



# Unit 10: Supervision of Food Safety in Hospitality

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## Delivery guidance

An important part of this unit is for the learners to examine the working practices and procedures that promote food safety. Businesses need employees who are familiar with all aspects of food safety.

The supervisory aspects of food safety are a major part of the unit. Your learners will explore the relevance of current food safety legislation and its importance for staff, customers and organisations, learning how to apply the procedures needed in order to gain an understanding of how legislation works to protect employees and customers. This will help inform your learners so that they can design a food safety risk assessment and implement realistic control measures to reduce the risk of injury or illness arising from food safety hazards.

To complete this unit, your learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals, magazines and books.

You could use a range of delivery methods in this unit, such as:

- discussions; for example, class and small group discussions on the use of food safety risk assessments
- individual or group presentations; for example, on the features of good hygiene practices
- videos, to illustrate food safety issues such as good and poor practice in food hygiene.

Learners will benefit from visits to different hospitality businesses, and the involvement of local hospitality businesses so that they can gain an insight into current food safety practices and procedures, as well as relevant aspects of food safety. You could involve local employers by:

- inviting them as guest speakers
- asking them to be present for learner presentations
- asking them to contribute to case study material
- asking them to supervise work experience placements for learners
- asking them to give business materials as exemplars
- asking them to act as mentors for learners.

## Approaching the unit

Learning aim A allows the learners to explain and assess the importance of food safety, assessing procedures as well as evaluating the strengths and weaknesses of these procedures in order to recommend improvements. You could introduce this topic with a presentation, which will help learners understand the importance of safe food handling. Learners could take part in a paired activity where they discuss the role of the supervisor in ensuring food safety in a hospitality business. In small groups, learners could investigate food safety risk assessment and the purpose of such an assessment. A presentation will then reinforce what the learners have found out and ensure their understanding. It is important that learners understand the purpose of food safety risk assessments. An organised visit to a hospitality business which enforces a thorough food safety system will assist in the learners' understanding of food safety risk assessments. In small groups, learners could research the importance of food safety systems and how they help a hospitality organisation. A presentation on the methods and procedures for controlling food safety systems will help learners understand their importance. Learners could take part in a paired activity where they try to identify some reasons as to why it is important to evaluate food safety controls and procedures.

Learning aim B will allow learners to understand the key features of food hygiene practices and all that this involves, in order that they become aware of the resources required for the monitoring of food hygiene practice. One way to deliver this is to allow learners to take part in a paired activity where they investigate the range of key factors involved in good hygiene practice. They should cover issues such as temperature control, personal hygiene and how to control contamination. You could invite a guest speaker to discuss how food safety risk assessments could be/are carried out in a hospitality business. This will give the learners the opportunity to understand how to carry out risk assessments. Learners should then be allowed to carry out food safety risk assessments in different hospitality areas.

The learners should develop an understanding of how to implement food safety management systems in learning aim C, by demonstrating the monitoring of food safety in a hospitality business, including the safety of goods and commodities and how to control food safety. You could introduce this topic with a presentation, which will help learners understand the importance of the procedures involved in the safe storage of food, and how to ensure food is cooked safely. An organised visit to a hospitality business which enforces a thorough food safety monitoring system will assist the learners' understanding of how to ensure an effective food safety policy.

A paired activity could allow the learners to research the necessary procedures required to put food safety procedures into effect. Learners could gather information from work experience placements or part-time jobs. It is important that learners understand the purpose of monitoring food safety; a presentation could ensure their understanding. You could then show learners some completed versions of the documentation which is necessary to enforce an effective food safety management system. Allow learners to design their own documentation for food safety risk assessments and carry out food safety monitoring in a hospitality business.



### Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p><b>A</b> Understand the importance of maintaining food safety</p>	<p><b>A1</b> Importance of food safety</p> <p><b>A2</b> Importance of food safety systems</p>	<p>A report that examines the importance of responsibilities of employers and employees involved in food safety procedures and the key features of food safety systems.</p>
<p><b>B</b> Carry out the monitoring of food hygiene practices in different hospitality situations</p>	<p><b>B1</b> Key features of food hygiene practices</p> <p><b>B2</b> Monitoring food hygiene practice</p> <p><b>B3</b> Complete food safety risk assessment</p>	<p>Food safety risk assessments in different hospitality areas.</p>
<p><b>C</b> Understand how to implement food safety management procedures</p>	<p><b>C1</b> Key features of food storage</p> <p><b>C2</b> Procedures to implement food safety</p> <p><b>C3</b> Awareness of food safety monitoring</p>	<p>Implementation of food safety management procedures.</p>

## **Assessment guidance**

This unit is internally assessed through three assignments. The first assignment covers learning aim A, while the second covers learning aim B and the third, learning aim C. All learners must independently generate evidence that is clearly the individual learner's own work.

For learning aim A, the main source of evidence is likely to be a report where the learner reviews the importance of the responsibilities of the employers and employees involved in food safety procedures, as well as the key features of food safety systems. An alternative way to present this evidence could be by using a presentation or blog, which is acceptable as long as the learners cover all the necessary assessment criteria. Any evidence should demonstrate the importance of food safety and the role of the supervisor in hospitality organisations.

For learning aim B, learners should be able to identify good hygiene practice and clearly describe the key factors of good practice in food hygiene. They could produce a report or presentation. Suitable forms of evidence for a presentation are slides, preparation notes, scripts, cue cards, peer assessment records and an observation record. The evidence could be presented by alternative methods, such as a blog or video, providing that the learners cover all necessary assessment criteria. Learners should complete food safety risk assessments in different hospitality areas – for example, a bar, restaurant and kitchen – and then review what they have done and the documentation they have used.

For learning aim C, learners should implement food safety management procedures. They need to design their own documentation for food safety risk assessments and use this documentation to carry out food safety monitoring in a hospitality business. They then need to evaluate the procedures that are used and make recommendations in the form of, most likely, a report or presentation.

Learners will require access to completed risk assessments and food safety monitoring documentation. Visits to hospitality organisations with thorough food safety policies will enable learners to understand the importance of hospitality organisations following food safety practices and procedures.

BTEC assessors could complete observation records. However, these alone are not sufficient sources of learner evidence; they must also be supported by the original learner-generated evidence. Assessors should remember that they are assessing the content of any presentation against the learning aim, and not the skill with which the presentation was delivered.



## Getting started

**This gives you a starting place for one way of delivering the unit, based on the recommended assessment approach in the specification.**

### **Unit 10: Supervision of Food Safety in Hospitality**

#### **Introduction**

This unit is about your learners investigating the necessary working practices and procedures in hospitality businesses to promote food safety. It is important that learners explore the importance of food safety systems and the responsibilities of both employers and employees when dealing with food safety.

Start off with a group discussion concentrating on learners' experiences of both good and poor hygiene when they have eaten in any hospitality business that serves food. Focus on their opinions of the business as a result of their experiences. This will help learners begin to understand the importance of maintaining good food safety (particularly through their bad experiences).

#### **Learning aim A: Understand the importance of maintaining food safety**

- Begin the delivery of this unit by asking the learners why they feel it is important that food safety is maintained in a hospitality business. This will help you to determine learners' opinions on the importance of food safety. Link this to the introductory discussion and ask them if they feel it is different for different types of business (for example, a high-end hotel or restaurant as opposed to a café or food truck).
- Give a presentation to help learners understand the importance of safe food handling. Include information on:
  - ensuring safe working and food handling practices are in place, that these practices are monitored and recorded, and that critical control points and critical limits are identified
  - the way in which different conditions affect the effectiveness of control measures
  - taking corrective action and introducing measures for improvement
  - legal requirements – both personal and business
  - duty of care, including the benefits of high standards of food safety to the organisation as well as the consequences and costs associated with food poisoning outbreaks and ill health
  - customer satisfaction.
- In pairs, learners have a discussion on how the supervisor could ensure food safety in a hospitality business. They could write down ideas on sticky notes and display them on the whiteboard. Discuss to see how many learners had the same ideas. Give learners a list of actual tasks that a supervisor should complete to maintain food safety in a hospitality business and check these against the learners' ideas.
- A class discussion on learners' ideas about food safety could then take place. Ask the learners if they know the purpose of risk assessments and what they should include.
- Set the learners an investigative task, in pairs, to find out about food safety risk assessment and the purpose of such an assessment. Learners can produce a factsheet where they record their findings. Learners can then feed back what they have found out to the rest of the group.
- A presentation will then reinforce what the learners have found out and ensure their understanding. The presentation should concentrate on the purpose of a food safety risk

assessment, using the unit content. Show the learners completed risk assessment forms from a variety of different hospitality businesses.

- In pairs, the learners complete a practice risk assessment in a hospitality area. You should check after completion.
- An organised visit to a hospitality business which enforces a thorough food safety system will assist in the learners' understanding of food safety risk assessments. If this is not possible, a guest speaker (someone who carries out risk assessments) could talk to the learners about the purpose of risk assessments and how they should be completed. Examples of completed risk assessments will help ensure learners' understanding.
- In small groups, learners should research the importance of food safety systems and how they help a hospitality organisation. Learners can record their findings by means of notes written in their groups, which they can feed back to the rest of the group. Learners could evaluate the importance of food safety to an organisation and record findings as an extension task.
- Give learners a case study which highlights the importance of food safety systems and how they should be used to control food safety. Possibly include some examples of poor standards and how they can affect customers' well-being. Learners then complete a simple report which highlights areas for improvement. Learners hand in the reports, allowing the tutor to give individual feedback.
- Give a presentation on the methods and procedures for controlling food safety systems, to help learners understand their importance. You could use a tutor-devised worksheet to check the learners' understanding.
- In pairs, ask the learners to try and identify four reasons why it is important to evaluate food safety controls and procedures. Learners could collate their findings into a simple report and then present their ideas to the class. You should summarise what learners have identified. Ensure the following are covered:
  - adjusting food safety management procedures when a review indicates control methods are ineffective
  - reviewing any factors that require an immediate response to the food safety procedures
  - implementing relevant changes to food safety procedures
  - communicating to relevant staff any changes to food safety procedures
  - monitoring and verifying new procedures.
- Check learning for the learning aim. Learners could write some questions of their own on areas of the learning aim they are unsure of. You can then hold a group answer session, giving exemplar answers for learners to take away for revision.
- Ensure that all learners are prepared for assessment before providing them with the assignment brief. For assessment purposes, learners produce a report which examines the importance of the responsibilities of employers and employees involved in food safety procedures, and the key features of food safety systems.



### **Learning aim B: Carry out the monitoring of food hygiene practices in different hospitality situations**

- You can begin delivery of this learning aim by allowing the learners to research what they think are the key factors of good food hygiene practice. Learners could present their ideas on sticky notes which they can present to the rest of the class. Discuss ideas with the rest of the group. Show video clips of good and poor practice in food hygiene.
- In pairs, learners create a presentation, based on research, which covers one of the key factors of good food hygiene. The topics that learners' presentations should cover include:
  - temperature control
  - types of contamination and how to control them
  - personal hygiene
  - cleaning
  - pest control and the supervisor's role in this.

Spread the topics out between the pairs to ensure that the unit content is covered. Learners can then share their presentations with the rest of the class. You should confirm the content.

- Arrange for a guest speaker from a hospitality business to talk about food safety risk assessment, its importance and how it is carried out in their organisation. Ask the guest speaker to bring examples of completed risk assessments. Prepare the learners before the session so that they have some questions ready to ask the guest speaker about risk assessments and the practicalities of completing them in different hospitality areas. If a guest speaker is not available, arrange a visit to a hospitality business where learners can look at risk assessment taking place.
- Discuss, as a class, the resources that are necessary when carrying out food safety risk assessments. Make sure learners are aware of the influencing factors (for example, training, equipment) which affect these resources (for example, staff, materials). Devise a worksheet to check the learners' understanding.
- Use the completed food safety risk assessment forms, either from your guest speaker or which you could source, and ensure that learners understand how to complete a risk assessment form by talking them through the form.
- Allow learners to practise completing risk assessment forms in different settings, including a bar, restaurant and kitchen.
- Check learning for the learning aim by giving learners a short quiz.
- Ensure that all learners are prepared for assessment before providing them with the assignment brief. For assessment, give learners incomplete food safety risk assessment forms. Learners should complete the food safety risk assessment forms for different hospitality areas such as a bar, restaurant and kitchen.
- On completion of the risk assessments, learners should identify and justify any areas for improvement.

### Learning aim C: Understand how to implement food safety management procedures

- Begin delivery of this learning aim with a class discussion. Ask the learners what they think the impact on a hospitality business would be if changes were implemented based on recommendations by food safety risk assessments. As an extension task, learners could evaluate the impact of food safety risk assessments on a hospitality business.
- Give a presentation to enable learners to understand the procedures involved in the safe storage of food, stock rotation, the transport of foods and how to ensure food is cooked safely. They could also learn these things by means of work experience placement or a visit, if that is an available option. Devise a worksheet to check the learners' understanding.
- In pairs, learners can research the necessary procedures required to put food safety into effect, including:
  - the safety of goods and commodities, including the receiving and monitoring of goods, storage, labelling of products, issuing of commodities from the store area and security of storage areas
  - methods and procedures for controlling food safety, including critical control points, critical limits and corrective actions
  - measures for improvement.

Learners record their findings by means of a presentation which they can share with the rest of the class. You should confirm the content.

- An organised visit to a hospitality business which enforces a thorough food safety monitoring system will assist the learners' understanding of how to ensure an effective food safety policy.
- Give a presentation to allow the learners to understand the purpose of monitoring food safety and how this can be carried out. Learners should complete a knowledge quiz to ensure understanding.
- Show the learners examples of completed versions of the documentation which is necessary to enforce an effective food safety management system. Examples of documentation should include:
  - food delivery checks
  - food storage temperature checks
  - cooking and reheating temperature checks
  - hot holding temperature checks
  - thermometer and probe checks
  - food date code checks
  - cleaning checks (including daily, weekly and pest control).
- Learners should devise their own documentation, which they will be able to use to carry out food safety monitoring in a hospitality business. Tutor checks forms.
- Learners take part in a role-play allowing them to practise monitoring situations, using their own documentation. They should then justify their recommendations.
- Learners should then be allowed to review their documentation to ensure it is fit for purpose.
- Allow learners to complete at least one review of food safety monitoring prior to any assessment opportunity.



- Check learning for the learning aim using a quick quiz.
- Ensure that all learners are prepared for assessment before providing them with the assignment brief. For assessment, learners carry out food safety monitoring in a chosen hospitality business, using their devised documentation. Learners should assess the measures and procedures used, justifying any recommendations made.

## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 2: Environment and Sustainability in the Hospitality Industry
- Unit 7: Supervise Food Service Operations
- Unit 8: Supervise Food and Beverage Service
- Unit 9: Supervise Alcohol Beverage Service
- Unit 11: Contemporary Global Cuisine
- Unit 12: The Cuisine of Your Country
- Unit 13: European Cuisine
- Unit 16: Accommodation Operations
- Unit 18: Conferencing and Banqueting
- Unit 28: Supervise Hot and Cold Non-Alcoholic Beverage Service
- Unit 29: Asian Cuisine

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International in Hospitality. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### Textbooks

- Sprenger, R – *Supervising Food Safety (Level 3)*, 18th edition (Highfield, 2018) ISBN 9781912633265. This food safety book is suitable for learners as it gives them the essential, practical food safety information they need to be able to manage staff and provide safe food.

### Videos

Search YouTube for examples of good and poor hygiene practice.

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.*