Specification

Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF)

For first teaching October 2010

edexcel
advancing learning, changing lives

A PEARSON COMPANY

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

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

BTEC Specialist qualification title covered by this specification

Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

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

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

The Qualification Accreditation Number for the qualification in this publication is:

Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF)   501/1720/8

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

Welcome to Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF)

We are delighted to introduce our new qualification, which will be available for teaching from October 2010. This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF)

This qualification covers the basic principles of food safety for those who work in, or intend to work in, a retail environment where packaged and/or open foods are available. This includes delivery drivers and other service providers. The aim is to provide learners with knowledge of basic food safety practices relevant to a retail environment.

This qualification provides opportunities for progression into employment as food handlers in a retail environment. Learners can progress to other retail qualifications such as Level 2 or 3 Certificate in Retail Knowledge or Level 2 or 3 Certificate in Retail Skills.

This award will be recognised as an equivalent unit with the retail knowledge suite of qualifications at Level 2. This qualification is designed for new and existing retail staff wanting to build their knowledge around food safety at this level and demonstrate FSA requirements for processing and handling food. They are also aimed at new entrants to the sector that may be within a working environment for the first time or those that wish to progress into the sector. The age ranges have been set in line with the retail skills and the other Retail Knowledge units so that they can complete them at the same time or before the competence based qualifications. The unit contained within this qualification does not require anyone aged 16+ to demonstrate knowledge of any dangerous or uncommon environments which could compromise their health and safety or well being. We would expect that learners aged 16 or over that would work in the retail sector would be mature enough to demonstrate knowledge and understanding against the Learning Outcomes in this qualification.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be simpler. They are designed to fit in to your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment guidance makes grading levels of student attainment clear-cut.

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 student needs — in this case Improve the Food and Drink SSC. Many industry and professional bodies offer successful BTEC students exemptions for their own accredited qualifications.

All you need to get started

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

- a **framework of equivalencies**, so you can see how this qualification compares with other vocational qualifications

- information on **rules of combination, structures** and **quality assurance,** so you can deliver the qualification with confidence

- explanations of the content's relationship with the learning outcomes and all you need to know about possible approaches to **delivery**

- guidance on **assessment**, and what the learner must produce to achieve the unit.

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

Contents

What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry Level to Level 8 in the Qualifications and Credit Framework (QCF) designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

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

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

It should be noted that the titling conventions for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed: see the relevant specifications on our website (www.edexcel.com).

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

There are three sizes of qualifications in the QCF:

- Award (1 to 12 credits)

- Certificate (13 to 36 credits)

- Diploma (37 credits and above)

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

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

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning

- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

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

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

Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF) (1 credit)

The 1-credit Edexcel BTEC Level 2 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Key features of the Edexcel BTEC Level 2 in Food Safety for Retail

The Edexcel BTEC Level 2 in Food Safety for Retail has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

- achieve a nationally recognised Level 2 vocationally-related qualification

- progress to employment in a particular vocational sector

- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 2 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF) relates to the following NOS.

B235(K)   Know how to maintain food safety while working with food in a retail environment.

Rules of combination

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

The rules of combination specify the:

- credit value of the qualification which sets out the number of credits required at all levels to achieve the qualification

- the credits to be achieved at the level of the qualification or above

- credits from mandatory units, where relevant

- credits from optional units, where relevant

- credits from other units

- credits from equivalent units

- exemptions

- time limits on the process of credit accumulation or exemptions.

Rules of combination for the Edexcel BTEC Level 2 qualifications

When combining units for an Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF) it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF)

1   Qualification credit value: a minimum of 1 credit.

2   Minimum credit to be achieved at, or above, the level of the qualification is 1 credit.

3   The credit must be achieved from the unit listed in this specification.

Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF)

Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF) is a 1-credit
and 9-guided-learning-hour (GLH) qualification that consists of 1 mandatory unit.

Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF)			
Unit	Mandatory units	Credit	Level
1	The Principles of Food Safety for Retail	1	2

Assessment

The unit within this qualification is internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

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 the assignments created by centres 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 different forms, including 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 achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments 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 assignments 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 the Edexcel BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time

- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC Level 2 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 the Edexcel BTEC Level 2 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications

- approval for the Edexcel BTEC Level 2 qualifications and units

- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system

- quality review of the centre verification practice

- centre risk assessment by Edexcel of overarching processes and quality standards

- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

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

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

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 2 qualifications are set out in a centre guidance, which is published annually on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

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

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

- liaising with employers to ensure a course relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- linking with company-based/workplace training programmes

- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC Level 2 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. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

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

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 qualifications and the mode of delivery. 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.

Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above the Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications for ASL must be selected from the ASL catalogue through the National Database of Accredited Qualifications (NDAQ). The catalogue includes qualifications which have the approval of the Diploma Development Partnership (DDP) and will expand over time as more qualifications are approved. To access the catalogue go to www.ndaq.org.uk and select 'Browse Diploma Qualifications'.

Further units may be added to qualifications within the catalogue and centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions.

Functional skills

Edexcel Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are also offered as stand-alone qualifications.

Access and recruitment

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

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all wishing to access the qualifications.

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

specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

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

Restrictions on learner entry

The Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF) is accredited on the QCF for learners aged 16 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

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

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel BTEC Level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

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

Unit code

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

QCF level

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

Credit value

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

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

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

Unit introduction

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

Learning outcomes

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

Assessment criteria

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

Unit content

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

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

Relationship between content and assessment criteria

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

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

Content structure and terminology

The information below shows 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.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Unit

AP025512 – Specification – Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF)
- Issue 1 – November 2010 © Edexcel Limited 2010

Unit 1: The Principles of Food Safety for Retail

Unit Code:	K/502/0178
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours: 9	

Unit aim

This unit covers the basic principles of food safety for food handlers working in the food retail industry. Holders of qualifications that include this unit will have a knowledge and understanding of; the importance of food hygiene, associated food hazards, good hygiene practice and controls based upon an awareness of food safety management systems. These topics are regarded by the Food Standards Agency as being important to understanding and maintaining good practice in the handling, processing and preparation of safe food.

Unit introduction

The success of any retail business that works in the food sector depends on having skilled staff that understand their roles and follow all food safety legislation. This unit will enable learners to understand the roles and responsibilities of themselves and their employer and to follow the legal obligations placed on them.

Personal hygiene, the wearing of appropriate clothing and how to deal with illness or injury are considered in detail in the unit. Learners will be given opportunities to fully understand all the principles surrounding this through training, simulation or real time practice. In this unit the learner will also consider how to keep the work area clean, the use of appropriate equipment and how to dispose of waste. In the retail food sector all food products must be kept safe. This unit will also consider the different risks posed by the different types of contamination and cross contamination and how to handle food safely. Stock control, storage and food spoilage will also be covered.

Learners will be introduced to health and safety policies and in particular those associated with food safety. This unit will also cover the importance of risk assessments, how to define risk factors, how to report hazards and deal with all other safety issues regarding food.

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, avoiding unsafe behaviour
	1.2 describe how to report food safety hazards, infestations and food spoilage
	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 their 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 how to keep the working area clean and hygienic	3.1 explain how to keep the work area and equipment clean and tidy to include cleaning methods, safe use of chemicals, storage of cleaning materials
	3.2 state the importance of safe waste disposal
	3.3 outline the importance of pest control
4 Understand the importance of keeping products safe	4.1 state the risk to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards, vehicles of contamination
	4.2 state how contamination of food can cause illness or injury
	4.3 describe safe food handling practices and procedures
	4.4 explain the importance of temperature controls
	4.5 describe stock control procedures including deliveries, storage, date marking and stock rotation
	4.6 explain how to deal with food spoilage to include recognition, reporting and disposal

Unit content

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

Importance of food safety procedures

Definitions of food safety and food hygiene; regulations for temperature control; personal hygiene and training; management of food safety; hygiene premises and practices; preventing illness and injury; good for staff and customers; good for business; HACCP 7 steps (identifying any hazards that must be prevented, eliminated or reduced, identifying the critical control points (CCPs), setting critical limits for each CCP, establishing procedures to monitor CCPs, establishing corrective actions to be taken if CCPs not under control, establishing verification procedures, establishing documents and records for effective application of above measures

Reporting food safety incidents

Taking action to remove hazards; control measures; appointed person; first aider; manager; incident book; due diligence; reporting to supervisor

Legal responsibilities

Food Safety Act 1990; relevance to workplace; responsibility of employer and employees for food safety; risk assessments; food safety hazards; food must not be harmful, unfit, contaminated or below standard; Environmental Health Practitioner (fines, penalties)

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

Importance of personal hygiene

Legal requirement to observe high standards of personal hygiene; moral obligation to customers; contamination of food through habits, poor hand washing, things that are worn

Effective personal hygiene practices

Principles of washing hands before, between and after handling food; washing hands with bactericidal soap; six steps of hand washing – wet hand with hot water, soap, rub soap, rinse, dry hands, anti-bacterial lotion if required; protective clothing; appearance – hair, nails jewellery; personal habits and behaviour; personal health and first aid

3 **Understand how to keep the working area clean and hygienic**

Keeping the work area and equipment clean and tidy

Well-designed layouts contributing to avoidance of contamination by allowing flow and reducing overcrowding; minimum lighting illuminance in storage area 20 Lux; minimum lighting illuminance in kitchens 50 Lux; ventilation covered by Workplace (Health, Safety and Welfare) Regulations 1992 – between 6-20 air changes per hour; keeping equipment clean and disinfected, in good condition and repair, installed correctly, any required control devices; using chemical

additives in accordance with practice; six steps of cleaning – pre-clean, main clean, rinse (hot), disinfect, rinse, dry; cleaning schedules, detergent, disinfectant and sanitizer; cleaning temperature 82 C; monitoring of cleaning – inspect, audit, test

Importance of safe waste disposal

Following procedures for internal and external waste control; protective equipment; separation waste; tying bags securely; not letting bins overflow; keeping bins and lids clean, following personal hygiene procedures; stopping cross contamination

Importance of pest control

Pest control can spread diseases, damage profit and reputation, equipment and buildings; non-compliance with regulations may result in fine or closure of business; causes of pest infestation – place to shelter, feed, drink, breed; types – rodents, insects, birds, domestic pets; signs of infestation – sighting, droppings, damage, dead bodies, eggs and larvae; good housekeeping – pest proofing, denying harborage, denying food; treatment – poison, trap but prevention is best

4   **Understand the importance of keeping products safe**

Risks from contamination and cross contamination

Contamination: chemical, physical, micro-biological; sources; cross-contamination – vehicles; high risk foods; how to avoid cross-contamination

Risks: food-borne illness; injury on consumption; unfit or spilt food; prosecution

How contamination can cause illness

Contamination is the presence in food of any unwanted objectionable matter or substance; chemical or physical causing illness or injury; micro-borne bacteria causing illness (pathogens; bacteria producing toxins); vulnerable groups – young, old, expectant mothers, people in hospitals, those with low immune systems; symptoms (nausea, dermatitis, stomach pain, fever, headache, constipation, diarrhoea, vomiting)

Methods for safe food handling

Requirements for bacteria to grow; methods to destroy bacteria (heat, radiation, chemicals); other factors (personal hygiene, waste control, pest control); HACCP; safe food handling (chilling and freezing, pasteurisation and sterilisation, canning, drying, chemical preservatives, removal of air)

Importance of temperature controls

Keeping food at correct temperature to prevent the growth of harmful bacteria that could cause illness; temperatures for storage (frozen, chilled, ambient); minimum freezer temperature; refrigeration unit temperature storage; hot holding temperature; centre/core temperature to be reached for 30 seconds for all cooked or heated food

Stock control procedures

Refrigerate at 5 C and below; frozen food stored at -18 C and below; not selling after use by date; removing foods with expired date controls; date/rotation order; separate raw/cooked; checking temperatures; throwing away damaged/contaminated food; reporting and fixing broken refrigerators; checking all delivered foods

How to deal with food spoilage

What happens to spoiled food (decomposition, contamination, damage); completing hazard analysis to prevent happening again; recognising signs of spoilt food (discolouration, change of flavour, observable mould, change of smell, damage to packaging, change to texture); preventing contamination (checking use by and sell by dates, keeping storage areas clean, reporting any sign of spoilage to supervisor, treating as all waste)

Essential guidance for tutors

Delivery

This unit should be delivered so that it gives learners an understanding of the importance a retail business places on maintaining food safety. Learners should be given opportunities to understand the typical food safety issues that are associated with a retail business. This will create a greater understanding of their role and the employer's role in fulfilling appropriate responsibilities.

Learners need to understand the procedures for dealing with risk assessments and food safety hazards across all aspects of the unit. They should be given the opportunity to participate in these activities as this will promote greater knowledge and understanding of how risks can be avoided or reduced. The learners would have their knowledge enhanced by a visit to at least one retail premises where good food safety principles are put into practice. They should be allowed to draw up procedures that would prevent cross contamination and spoilage.

Learners should also be given the opportunity to be involved in the steps to handle waste, deal with pest control and store and use cleaning materials. This will lead to a greater understanding of the measures to reduce risks. They will need to be involved in dealing with the safe use of chemicals and the disposal of food waste.

Assessment

Learning outcome 1: can be covered by the learners having access to a retail business' health and safety policies and procedures to understand the principles and law behind food safety regulations in the workplace. A visit to a workplace where the learners could produce risk assessments and be given scenarios would augment the understanding of the policies and procedures and how to implement them. A short personal statement explaining employee, employer responsibilities and HACCP would demonstrate a full understanding of this outcome.

Learning outcome 2: can take the form of a training exercise or simulated activity that shows the 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.

Learning outcome 3: can be covered by producing briefing notes that enable the learner to understand the actions needed to deal with cleaning practices and equipment. Learners should carry out tasks that provide evidence explaining how to use cleaning equipment and how the waste is disposed of. A short personal statement detailing how pest control is implemented and waste is managed in the business would also fulfil this outcome if not demonstrated by other evidence. Risk assessments produce for learning outcome 1 will also provide evidence for these assessment criteria.

Learning outcome 4: can be covered by the risk assessments and scenarios produced for learning outcome 1. Briefing notes for this outcome could also be provided. Learners must use real time examples to demonstrate they understand how contamination happens and how to report and deal with it when it does. A short report covering the importance of temperature controls and stock control in keeping food products safe should be included.

Indicative reading for learners

Books

Stranks J — *The A-Z of Food Safety* (Thorogood, 2007)

ISBN 9781854183798

Salmon B and Golton-Davis, J — *Understanding Food Hygiene and Safety Regulations (2009/2010 Edition)* (Food Solutions Publishing Ltd, 2009)

ISBN 9780955746604

Nash C — *Food Safety First Principles* (Chadwick House, 2006)

ISBN 9781904306467

Magazines and Journals

Food Safety Magazine

Retail Weekly

The Grocer

Websites

www.direct.gov.uk

www.fda.gov.uk

www.hse.gov.uk

Further information

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

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)

- Functional skills publications – specifications, tutor support materials and question papers

- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008

- the current Edexcel publications catalogue and update catalogue.

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

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

How to obtain National Occupational Standards

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

Telephone: 020 7462 5060
Fax: 020 7462 5061
Website: www.skillsmartretail.com

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building functional skills into your programme

- building in effective and efficient quality assurance systems.

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

Our customer service numbers are:

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

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied

- is designed to be supportive and thought provoking

- builds on best practice.

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

Annexe A

The Edexcel/BTEC qualification framework for the Retail sector

Progression opportunities within the framework.

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
5			Edexcel BTEC Level 5 Higher National Certificate in Retail Management Edexcel BTEC Level 5 Higher National Diploma in Retail Management		
4					

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
3		Edexcel Level 3 Principal Learning in Retail Business Level 3 Advanced Diploma in Retail Business.	Edexcel BTEC Level 3 National Award in Retail	Edexcel BTEC Level 3 Award/Certificate in Retail Knowledge	Level 3 NVQ in Retail (Management) Level 3 NVQ in Retail (Sales Professional) Level 3 NVQ in Retail (Visual Merchandising)
2		Level 2 Higher Diploma in Retail Business	Edexcel BTEC Level 2 First Certificate in Retail Edexcel BTEC Level 2 First Diploma in Retail	Edexcel Level 2 BTEC Award/Certificate/ Diploma in Retail Knowledge Edexcel BTEC Level 2 Award in Food Safety for Retail	Edexcel Level 2 NVQ in Retail Skills

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
1	Level 1 Foundation Diploma in Retail Business		Edexcel BTEC Level 1 Introductory Certificate in Business, Retail and Administration Edexcel BTEC Level 1 Introductory Diploma in Business, Retail and Administration	Edexcel Level 1 BTEC Award/Certificate in Retail Knowledge	Edexcel Level 1 NVQ in Retail Skills

Annexe B

Wider curriculum mapping

Study of the Edexcel BTEC Level 2 qualifications gives 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 this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

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

Health and safety considerations

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

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds or 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.

AP025512 – Specification – Edexcel BTEC Level 2 Award in Food Safety for Retail (QCF)
- Issue 1 – November 2010 © Edexcel Limited 2010

Annexe C

Mapping to Level 1 Functional Skills

Level 1	Unit 1
English – Speaking and Listening	
Take part in formal and informal discussions/exchanges	√
English – Reading	
Read and understand a range of texts	√
English – Writing	
Write documents with to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	√

Level 1	Unit 1
Mathematics – learners can:	
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine	
Identify and obtain necessary information to tackle the problem	√
Select and apply mathematics in an organised way to find solutions to practical problems for different purposes	
Use appropriate checking procedures at each stage	√
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations	√

Level 1	Unit 1
ICT – use ICT systems	

Level 1	Unit 1
Interact with and use ICT systems independently to meet needs	√
Use ICT to plan work and evaluate their use of ICT systems	
Manage information storage	√
Follow and understand the need for safety and security practices	
ICT – find and select information	
Select and use a variety of sources of information independently to meet needs	√
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	√
ICT – develop, present and communicate information	
Enter, develop and format information to suit its meaning, and purpose including: text and tables, images, numbers, graphs, records	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Rewarding Learning