place and comply with food hygiene regulations.

Learners will look at the role of the supervisor in ensuring compliance with food safety legislation. This will include the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance. Learners will be introduced to the importance of food safety management procedures and how the legislation is enforced.

Learners will develop an understanding of the application and monitoring of good hygiene practice. They will explore the importance of, and methods for, temperature control and pest control. Learners will look at procedures to control contamination and cross-contamination and for cleaning, disinfection and waste disposal. Learners will consider the importance of high standards of personal hygiene. They will also consider requirements relating to the design of food premises and equipment.

Learners will explore how to implement food safety management procedures. They will look at the importance to food safety of microbial, chemical, physical and allergenic hazards. Learners will also look at methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions. They will examine the requirements for monitoring and recording food safety procedures and methods for, and the importance of, evaluating food safety controls and procedures.

Learners will consider the role of the supervisor in staff training. They will investigate the requirements for induction and on-going training of staff and the importance of effective communication of food safety procedures.

## 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 the role of the supervisor in ensuring 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 Outline how the legislation is enforced</p>
<p>2 Understand the application and monitoring of good hygiene practice</p>	<p>2.1 Explain the importance of, and methods for, temperature control</p> <p>2.2 Explain procedures to control contamination and cross-contamination</p> <p>2.3 Justify the importance of high standards of personal hygiene</p> <p>2.4 Explain procedures for cleaning, disinfection and waste disposal</p> <p>2.5 Outline requirements relating to the design of food premises and equipment</p> <p>2.6 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 importance to food safety of 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 requirements for monitoring and recording food safety procedures</p> <p>3.4 Describe methods for, and the importance of, evaluating food safety controls and procedures</p>

Learning outcomes	Assessment criteria
4 Understand the role of the supervisor in staff training	4.1 Explain the requirements for induction and ongoing training of staff  4.2 Explain the importance of effective communication of food safety procedures

## Unit content

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### 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:* 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:* legislation as current at time of delivery eg Food Labelling Regulations 1996, food standards legislation, Hazard Analysis Critical Control Point (HACCP) procedures, risk assessment legislation, Food Premises (Registration) Regulations 1991; enforcing legislation eg supervising and checking compliance of food hygiene regulations including temperature control, 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 temperature control:* complying with legislation; maintaining safe standards; maintaining business' reputation

*Methods for temperature control:* hot food (above 63°C); chilled food (below 5°C); frozen foods (below -18°C); temperature monitoring (business procedures); 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

*Procedures to control contamination and cross-contamination:* procedures eg 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 high standards of personal hygiene:* importance eg 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, disinfection and waste disposal:* procedures eg 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, workplace and equipment cleaning and disinfecting schedules (daily, weekly, monthly, as required), 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

*Requirements relating to the design of food premises and equipment:* requirements eg effective linear work flow, allowing adequate cleaning/disinfection and protection against accumulation of dirt, contact with toxic materials, shedding of particles into food and the formation of condensation or mould on surfaces, equipment must be mobile to enable adequate cleaning and disinfection, an adequate number of wash hand basins suitably located, suitable and sufficient means of natural or mechanical ventilation and natural and/or artificial lighting, suitable and sufficient storage for food

*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 eg 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

*Requirements for monitoring and recording food safety procedures:* following recording procedures; monitoring the levels of pest activity; monitoring staff hygiene and working practices; monitoring temperature and cooking/processing time; use of feedback eg 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

*Methods for, and importance of, evaluating food safety controls and procedures:* methods eg 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 eg of communicating any changes to the procedures to relevant staff, of monitoring and verifying new procedures

#### 4 **Understand the role of the supervisor in staff training**

*Role of the supervisor in staff training:* role 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

*Requirements for induction and ongoing training of staff:* legal requirements; regulatory requirements; introduction to terms and conditions; providing new-starters with the information they need and make them familiar with how the business works; ensuring new staff are trained and ready to start work as quickly as possible; providing ongoing training for new staff or staff who have moved between different areas of the business; new ways of working; knowledge transfer; introductions to key members of staff; induction related to food safety with further and refresher training as required

*Importance of effective communication of food safety procedures:* communication methods eg training sessions, training materials, staff meetings, appraisal, noticeboards, staff newsletters, signs and notices; importance eg reducing mistakes, gaining clarification, ensuring understanding, maintaining standards, value of a food safety culture to a business

## Essential guidance for tutors

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### Delivery

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

Supervision of food safety is essential to catering businesses for complying with food hygiene regulations. Learners need to understand how 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 catering 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 the 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 of 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 management procedures.
Guest speaker to talk about the responsibilities of employers and employees in respect of food safety legislation and measures to ensure compliance with legislation and maintaining health, safety and security.
Group discussion about key legislation and regulations.
Visit to see a large-scale production system to find out about its management and day-to-day running, to see the range and scale of equipment in a real situation and to view the volume of food stuff being used, and the resources required for the production systems.
Group discussion about good practice in food hygiene.



<b>Topic and suggested activities</b>
Group discussion about requirements relating to the design of food premises and equipment.
Group discussion about risk assessment and how to carry out a risk assessment.
Group discussion about managing food safety hazards in a kitchen.
Group discussion about record keeping and documentation.
Group discussion about the role of the supervisor in staff training, communication methods employed within a food production situation to manage the safety of food.
Tutorial support and feedback.
Learner self-initiated learning time.
Unit review and evaluation.

### Assessment

Learning outcome 1: could be covered by learners having access to a hospitality 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: could 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: could 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 importance to food safety of microbial, chemical, physical and allergenic hazards, and the requirements for monitoring and recording food safety procedures, as appropriate, improving the organisation's procedures, should accompany the explanation. A report covering methods for, and the importance of, evaluating food safety controls and procedures should be included.

Learning outcome 4: could take the form of a report explaining the requirements for induction and ongoing training of staff and the importance of effective communication of food safety procedures. Learners could give examples of different methods for communicating food safety and its importance.

### Essential resources

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

Organised visits to different catering 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

*Croner's Catering Magazine* — Croner Publications

*Safe Food Better Business* — The Food Standards Agency

*Voice of the BHA* — British Hospitality Association

#### Other publications

*Food hygiene: A guide for businesses, Revised June 2011* (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



## Unit 3: The Principles of Food Safety Management for Catering

**Unit code:** H/502/0390

**Level:** 4

**Credit value:** 6

**Guided learning hours:** 40

### Unit aim

The aim of the unit is to enable learners to gain understanding of how food business operators can ensure compliance with food safety legislation, the operational requirements and controls needed to ensure food safety, and how to establish and maintain food safety management procedures.

### Unit introduction

This unit introduces learners to the principles of food safety management for catering. Hospitality businesses need to have food safety management procedures in place and comply with food hygiene regulations.

In this unit learners will look at how food business operators can ensure compliance with food safety legislation including staff responsibilities in relation to food safety legislation. Learners will also look at the requirements of food safety legislation and procedures for compliance and enforcement.

Learners will develop an understanding of the operational requirements needed to ensure food safety. They will explore how the design, layout, construction and maintenance of premises and equipment can affect food safety. Learners will consider the implementation, management and application of good hygiene practices. Tutors will introduce learners to the procedures for supplier and stock control, operational methods and safe working practices.

Learners will explore how to establish food safety management procedures. They will be required to determine processes for designing and implementing food safety management procedures. Learners will also analyse the risks to food safety from microbial, physical, chemical and allergenic hazards and the need for, and benefits of, staff training and the maintenance of training records.

Tutors will introduce learners to the controls required for food safety.

Learners will investigate methods for verifying the effectiveness of food safety management procedures and the circumstances that necessitate the adjustment of food safety management procedures. They will learn how to implement adjustments to food safety management procedures and the strategies for developing and maintaining a food safety culture.

## 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
1 Understand how food business operators can ensure compliance with food safety legislation	1.1 Explain food business operator and staff responsibilities with regard to food safety legislation 1.2 Analyse the requirements of food safety legislation and procedures for compliance and enforcement
2 Understand the operational requirements needed to ensure food safety	2.1 Explain how the design, layout, construction and maintenance of premises and equipment can affect food safety 2.2 Discuss the implementation, management and application of good hygiene practices, to include cleaning, disinfection and pest control 2.3 Explain procedures for supplier and stock control 2.4 Describe operational methods and safe working practices
3 Understand how to establish food safety management procedures	3.1 Outline processes for designing and implementing food safety management procedures, including allocating resources, roles and responsibilities 3.2 Analyse the risks to food safety from microbial, physical, chemical and allergenic hazards in a specified food business 3.3 Communicate food safety management information to staff, visitors and suppliers 3.4 State the need for, and benefits of, staff training and the maintenance of training records

Learning outcomes	Assessment criteria
<p>4 Understand the controls required for food safety</p>	<p>4.1 Review controls for microbial, physical, chemical and allergenic hazards in a specified food business</p> <p>4.2 Discuss methods for monitoring and recording food safety hazards</p> <p>4.3 Determine the corrective actions required if food safety hazards are not controlled</p>
<p>5 Understand how to maintain food safety management procedures</p>	<p>5.1 Explain methods for verifying the effectiveness of food safety management procedures</p> <p>5.2 Describe circumstances that require adjustment of food safety management procedures</p> <p>5.3 Describe how to implement adjustments to food safety management procedures</p> <p>5.4 Outline strategies for developing and maintaining a food safety culture within an organisation</p>

## Unit content

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### 1 **Understand how food business operators can ensure compliance with food safety legislation**

*Food safety legislation responsibilities:* 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)

*Requirements of food safety legislation:* ensuring nothing is included or removed from food or food is treated in any way that makes it damaging to the health of people eating it; ensuring that food served or sold is of the nature, substance or quality expected by customers; ensuring that food is labelled, advertised and presented in a way that is not false or misleading

*Procedures for compliance with food safety legislation:* ensuring adequate systems are in place to comply with legislation; ensuring staff are trained and supervised to operate systems effectively

*Procedures for enforcement of food safety legislation:* legislation as current at time of delivery eg Food Labelling Regulations 1996, food standards legislation, Hazard Analysis Critical Control Point (HACCP) procedures, risk assessment legislation, Food Premises (Registration) Regulations 1991; enforcing legislation eg supervising and checking compliance of food hygiene regulations including temperature control, 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 operational requirements needed to ensure food safety**

*The effect of design, layout, construction and maintenance of premises and equipment on food safety:* building design and construction to allow linear work flow; use of safe coverings for the internal building fabric and work surfaces; provision of suitable and sufficient equipment; allowing adequate cleaning and disinfection of equipment and surfaces; services eg hand wash basins suitably located, adequate number of lavatories, suitable and sufficient natural or mechanical ventilation, adequate natural and/or artificial lighting, suitable drainage facilities, adequate staff changing facilities, adequate food waste and refuse disposal systems, adequate supply of drinkable water, suitable and sufficient storage for food and non-food substances



*Implementation, management and application of good hygiene practices:* cleaning; disinfection; pest control measures; carrying out own responsibilities for the implementation of food safety procedures; reporting to management; effective surface cleaning methods and wash-up; temperature control during delivery, storage, preparation, cooking, cooling, reheating, holding and service of food; waste disposal; prevention of cross-contamination; personal hygiene practices that staff should follow according to operational requirements eg hand-washing, use of protective clothing, footwear and headgear, wearing jewellery and accessories, treatment and covering of cuts, boils, grazes and wounds, reporting illnesses and infections to the appropriate person; protection of food; avoidance of gastric illness; equipment and facilities

*Procedures for supplier and stock control:* procedures eg validating proposed suppliers (checking out their premises), ensuring food is only purchased from approved suppliers, maintaining an up-to-date list of approved suppliers, excluding suppliers who fail to meet the required standards, minimising the cost of holding stocks while ensuring sufficient materials for production levels

*Operational methods and safe working practices:* preparation eg good hygiene practices, using appropriate surfaces, using suitable knives and equipment; cooking eg minimising bacterial activity, applying correct cooking temperatures and cooking times for different dishes; chilling eg to minimise bacterial activity, holding at appropriate temperatures, monitoring duration of chilling process; reheating eg applying appropriate temperatures; holding eg applying appropriate temperatures, holding hot food above 63°C, holding chilled food below 5°C; serving eg using clean dishes and serving equipment, avoiding cross-contamination, using gloves; transporting eg minimising transportation times, applying correct holding temperatures, keeping different types of food separate; working practices eg safe buying practices, use by-dates, content labels, checking for insect/pest damage, blown cans, broken bottle seals, frozen and chilled food delivery temperatures, fresh foods, handling food and commodities, cleaning and washing of vegetables and fruit

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

*Processes for designing and implementing food safety management procedures:* dividing the many food flows into broad categories based on activities or stages in the flow of food through the business, analysing the hazards, placing managerial controls on each grouping; writing and implementing a food safety management system based on Hazard Analysis and Critical Control Point (HACCP) principles; certified food protection managers who have shown proficiency by passing a test that is part of an accredited programme; standard operating procedures (SOPs) for performing critical operational steps in a food preparation process eg cooling; recipe cards that contain the specific steps for preparing a food item and the food safety critical limits eg final cooking temperatures that need to be monitored and verified; purchase specifications; equipment and facility design and maintenance; monitoring procedures; record keeping; allocating resources, roles and responsibilities; employee health policy for restricting or excluding ill employees; manager and employee training; ongoing quality control and assurance; specific goal-oriented plans eg Risk Control Plans (RCPs)

*Risks to food safety from microbial, physical, chemical and allergenic hazards:* microbial – foodborne illness also commonly called ‘food poisoning’ caused by contaminated food containing harmful microorganisms or toxins; physical – foreign matter in a food item which may cause illness or injury to a person consuming the product eg glass, bone, shotgun pellets, glass or packaging; chemical – contamination may occur through environmental pollution of the air, water and soil eg with toxic metals, Polychlorinated biphenyls (PCBs) and dioxins, or through intentional use of various chemicals eg pesticides, animal drugs and other agrochemicals; allergenic eg eggs, milk, peanuts, usually affecting the skin and the respiratory, gastrointestinal and cardiovascular systems

*Communicating food safety management information to staff, visitors and suppliers:* effectively communicating food safety procedures to staff and ensuring they understand them; situations when it is appropriate to use spoken or written instructions or demonstrations and pictures/diagrams; keeping confidential information secure; identifying people’s information needs; presenting information clearly, concisely, accurately and in ways that promote understanding; giving people opportunities to provide feedback and responding appropriately

*Need for staff training and the maintenance of training records:* legal requirements for training in food safety and maintenance of training records; identifying and meeting staff training needs; ensuring appropriate training to meet individual food safety needs and responsibilities; sharing information and knowledge efficiently within the constraints of confidentiality; confronting performance issues and resolving them

*Benefits of staff training and the maintenance of training records:* benefits of training eg training staff with the necessary skills and techniques for the business to keep up with changes happening in the market, improving the business by getting staff to identify their weaknesses and work to overcome them, better equipped staff to deal with work challenges, staff motivation and loyalty, processes becoming more effective and streamlined; benefits of maintaining training records eg matching staff resources with production or service requirements

#### **4 Understand the controls required for food safety**

*Controls for microbial, physical, chemical and allergenic hazards:* management, supervision and operation of food production and support systems including their inspection, audit and validation to demonstrate the effectiveness of controls employed eg cleaning and disinfection, supplier and stock control, control of pests, safe working and food handling practices, temperature controls; identification and adherence to critical control points; effectiveness of control measures for different hazards

*Methods for monitoring and recording food safety hazards:* following recording procedures; monitoring the level of pest activity; monitoring staff hygiene and working practices; monitoring temperature and cooking/processing time; use of feedback eg 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

*Corrective actions required if food safety hazards are not controlled:* ensuring corrective action is taken when control measures fail; ensuring the food chain is traceable, identification of critical limits and failure responses, reviewing target levels and tolerance; situations that may require corrective actions eg freezers, refrigerators, chillers and ovens at incorrect temperatures, contaminated raw material, thawing or cooking/processing food for too short a time, presence of pests; appropriate corrective action(s); recording procedures for corrective actions; need for staff training in use of corrective action; effect of corrective action on food safety management procedures

## 5 Understand how to maintain food safety management procedures

*Methods for verifying the effectiveness of food safety management procedures:* inspection, auditing for the verification of critical control points, critical limits and corrective actions; measures for improvement; ensuring accurate monitoring and recording; observations of staff and processes; microbiological testing; regular and planned reviews of procedures

*Circumstances that require adjustment of food safety management procedures:* preventing, eliminating or reducing a food safety hazard to acceptable (critical) levels; production, systems and menu changes prompting a systems review

*Implementing adjustments to food safety management procedures:* adjustments implementation eg 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 eg of communicating any changes to relevant staff, of monitoring and verifying new procedures

*Strategies for developing and maintaining a food safety culture:* communication methods eg training sessions, training materials, staff meetings, appraisal, noticeboards, staff newsletters, signs and notices; importance eg avoiding mistakes, gaining clarification, maintaining standards, value of a food safety culture to a business, promotion of a 'supportive team' staff culture

## Essential guidance for tutors

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### Delivery

This unit introduces learners to the principles of food safety management for catering. While the unit will cover the theory of food safety management, it should, wherever possible, be related to practical industrial working environments.

Guest speakers would help provide the industrial overview that learners need. Organised visits to different hospitality businesses are essential in enabling learners to identify key food safety and business issues.

Visits should be varied to ensure that learners can compare 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 food safety management for catering.

Learners must be supported in their research and investigations and they 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 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 of 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 management procedures.
Guest speaker to talk about food business operator and staff responsibilities in relation to food safety legislation, the requirements of food safety legislation and procedures for compliance and enforcement.
Group discussion on how the design, layout, construction and maintenance of premises and equipment can affect food safety.
Visit to see a large-scale production system to find out about the implementation, management and application of good hygiene practices, to see the procedures for supplier and stock control, and to view operational methods and safe working practices.
Group discussion on how to establish food safety management procedures.
Group discussion about processes for designing and implementing food safety management procedures.

Topic and suggested activities
Group discussion about the risks to food safety from microbial, physical, chemical and allergenic hazards and how to communicate food safety management information to staff, visitors and suppliers.
Group discussion about the need for and benefits of staff training and the maintenance of training records.
Group discussion about the controls required for food safety.
Group discussion on how to maintain food safety management procedures.
Tutorial support and feedback.
Learner self-initiated learning time.
Unit review and evaluation.

### Assessment

Learning outcome 1: could be covered by learners having access to a hospitality 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 food business operator and staff responsibilities with regard to food safety legislation, and analysing the requirements of food safety legislation and procedures for compliance and enforcement would demonstrate a full understanding of this learning outcome.

Learning outcome 2: could be covered by the risk assessments and scenarios produced for learning outcome 1. Briefing notes for this learning outcome could also be provided. Learners must use real time examples to demonstrate they understand how the design, layout, construction and maintenance of premises and equipment can affect food safety and how to report and deal with it when it does. A report covering the implementation, management and application of good hygiene practices, to include cleaning, disinfection and pest control, procedures for supplier and stock control, and operational methods and safe working practices should be included.

Learning outcome 3: could be covered by producing briefing notes that enable learners to understand how to establish food safety management procedures. Learners should carry out tasks that provide evidence outlining processes for designing and implementing food safety management procedures, including allocating resources, roles and responsibilities. A personal statement analysing the risks to food safety from microbial, physical, chemical and allergenic hazards in a specified food business, as appropriate, improving the organisation's procedures, should accompany the analysis. A report covering how to communicate food safety management information to staff, visitors and suppliers, and the need for, and benefits of, staff training and the maintenance of training records should be included.

Learning outcome 4: could take the form of a report reviewing controls for microbial, physical, chemical and allergenic hazards in a specified food business, discussing methods for monitoring and recording food safety hazards, and establishing the corrective actions required if food safety hazards are not controlled. Learners could give examples of control employed and its effectiveness, monitoring and recording methods, and situations that may require corrective actions and what the actions are.

Learning outcome 5: could take the form of a training exercise or simulated activity that shows learners fully understand how to maintain food safety management 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 methods for verifying the effectiveness of food safety management procedures, circumstances that require adjustment of food safety management procedures, how to implement adjustments to food safety management procedures, strategies for developing and maintaining a food safety culture within an organisation.

### **Essential resources**

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

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

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

### **Indicative resource materials**

#### **Textbooks**

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

Sprenger R — *Hygiene for Management, 15th Edition* (Highfield, 2009) ISBN 9781906404710

#### **Journals**

*Caterer and Hotelkeeper* — Reed Business Information

*Croner's Catering Magazine* — Croner Publications

*Voice of the BHA* — British Hospitality Association

#### **Other publications**

*Food hygiene: A guide for businesses, Revised June 2011* (The Food Standards Agency, 2006)

*Safe Food Better Business* — The Food Standards Agency

*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 and useful publications

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

Key publications

- Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))
- Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units (Pearson)
- General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures (JCQ)
- Equality Policy (Pearson)
- Recognition of Prior Learning Policy and Process (Pearson)
- UK Information Manual (Pearson)
- Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance (Pearson)

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

### How to obtain National Occupational Standards

Please contact:

People 1st  
2nd Floor  
Armstrong House  
38 Market Square  
Uxbridge  
UB8 1LH

Telephone: 01895 817000

Email: [info@people1st.co.uk](mailto:info@people1st.co.uk)

Website: [www.people1st.co.uk](http://www.people1st.co.uk)



# Professional development and training

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Pearson 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 (<http://qualifications.pearson.com/en/support/training-from-pearson-uk.html#step1>). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

## Contact us

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We have a dedicated Account Support team, across the UK, to give you more personalised support and advice.

To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045



# Annexe A

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## Wider curriculum mapping

Pearson BTEC level 2, 3 and 4 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 these qualifications 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 these qualifications 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 these qualifications. Learners are encouraged to minimise waste and discuss controversial issues.

### **European developments**

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

### **Health and safety considerations**

Health and safety is embedded within the units in these qualifications. 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 these qualifications 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 B

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### National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 2, 3 and 4 Awards in Food Safety in Catering against the underpinning knowledge of the Level 2 NVQs in Hospitality.

#### KEY

# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

<b>Units</b>	<b>1</b>	<b>2</b>	<b>3</b>
Level 2 NVQs in Hospitality			
2GEN3/09	#	#	
2GEN4/10	#		
HSL30		#	#
HSL7			#

**July 2018**

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