

Pearson BTEC Level 3 Award in Practical Food Safety Supervision for Catering

Specification

Pearson BTEC Specialist qualification

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Issue 2

Edexcel, BTEC and LCCI qualifications

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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

This qualification was previously known as:

Pearson BTEC Level 3 Award in Practical Food Safety Supervision for Catering (QCF)

The QN remains the same.

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All information in this specification is correct at time of publication.

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Summary of Pearson BTEC Level 3 Award in Practical Food Safety Supervision for Catering specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

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.

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson BTEC Specialist qualifications

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 specify 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). The TQT value indicates the size of a qualification.

Within the 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 tutors 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 tutors 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 generally 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).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Award in Practical Food Safety Supervision for Catering
Qualification Number (QN)	601/1144/6
Regulation start date	29/08/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	5
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	50
Guided learning hours	40
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i>)

Qualification number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Objective of the qualification

The Pearson BTEC Level 3 Award in Practical Food Safety Supervision for Catering is for learners who work in, or want to work in, a food environment in a supervisory capacity.

It gives learners the opportunity to:

- develop knowledge and skills related to the practical supervision of both staff and food safety operations in food handling environments, specifically those in hospitality and catering establishments. Learners will also develop knowledge and skills, which will enable them to meet their supervisory responsibilities and enable their businesses to meet statutory requirements for supervising food handlers.
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 3 Award in Practical Food Safety Supervision for Catering.

Progression opportunities

Learners who have achieved the Pearson BTEC Level 3 Award in Practical Food Safety Supervision for Catering can progress to the Pearson BTEC Level 4 Award in Managing Food Safety in Catering or relevant job roles.

Industry support and recognition

This qualification is supported by People 1st, the SSC for hospitality, passenger transport, travel and tourism in the UK.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in Hospitality Supervision and Leadership; Hospitality – Generics; Food Production & Cooking; Hospitality – Professional Cookery. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

3 Qualification structure

Pearson BTEC Level 3 Award in Practical Food Safety Supervision for Catering

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	5
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	T/600/1028	The Principles of Practical Food Safety Supervision for Catering	3	5	40

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example, performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over-assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13. Further information and useful publications*.

5 Recognising prior learning and achievement

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 in and outside the workplace, 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. If 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.

Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, which is on our website, qualifications.pearson.com.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website, qualifications.pearson.com

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation taught is up to date.

10 Access and recruitment

Pearson's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

12 Units

Units have the following sections.

Unit title

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

Unit reference number

Each unit is assigned a unit reference number 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 defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

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

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: **The Principles of Practical Food Safety Supervision for Catering**

Unit reference number: **T/600/1028**

Level: **3**

Credit value: **5**

Guided learning hours: **40**

Unit aim

The purpose of this unit is to provide learners with knowledge, understanding and skills that contribute to supervising and operating safely within food handling situations. The unit is designed specifically for those employed in the catering and hospitality industry at supervisory level. Learners will be responsible for the delivery, storage, preparation, cooking and service of food. Learners will develop practical skills in food safety as well as an understanding of the issues involved with monitoring food safety in a catering operation. They will develop skills, which will contribute to improving the level of food safety in the workplace and reduce the risks of food borne illnesses. Learners should be assessed in a realistic business environment in order to achieve this qualification. All of the evidence produced for this qualification must be evidence of the actual work of the learners.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the role of the supervisor in ensuring compliance with food safety legislation	1.1	Summarise the importance of food safety management procedures	<ul style="list-style-type: none"> □ Knowledge of current and relevant legislation including: □ Food Safety Act □ The Food Hygiene Regulations □ Supervisors and managers responsibilities in ensuring compliance □ Minimise risks of serving dangerous food to customers and the wider public □ Minimise risks to: business and reputation, employees
		1.2	Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance	<ul style="list-style-type: none"> □ Employers: appropriate policies and procedures in place, appropriate staff training, appropriate monitoring by supervisors and managers, necessary Personal Protective Equipment (PPE) provided, tools and equipment provided are suitable, hygienic and safe, premises well maintained in accordance with legislation, duty of care, corporate and social responsibility □ Employees: attend training to update skills and knowledge, compliance with company policies and procedures whilst on duty, work with due diligence, duty of care
		1.3	Outline how the legislation is enforced	<ul style="list-style-type: none"> □ Role of Environmental Health Officers (EHOs), monitoring visits by EHOs, powers to close the business, improvement orders, financial penalties □ Knowledge of current and relevant legislation including: Food Safety Act

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the application and monitoring of good hygiene practice	2.1	Explain the importance of temperature control	<ul style="list-style-type: none"> □ Prevention of cross contamination by bacteria, food poisoning organisms □ Compliance with legislation □ Minimise the incidence of food poisoning in consumers □ Maintain safe standards □ Maintain organisation's reputation
		2.2	Demonstrate how to monitor and record temperature controls	<ul style="list-style-type: none"> □ Compliance with own work policies and procedures of temperature monitoring and recording on a consistent basis □ Appropriate and accurate demonstration of the use of temperature probes to check the temperature of hot and chilled foods on displays, hotplates and service counters on a number of different occasions □ Correctly record the temperature of foods monitored using appropriate documentation, keeping in a suitable location □ Reporting of issues to managers for corrective action e.g. disposal of food
		2.3	Monitor procedures to control contamination and cross-contamination	<ul style="list-style-type: none"> □ Risk assessment: Hazard Analysis Critical Control Points (HACCP), minimal risk, some risk, significant risk, dangerous risk, Control of Substances Hazardous to Health 1999 (COSHH) □ Procedures: assessing the risks, determining preventative measures, decide who carries out inspections, determine reporting methods, detail how to ensure inspections are carried out, carry out safety training related to job

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Demonstrate high standards of personal hygiene	<ul style="list-style-type: none"> □ Comply with own work personal hygiene policies and procedures on a consistent basis and acting as an example for others to follow □ Wear appropriate clean and well serviced uniform or Personal Protective Equipment (PPE), appropriate footwear, no jewellery or watches □ Clean hair, long hair tied up and back, hair covered, short finger nails, no nail varnish, clean hands discreet use of cosmetics, regular showering/bathing □ Hand washing using appropriate soaps/bacterial hand-wash and use of appropriate hand-wash basin before and during the handling of food; wash hands correctly following Health Protection Agency (HPA) hand washing technique; <ol style="list-style-type: none"> 1. Palm to palm 2. Right palm over left dorsum and left palm over right dorsum 3. Palm to palm fingers interlaced 4. Backs of fingers to opposing palms with fingers interlocked 5. Rotational rubbing of right thumb clasped in left and vice versa 6. Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa □ Report personal illnesses to manager/s prior to coming on duty in accordance with company policies □ Care when coughing and sneezing, no coughing and sneezing over food, covering small cuts, wounds and burns with appropriate surgical dressings

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Demonstrate procedures for cleaning, disinfection and waste disposal	<ul style="list-style-type: none"> □ Comply with own work policies and procedures for cleaning, disinfection and waste disposal on a consistent basis and acting as an example for others to follow □ Cleaning schedule: as required, daily, weekly, monthly □ Cleaning and disinfection of work areas, storage areas, delivery areas and waste storage areas □ Follow appropriate procedures for cleaning a work area where food has been either prepared or served using the correct chemicals and cleaning agents □ Follow appropriate procedures for disinfecting a work area where food has been either prepared or served using the correct chemicals and disinfectants □ Follow appropriate procedure for waste disposal for a range of items e.g. raw food, cooked food, packaging, glass, items for recycling
		2.6	Outline requirements relating to the design of food premises and equipment	<ul style="list-style-type: none"> □ Building regulations, advice from local authorities including Environmental Health Officers (EHOs), building inspectors □ Suitable finishes: floors, walls, ceilings □ Appropriate equipment in place for receiving, storage, preparation, cooking, serving, disposal of food □ Washing up facilities, including for: crockery, cutlery, glasses, equipment, pot wash □ Appropriate equipment in place for cleaning and maintenance premises □ Pest control: window, door screens, insect killers □ Appropriate ventilation systems, lighting, plumbing

Learning outcomes		Assessment criteria		Unit amplification
		2.7	Describe the importance of, and methods for, pest control	<ul style="list-style-type: none"> □ Importance of pest control in a catering business: reduce the risks of food contamination by rodents, insects, flies and birds; possible effects on a catering business where this is not appropriately undertaken; control the spread of disease; prevent poor public opinion, loss of reputation, prosecution and closure, poor staff relations □ Methods of pest control include; work practices e.g. hygiene, waste management, environmental management; use of external specialist companies for smaller food handling outlets e.g. pest control contractor; design of premises e.g. warmth, shelter, location, lighting, waste areas, windows and doors, drains and water; non-chemical control methods e.g. mammal traps, spring traps, live traps, bird traps, insect traps, biological control; chemical control methods e.g. pesticides, insecticides, rodenticides

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to implement food safety management procedures	3.1	Describe the importance to food safety of microbial, chemical, physical and allergenic hazards	<ul style="list-style-type: none"> □ Identification of: main causes of food poisoning e.g. Campylobacter, Salmonella, Listeria, Escherichia coli (E. Coli), Parasites (Toxoplasmosis); their sources e.g. raw or undercooked meat, unpasteurised milk, pate, soft blue cheese, dairy products, shellfish; preventative measures e.g. cleaning work surfaces, utensils, washing hands, cook food thoroughly, keeping food at the correct temperature, store raw and ready-to-eat foods separately □ Effects of food poisoning and food contamination: to customers e.g. nausea, vomiting, diarrhoea, loss of appetite, muscle pain; staff; employers; establishment e.g. poor public opinion, loss of reputation, negative impact on profits □ Chemical hazards: raw materials e.g. pesticides, fertilizers, packaging materials; processing e.g. colour additives; building and equipment e.g. paints; sanitation e.g. cleaners, sanitizers; incorrect storage and misuse of chemicals used in food premises □ Physical hazards: contamination by materials e.g. glass, plastic, wood; contamination by pests, directly or indirectly e.g. animals, birds, insects □ Allergenic hazards: main allergenic hazards e.g. eggs, nuts, milk; organs affected e.g. skin, respiratory system
		3.2	Describe methods for controlling food safety to include critical control points, critical limits and corrective action	<ul style="list-style-type: none"> □ Risk assessment: Hazard Analysis Critical Control Points (HACCP) □ Situations where possible minimal risk, some risk, significant risk and dangerous risk may arise □ Control of Substances Hazardous to Health 1999 (COSHH) □ Corrective action through organisation policies and procedures

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Demonstrate how to monitor and record food safety procedures	<ul style="list-style-type: none"> □ Comply with own work policies and procedures for monitoring and recording food safety procedures on a consistent basis □ Appropriate and accurate use of food probes to check the temperature of hot and chilled foods on displays, hot plates and counters, on a number of different occasions □ Correctly record the temperatures of foods monitored using appropriate documentation on a number of different occasions
		3.4	Describe methods for, and the importance of, evaluating food safety controls and procedures	<ul style="list-style-type: none"> □ Methods: spot checks, regular inspections, use of external agencies □ Importance of evaluation: ensure compliance with legislation, ensure effectiveness of controls and procedures, identification of need to update as appropriate policies and procedures, staff training and development

Learning outcomes		Assessment criteria		Unit amplification
4	Understand the role of the supervisor in staff training	4.1	Explain the requirements for induction and on-going training for staff	<ul style="list-style-type: none"> □ Induction: familiarisation with policies and procedures to reduce risks, employees have work standards identified for compliance of policies and procedures, familiarisation of workplace to reduce accidents □ On-going staff training: professional updating relating to job changes (promotions), changes in legislation, certification requires renewal e.g. first aid, changes in working practices, refreshing existing skills and knowledge
		4.2	Demonstrate effective communication of food safety procedures	<ul style="list-style-type: none"> □ Communicate specific instructions to staff members, small group of staff; how to implement practical procedures in a food situation, which relate to food safety or hygiene; ensure compliance with food safety and hygiene legislation □ Use communication methods appropriate to the employee; overcome communication barriers: language barriers e.g. using signs with visuals, not just words; generational barriers e.g. consider employee's communication preferences; cultural and ethnic barriers e.g. cultural beliefs of employees; non-verbal e.g. supervisor as role-model to employees; emotional barriers e.g. having a negative impact on communication □ Variety of methods of communication e.g. induction training, on-the-job training, notice boards, posters, work instructions, briefings

Information for tutors

Delivery

This is a practical unit that is supported by some underlying theory that is essential knowledge for those who are working in the catering and hospitality industry at supervisory level. Learners are required to demonstrate on a consistent basis, good work practices to show competence. Their performance should be recorded on appropriate documentation that is signed and dated by the assessor. Assessors should record judgements about the performance of the learner and not just note a 'story' of what the learner did.

The purpose of this unit is to provide essential background and foundation for those learners who need to know to maintain good personal, food and kitchen hygiene as they are supervising the preparing, cooking and serving of food to the public in various situations.

It is recommended that learners are given or obtain a copy of 'food hygiene – a guide for businesses' published by the food standards agency – food.gov.uk – this publication is available free of charge and available from local councils via the EHOs (Environmental Health Officers) department and government website. This is essential reading. This publication informs people about the key laws that affect a catering business. It also explains about good food hygiene practices that are essential for those who provide food that is eaten by the public.

Learning outcome 1 expects learners to know the importance of a catering business complying with food safety management procedures, what these procedures are and the legal basis for their existence. They should also understand the responsibilities of the employer and staff in knowing and maintaining standards and, how they can ensure compliance with the appropriate food safety legislation. Although this is not a law unit, at this level, learners should have a general understanding of the two main laws that govern catering undertakings from a food hygiene and safety perspective, the Food safety Act 1990 and the Food Hygiene Regulations 2005. The role of the Environment Health Officer should be incorporated into this.

Learning outcome 2 requires learners to understand the importance of good monitoring of food production and service areas demonstrating the use of food temperature probes, recording results, using appropriate documentation and taking corrective action if necessary, in accordance with their own employer's policies and procedures. Learners are also required to demonstrate on a consistent basis high standards of personal hygiene when they present themselves for work. As supervisors their conduct should be taken as an example for others to follow and this should be reflected in the way this outcome is delivered and assessed. They will also be expected to demonstrate correct procedures in line with their own employer's policies and procedures on how to clean and disinfect in a food production or service situation and manage waste disposal. They should also be instructed on the basic building requirements and design features that contribute to providing a clean and safe environment for food situations as well as how to minimise the risks from pests and vermin.

Learning outcome 3 expects learners to understand the main types of food poisoning, their sources and what preventative measures need to be in place in a food undertaking to minimise risks. They need to know the possible effects of food poisoning on consumers and staff and what impact an outbreak can have on a food situation. Learners should be able to describe methods for controlling food safety

and identify corrective actions as needed to ensure compliance with policies and procedures. Learners are required to demonstrate the use of food temperature probes in a variety of situations accurately recording the results on appropriate documentation and keeping in accordance with their employer's requirements. They should also be able to describe the methods employed to ensure compliance in a food undertaking of food legislation.

Learning outcome 4 requires that in their role as a supervisor, learners will need to be able to explain the requirements for staff training as well as identifying examples of appropriate activity. They are also required to demonstrate on at least two separate occasions, items of specific training to staff relating to food hygiene and safety. This activity contributes to reinforcing the role of the supervisor in catering as well as helping to develop effective communication skills. Tutors should give guidance as necessary on the selection of the training activities to ensure that they provide an appropriate opportunity to develop the skills in question.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

The main assessment methods for this unit are discussion, question and answering, practical demonstration by example and work practice and internally devised assessments.

Centres may choose to design some written assessments that enable learners to undertake some basic research in their own work place to identify practice to compare against best practice and legal requirements.

It is advised that learners keep a log of evidence recorded against each assessment criterion for the practical aspects of the taught content such as maintaining good personal hygiene whilst at work.

Suggested resources

Textbooks

Batten S et al, *Hospitality – BTEC Level 2 (2nd edition)* Pearson Education Limited, 2011 ISBN 978 0 435026 59 2

Foskett D, Ceserani V, *The Theory of Catering (11th edition)* Hodder Education 2012 ISBN 978 0 340 93926 0

Journals and/or magazines

Caterer and Hotelkeeper (Reed Business Information)

Other

Food Hygiene: A guide for Businesses June 2011 (The Food Standards Agency)
foodstandards@aegroup.co.uk Food Standards Agency Publications
Telephone 0845 606 0667, fax 01375 484 556

Websites

Food.gov.uk – The food standards agency – information and advice about food – government agency – authoritative source for information and order line for publications

www.hse.gov.uk Health & Safety Executive

www.rosa.org.uk Royal Society for the Prevention of Accidents (RoSPA)

13 Further information and useful publications

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
- books, software and online resources for UK schools and colleges: 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)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualifications in Practical Food Safety Supervision in Catering against the underpinning knowledge of the National Occupational Standards in Hospitality Supervision and Leadership; Hospitality – Generics; Food Production & Cooking; Hospitality – Professional Cookery. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

Pearson BTEC Specialist units		Unit 1
NOS		
HSL30	Ensure food safety practices are followed in the preparation and serving of food and drink	#
2GEN3/09	Maintain food safety when storing, preparing and cooking food	#

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