

# Specification

## BTEC Specialist qualifications

Edexcel BTEC Level 2 Award in HACCP-based Food Safety  
Systems in Manufacturing (QCF)

For first teaching September 2010

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# Contents

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<b>BTEC Specialist qualification title covered by this specification</b>	<b>1</b>
<b>What are BTEC Specialist qualifications?</b>	<b>2</b>
Key features of the Edexcel BTEC Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF)	3
<b>Rules of combination</b>	<b>4</b>
Rules of combination for the Edexcel Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF)	4
Edexcel BTEC Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF)	5
<b>Assessment</b>	<b>6</b>
<b>Quality assurance of centres</b>	<b>7</b>
Approval	7
Quality assurance guidance	8
<b>Programme design and delivery</b>	<b>8</b>
Mode of delivery	8
Resources	8
Delivery approach	9
Additional and specialist learning	9
Functional Skills	9
<b>Access and recruitment</b>	<b>9</b>
Restrictions on learner entry	10
Access arrangements and special considerations	10
Recognition of Prior Learning	10
<b>Unit format</b>	<b>11</b>
Unit title	11
Unit code	11
QCF level	11
Credit value	11
Guided learning hours	11

Unit aim and purpose	11
Unit introduction	12
Learning outcomes	12
Assessment criteria	12
Unit content	12
Essential guidance for tutors	13
<b>Units</b>	<b>15</b>
Unit 1: Principles of HACCP-based food safety systems	17
Unit 2: The principles of food safety for manufacturing	25
<b>Further information</b>	<b>35</b>
<b>Useful publications</b>	<b>35</b>
How to obtain National Occupational Standards	35
<b>Professional development and training</b>	<b>36</b>
<b>Annexe A</b>	<b>37</b>
The Edexcel/BTEC qualification framework for the Food and Drink Manufacturing sector	37
<b>Annexe B</b>	<b>41</b>
Wider curriculum mapping	41
<b>Annexe C</b>	<b>43</b>
Mapping to Level 2 functional skills	43

# BTEC Specialist qualification title covered by this specification

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## **Edexcel BTEC Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (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 features in the funding lists published annually by the DCSF and the regularly updated website [www.dcsf.gov.uk/](http://www.dcsf.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 the 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 HACCP-based Food Safety Systems      501/0724/0  
in Manufacturing (QCF)

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.

# What are BTEC Specialist qualifications?

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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.

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](http://www.edexcel.com)).

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

There are three sizes of qualification in the QCF:

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

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

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

The credit value of a unit is based on:

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

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

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

## **Key features of the Edexcel BTEC Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF)**

The Edexcel BTEC Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF) 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.

# Rules of combination

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The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications 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 Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF)**

When combining units for an Edexcel BTEC Level 2 qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

- 1 Qualification credit value a minimum of 2 credits
- 2 Minimum credit to be achieved at, or above, the level of the qualification:  
2 credits
- 3 All credits must be achieved from the units listed in this specification or from equivalent specified units.



## Edexcel BTEC Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF)

The Edexcel BTEC Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF) is a 2-credit and 17 guided learning hour (GLH) qualification that consists of two mandatory units.

Edexcel BTEC Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF)			
Unit	Mandatory units	Credit	Level
1	Principles of HACCP-based food safety systems	1	2
2	The Principles of food safety for manufacturing	1	2

Detailed information about individual units can be found in the Unit Section of this specification.

### Equivalent unit

The following units may be accepted as equivalences to *Unit 2: Principles of Food Safety in Manufacturing* for the accreditation period of the Level 2 Award in HACCP-based Food Safety System in Manufacturing (QCF).

Unit NDAQ reference	Title	Awarding Organisation
D/500/3166	Food Safety for Manufacturing	CIEH
M/500/4175	Food and Drink Manufacturing Food Safety	FDQ
K/500/4174	Meat and Poultry Industry Food Safety	FDQ
T/500/3366	Food Safety for Manufacturing	RSPH

# Assessment

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Both units within this qualification are 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, 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 on 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

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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](http://www.edexcel.com)).

## Programme design and delivery

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### Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Level 2 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](http://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 offered as stand-alone qualifications.

## Access and recruitment

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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 HACCP-based Food Safety Systems in Manufacturing (QCF) are accredited on the QCF for learners aged 14 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](http://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

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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 (formally NDAQ).

## 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 and purpose

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. 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.
- *Outline learning plan* – included as guidance. This section demonstrates one way in planning the delivery and assessment of the unit.
- *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.



# Units

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Unit 1: Principles of HACCP-based food safety systems	17
Unit 2: The principles of food safety for manufacturing	25



# Unit 1: Principles of HACCP-based food safety systems

Unit code:	A/601/2631
QCF Level:	BTEC Level 2
Credit value:	1
Guided learning hours:	8

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## Unit aim

This unit is designed to assess the underpinning knowledge and understanding of learners on or off-the-job, in the workplace context, for understanding the principles of HACCP food safety management systems. The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

## Unit introduction

Food safety management procedures are a legal requirement for all food businesses. They are based on an internationally recognised system called Hazard Analysis Critical Control Points (HACCP). This system helps food businesses and operators to ensure that everything that must legally happen with regard to food safety, does actually take place. The focus of this unit is to ensure learners understand the principles and purpose of HACCP, and to be able to apply it correctly to their own workplace.

This unit will introduce learners to the requirements of an HACCP system and its importance to the success of a business in terms of food safety and protecting its customers. It will develop a clear understanding for learners of the key features and terminology used with the HACCP system, and of the daily working practices to be followed.

Learners will explore and develop their awareness of how an HACCP system is applied in the workplace. They will identify how a plan is developed, and describe individual responsibilities within the workplace. Learners will look at the types of documentation and records to complete and keep up to date.

Guest speakers from relevant organisations can provide specific information on completion of such documents and of reviewing the whole HACCP system. Tutors can also draw on learners' own experiences of food safety procedures to support discussions and scenarios.

## 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 Know the purpose of an HACCP system	1.1 State the need for HACCP systems 1.2 Outline the requirements of an HACCP system
2 Know the features and terminology of HACCP	2.1 Describe the features of an HACCP system 2.2 Outline the meaning of terms used in the HACCP system
3 Know how an HACCP system is applied in the workplace	3.1 Outline how an HACCP plan is developed 3.2 Describe an operative's responsibility within the HACCP system 3.3 State the importance of documenting, verifying and reviewing the HACCP system

## Unit content

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### 1 Know the purpose of an HACCP system

*HACCP*: internationally recognised food safety management system; requirement of EU food hygiene legislation

*Need*: preventative approach to food safety; protecting consumers; giving consumer confidence; prevent food poisoning, illness or injury; identifying, evaluating and controlling hazards; dealing with hazards eg corrective action; demonstrating due diligence for organisations

*Requirements*: seven principles eg 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, establish documents and records for effective application of above measures

### 2 Know the features and terminology of HACCP

*HACCP features*: a systematic way of identifying food safety hazards and making sure they are controlled at all times; planning what needs to be done to maintain food safety; carrying out plan eg documenting plan, monitoring and corrective procedures, daily records; reviewing plan and recording progress; acting to correct any food safety problems and recording details; proving that the HACCP plan is working

*HACCP terms*: hazard eg microbial, chemical, physical, allergenic; hazard analysis that enables you to identify hazards, the steps at which they occur and the introduction of measures to prevent or remove a food safety hazard, or reduce it to an acceptable level; critical control point, ie a step in the process which can be controlled and is essential to prevent or eliminate a food safety hazard, reduce it to an acceptable level; critical limit, ie the minimum and maximum critical limits allowed in order to control a particular food safety hazard; a series of clear steps or procedures on how to do things; verification; documents eg HACCP plans, staff instructions/training, monitoring and corrective action procedures, temperature checks, taking daily records

### 3 Know how an HACCP system is applied in the workplace

*Developing an HACCP plan:* deciding who will develop the system; producing a full description of the product; a flowchart of the processes used to produce the product; identifying where and when food safety hazards can occur; identifying what can be done to control hazards; deciding which steps are critical control points; setting the critical limits for the critical control points; deciding on monitoring procedures; stating corrective action when monitoring shows controls are not working; implementing the plan and verifying that the HACCP system is working as planned; reviewing the HACCP system; keeping documents and records

*Responsibility within the HACCP system:* correcting implementation of system; compliance with legislation; recognising and taking action on risks to food safety eg report to appropriate person; contributing to improving food safety eg making suggestions, keeping records up to date, new procedures; seeking advice on areas outside of own level of authority; demonstrating effective personal hygiene practices; keeping work areas hygienic; accountability and consequences

*Documenting the HACCP system:* current relative legislation; keeping up to date; maintaining accurate records; providing evidence and proving due diligence; traceability; auditable

*Verifying the HACCP system:* legislative requirement; methods and procedures confirming system in line with plan; proving HACCP plan works; auditing of food safety and completed checks

*Reviewing the HACCP system:* current relative codes of practice; monitoring to prevent problems; plans are implemented; auditable



## Essential guidance for tutors

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### Delivery

This unit introduces learners to the knowledge required to apply the main principles of HACCP-based food safety systems. Learners will explore the need for and the requirements of such systems, including legal and personal responsibilities. The successful completion of this unit can be achieved through tutor lectures and presentations, but also requires research and discussion. It is essential that learners gain knowledge of all the relevant features and components associated with HACCP. It can be delivered through tutor input and learners' own study and peer presentations.

Learners will become acquainted with how to develop an HACCP plan and its application in the workplace. Guest speakers can be used to provide information, such as the correct completion of documentation and the review of HACCP systems. Tutors can provide case studies or scenarios for learners to discuss. Tutors could also produce an HACCP plan which would be helpful in supplying information and providing an overview of specific details to the learners.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit, content and programme of assignments.
Tutor lecture on purpose and need of an HACCP system in the workplace.
Group research and discussion on the requirements of HACCP – 7 principles.
Tutor input on features of an HACCP system.
Group study and peer presentations on terms used within an HACCP system.
Tutor presentation and group discussion on developing an HACCP plan in the workplace and operative's responsibilities.
Visiting speakers and demonstrations on documentation, verifying and reviewing an HACCP system.
Taking part in case study/scenarios on applying HACCP plans in the workplace – discussion and feedback from peers.
Assignment based on: <ul style="list-style-type: none"> <li>• purpose of an HACCP system</li> <li>• features and terminology of HACCP</li> <li>• application of an HACCP system in the workplace.</li> </ul>
Review of unit and programme of assignments.

## Assessment

The options below give amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. Please note that there are many ways to assess this unit. Any valid and robust centre devised method is acceptable.

### 1st option

For all three learning outcomes, learners can assume the role of a Food Production Operative who has been asked by the manager to produce a guide for staff. The guide is to remind staff of the need, purpose and features of an HACCP system, which will include a glossary describing specific related terminology. The guide could include visual, as well as written, material to describe the requirements of the HACCP system. The guide should detail operatives' responsibilities and the importance of documenting, verifying and reviewing the HACCP system. The Food Production Operative should then submit their guide to the manager with a covering memo which outlines how the company's HACCP plan has been developed. This could include a flow chart to visualise the process.

### 2nd option

Working in groups, learners will be given a range of case studies based on HACCP to discuss and present their findings to the tutor and their peers. They will produce the outline details of the pocket guide for staff and state why it must be used in the workplace. Following on from the presentation, learners will need to describe verbally how to deal with unexpected situations in response to given scenarios by the tutor, and/or to answer tutor-led questions to cover any outstanding assessment criteria.

### 3rd option

Another alternative is for learners to complete a valid centre devised multiple choice test paper covering all assessment criteria.

## Essential resources

### Textbooks

Health and Safety Executive (HSE) – *Essentials of Health and Safety at Work 2006* (HSE Books, 2006) ISBN 0717661792

Nash C – *Food Safety First Principles* (Chadwick House Group Ltd, 2006) ISBN 978-1904306467

Sprenger R – *The Foundation HACCP Handbook* (Highfield Publications, 2010) ISBN 978-1906404833

Sprenger C – *The Health and Safety Handbook: Level 2: A Text for Level 2 Health and Safety Courses* (Highfield Publications, 2008) ISBN 978-1906404796

**Websites**

<a href="http://www.cieh.org">www.cieh.org</a>	Chartered Institute of Environmental Health
<a href="http://www.food.gov.uk">www.food.gov.uk</a>	Food Standards Agency
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive
<a href="http://www.rosipa.com">www.rosipa.com</a>	The Royal Society for the Prevention of Accidents



## **Unit 2:                   The principles of food safety for manufacturing**

**Unit code:**                   K/502/0181  
**QCF Level:**                 BTEC Level 2  
**Credit value:**             1  
**Guided learning hours:** 9

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### **Unit aim**

This unit covers the basic principles of food hygiene for food operatives working in the food and drink manufacturing industry. It is valuable as a free standing qualification or as an addition for people following other training programmes. Holders of qualifications, including 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.

### **Unit introduction**

Employees in the food industry have legal and moral obligations and responsibilities to their customers and colleagues, to ensure food is handled, prepared and produced to the highest safety standards. Poor standards can lead to illness, injury and even death. Food safety is therefore important to everyone in the workplace. The focus of this unit is to ensure that learners understand the principles of food safety and food hygiene, and to be able to apply them in their own workplace.

This unit will develop and broaden learners' understanding and knowledge of food safety in food businesses with particular reference to individual responsibilities. Learners will identify the importance of food safety procedures, avoiding unsafe behaviours, safe food handling and the reporting of hazards. They will be taught the relevant legislation that applies to food safety, and they will be made aware of the responsibilities of staff for complying with current legislation.

Good personal hygiene is paramount for staff in the food industry, and learners will describe personal hygiene practices and their importance in reducing the risk of contamination. The unit also develops a clear understanding for the learner of ensuring hygienic and clean working areas. They will describe the correct cleaning equipment and methods to use, including use and storage of chemicals, safe waste disposal and pest control.

Learners will explore the importance of keeping products safe. They will look at the different risks to food safety and what must be avoided in the workplace to ensure consumer safety. The unit develops the learner's knowledge of safe food handling practices and procedures, looking at temperature controls, stock controls and dealing with food spoilage.

Guest speakers from relevant organisations can provide specific information on risk assessments, COSHH and pest control. Learners can also use their own experiences of food safety procedures in discussions and broaden their understanding.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes	Assessment criteria
<p>1 Understand how individuals can take personal responsibility for food safety</p>	<p>1.1 Outline the importance of food safety procedures, risk assessment, safe food handling, avoiding unsafe behaviour</p> <p>1.2 Describe how to report food safety hazards, infestations and food spoilage</p> <p>1.3 Outline the legal responsibilities of food operatives and food business operators</p>
<p>2 Understand the importance of keeping self clean and hygienic</p>	<p>2.1 Explain the importance of personal hygiene in food safety including their role in reducing the risk of contamination</p> <p>2.2 Describe effective personal hygiene practices, for example protective clothing, hand washing, personal illnesses, cuts and wounds</p>
<p>3 Understand how the working areas are kept clean and hygienic</p>	<p>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</p> <p>3.2 State the importance of safe waste disposal</p> <p>3.3 Outline the importance of pest control</p>

Learning outcomes	Assessment criteria
4 Understand the importance of keeping products safe	<p>4.1 State the risk to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards, vehicles of contamination</p> <p>4.2 State how contamination of food can cause illness or injury</p> <p>4.3 Describe safe food handling practices and procedures</p> <p>4.4 Explain the importance of temperature controls</p> <p>4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation</p> <p>4.6 Explain how to deal with food spoilage to include recognition, reporting and disposal</p>

## Unit content

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

*Food safety procedures:* procedures eg policies, practices, controls and documentation that ensure food is safe to eat; safeguarding food from anything that could harm the health of consumers; avoiding food poisoning, illness or injury; legislative requirements; monitoring critical control points; taking corrective action; customer confidence

*Risk assessment:* risk, ie the likelihood that a hazard occurring in food will cause harm; risk assessment, ie the process of identifying hazards, assessing risks and evaluating their significance; informs and assists decision-making processes; ensures procedures kept up to date; legislative requirement

*Safe food handling:* handling eg any operation in the production, preparation, processing, packaging, storage, transport distribution and sale of food; avoiding illness, injury to consumers; legislative requirements; individual responsibility eg personal hygiene, protective clothing, behaviour

*Avoiding unsafe behaviour:* touching nose, face, hair; coughing and sneezing over food; tasting food with fingers; blowing on glass and silver before polishing; failure to wash hands; eating and smoking in food areas

*Reporting:* eg food safety hazards, infestations (presence of insects, rodents, vermin), food spoilage (food going bad and producing a noticeable change in taste, smell and/or appearance) informing appropriate, authorised person(s) (supervisor/manager, head chef, foreman, appointed first aider); immediate response; follow organisation procedures and guidelines; keeping a log/record

*Legal responsibilities:* current relative codes of practice; responsibilities eg training; managing food safely; implement and maintaining hygiene procedures based on HACCP principles; accurate and auditable recording and documenting; due diligence; following regulations; registering with local authority

### 2 Understand the importance of keeping self clean and hygienic

*Personal hygiene practices:* clean and smart uniform; minimum jewellery, perfume, and cosmetics; protective clothing eg trousers, jackets, coats, shoes, headgear, gloves, overalls, goggles, face mask; hair tied back, clean and covered; hand washing eg during handling, preparing and cooking foods, after touching raw foods, after visiting toilet, after cleaning and disposing of waste; personal illness eg sickness, diarrhoea, ear, eye, nose discharge, report immediately to supervisor; cuts and wounds eg septic or not, reporting to a supervisor, covering with blue, waterproof plasters; avoiding unsafe behaviour eg chewing gum, eating, smoking, scratching, touching face

*Importance of personal hygiene:* legal requirement; highest standards required; first impressions; reduces risk of contamination, ie unwanted substance in a food and cross-contamination; bodies carry bacteria inside and outside including food poisoning bacteria



### 3 Understand how the working areas are kept clean and hygienic

*Work areas and equipment:* delivery areas; production and processing areas; preparation areas; cooking areas; serving areas; washing up areas; tools and utensils; chopping boards; knives; manual and electrical equipment; surfaces; cleaning equipment

*Cleanliness:* keeping areas and equipment free from bacteria; removing conditions for growth of bacteria; reducing bacteria to a safe level; preventing attraction of pests; enabling clean and safe food production; creating a safe working environment; complying with legislation

*Cleaning methods and chemicals:* methods eg wiping, scrubbing, scouring, brushing, sweeping; 'cleaning as you go' to prevent the build up of dirt/waste; time period eg daily, weekly, periodic, deep cleaning; pre-cleaning, washing, disinfecting, rinsing, drying; cleaning schedules and checklists for staff eg showing what, when, how, who, precautions, checking; detergents eg dissolving grease and removing dirt; disinfectant eg reducing bacteria to safe level, chemical or very hot water, use after detergent; sanitiser eg combining detergent and disinfectant, needs 'contact' time; following manufacturer's instructions and organisation procedures

*Storage of cleaning materials:* keeping away from food and food areas; keeping in labelled containers; not mixing up; using protective clothing eg goggles, gloves, face mask, overalls; keep in locked area

*Safe waste disposal:* promptly to avoid smells, pest infestation; hygienically eg wearing gloves, washing hands, situating self away from clean food, allowing thorough cleaning; appropriately eg emptying bins throughout the day, using foot-operated lids with plastic bin liners, keeping waste away from doors and windows; identifying and isolating unfit/out-of-date food; using outside bins/skips with lids

*Pests:* living creatures capable of directly or indirectly contaminating food eg insects, rodents, vermin, birds; carrying pathogenic bacteria; can contaminate with bacteria, disease, physical contamination (droppings, urine, feathers); can result in eg lost revenue and profits, damaged stock and waste, damage to building and equipment, spread of diseases, bad reputation, legal action

*Pest control:* protecting and maintaining food premises; checking for signs of infestation and report to managers and local authority; keeping food covered at all times; storing food off the floor; checking deliveries; storing food waste in bins with lids; maintaining a clean workplace; keeping doors and windows closed

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

*Risks to food safety:* contamination eg microbial (bacteria, moulds, viruses, parasites), chemical (pesticides used on fruit and vegetables, cleaning agents, pest control chemicals), physical (insects, glass, nails, metal, stones/pips), allergenic (nuts, milk, eggs); cross-contamination, ie the transfer of harmful bacteria by direct contact (including dripping of fluids onto food) or indirect contact eg via hands, clothing, cloths or other surfaces; spores, ie a resistant phase of bacteria which protects them against adverse conditions and can later germinate and multiply to unacceptable levels; toxins, ie poisons harmful to humans, produced by organisms that cause disease (pathogens); vehicles of contamination eg using same utensils, using chopping boards and surfaces for raw and cooked foods, handling raw and cooked foods without washing hands, dirty clothing or cloths, uncovered food

*Illness and injury:* bacteria multiplying and causing food poisoning symptoms eg diarrhoea, sickness, dizziness, stomach pains, death; physical conditions eg choking; chemical eg stomach upset; allergenic eg allergic reactions such as swelling of throat and mouth, breathing difficulties, death

*Safe food handling practices and procedures:* keeping fresh and cooked meat products separate; keeping finished products separate from other materials; having separate storage areas and utensils for the major food allergens; keeping cleaning materials away from food; procedures for waste disposal, contaminated or damaged products; washing hands at appropriate times; keeping good personal hygiene; correcting storage conditions; following instructions; keeping work areas clean; avoiding contamination and cross-contamination at all stages; correcting recordings and documentation

*Temperature controls:* taking necessary measures to keep food at a safe temperature or to destroy pathogenic micro-organisms; involves restricting time that high-risk foods are in danger zone eg temperature range; temperatures must be checked using a probe or read-out and recorded

*Stock control procedures:* delivery eg checking temperatures, freshness, quality, dates, packaging as soon as it arrives and rejecting if unacceptable; storage eg storing immediately using first in first out (FIFO) method, correcting temperatures, checking conditions, rotating stock; date marking eg use by date (when food is safe to eat), best before date (when food is in best condition to eat), shelf life (safe storage period); stock rotation eg using products with shortest shelf life at the front and longest shelf at back, checking dates, packaging, condition of food before use

*Food spoilage:* recognition eg when food goes bad, becomes unacceptable and produces a change in smell, appearance, colour or texture, flavour, fermentation, mould, slimy; reporting to head chef or manager or supplier; disposal of food immediately in plastic bag and removing from food areas or returning to the supplier

## Essential guidance for tutors

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### Delivery

This unit introduces learners to the importance of the basic principles of food safety in manufacturing varied approach is required to deliver. It is essential that learners gain an insight into the legal responsibilities of food operatives to ensure the safety of food. This can be achieved through lectures and presentations. Guest speakers, eg a Food Safety Officer, from local councils can be used to provide the specific information on food safety procedures, risk assessment and the reporting of food safety hazards.

It is vital that learners develop understanding of the importance of effective personal hygiene and workplace hygiene. DVDs and group discussions can be used to deliver information on the practices to follow in reducing the risk of contamination. Appropriate guest speakers from local councils and/or pest control companies can speak on cleaning, chemicals and pest control. These methods of delivery are more interesting for learners and they support classroom delivery.

Learners will explore safe food handling practices and procedures, with particular reference to reducing the risks of contamination and personal illness or injury. This exploration can be delivered through lectures and discussions. Learners must be aware of the importance of temperature controls, stock controls and dealing with food spoilage. Tutors can provide examples of scenarios for groups to discuss. This will help learners apply the knowledge they have gained in the classroom to the workplace.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to unit, content and programme of assignments.
Tutor lecture and group discussion on current legislation and legal responsibilities of food operatives and food business operators.
Visiting speakers on food safety procedures, risk assessment and reporting food safety hazards.
Group work to research and present findings on safe food handling and avoiding unsafe behaviour.
Observe and discuss DVDs on personal hygiene practices.
Tutor presentation and group discussion on keeping work areas and equipment clean and tidy, and safe methods of waste disposal.
Visiting speakers and demonstrations on cleaning methods, chemicals and pest control.
Tutor input using DVDs and discussion on safe food handling practices and procedures, risks to food safety and temperature controls.
Groups take part in case study/scenarios on stock control procedures, food spoilage, and illness or injury – discussion and feedback from peers.
Assignment based on: <ul style="list-style-type: none"> <li>• personal responsibility for food safety</li> <li>• the importance of personal hygiene</li> <li>• keeping work areas clean and hygienic</li> <li>• the importance of keeping products safe.</li> </ul>
Review of unit and programme of assignments.

## Assessment

The options below give amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. Please note that there are many ways to assess this unit. Any valid and robust centre devised method is acceptable.

### 1st option

For all four learning outcomes, learners can assume the role of a Food Production Operative who has been asked by the manager to produce a series of posters to be displayed in the workplace. The main purpose of the posters is to describe and explain to operatives their role and responsibilities in ensuring food safety. The posters should be based on the following.

- 1 Legal responsibilities of Food Production Operatives – to include food safety procedures, risk assessment and the process for reporting food safety hazards.
- 2 Personal hygiene – to include a description of how effective personal hygiene can reduce the risk of contamination.
- 3 Workplace hygiene – to include an explanation of how to keep the work area and equipment clean, with particular reference to waste disposal and pest control.
- 4 Food safety – to include a description of safe food handling practices and procedures and their role in reducing the risk of contamination, with particular reference to the importance of effective temperature and stock controls, and dealing with food spoilage.

### 2nd option

Working in groups, learners will discuss scenarios from the 1<sup>st</sup> option above to discuss and then present their findings to the tutor and their peers. They will produce the outline details of the posters for staff and state why these posters are needed in the workplace. Following on from the presentation, learners will need to describe verbally how to deal with unexpected situations in response to given scenarios by the tutor, and/or to answer tutor-led questions to cover any outstanding assessment criteria.

### 3rd option

Another alternative is for learners to complete a valid centre devised multiple choice test paper covering all assessment criteria.

## Essential resources

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<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive
<a href="http://www.rospa.com">www.rospa.com</a>	The Royal Society for the Prevention of Accidents

## Further information

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

## Useful publications

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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

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Ground Floor  
Providence House  
2 Innovation Close  
Heslington  
York  
YO10 5ZF

Telephone: 0845 644 0448  
Fax: 0845 644 0449  
Email: [info@improveltd.co.uk](mailto:info@improveltd.co.uk)  
Website: [www.improveltd.co.uk](http://www.improveltd.co.uk)

# Professional development and training

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

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

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

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

Our customer service numbers are:

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

Calls may be recorded for training purposes.

The training we provide:

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

Our training is underpinned by the 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 Food and Drink Manufacturing sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7				BTEC Level 7 Award, Certificate, Diploma in Management and Leadership BTEC Level 7 Extended Diploma in Management and Leadership	Level 7 Diploma in Management
6					
5			BTEC Level 5 Higher National Diploma in Management	BTEC Level 5 Award, Certificate, Diploma in Management and Leadership	Level 5 Diploma in Management (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
4			BTEC Level 4 Higher National Certificate in Management		Level 4 Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF)
3				BTEC Level 3 Award, Certificate in Management	Level 3 Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF) Level 3 Certificate and Diploma in Baking Industry Skills (QCF) Level 3 Certificate and Diploma in Meat and Poultry Industry Skills (QCF) Level 3 Proficiency in Food Manufacture (QCF): <ul style="list-style-type: none"> <li>• Management pathway</li> <li>• Technical pathway</li> <li>• Supply Chain pathway</li> </ul> Level 3 Certificate in Management (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2				<p>BTEC Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF)</p> <p>BTEC Level 2 Award, Certificate in Team Leading</p>	<p>Level 2 Award, Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF)</p> <p>Level 2 Award, Certificate and Diploma in Baking Industry Skills (QCF)</p> <p>Level 2 Award, Certificate and Diploma in Brewing Industry Skills (QCF)</p> <p>Level 2 Certificate and Diploma in Meat and Poultry Industry Skills (QCF)</p> <p>Level 2 Proficiency in Food Manufacture(QCF):</p> <ul style="list-style-type: none"> <li>• Control Operational Skills pathway</li> <li>• Retail Service pathway</li> <li>• Laboratory Skills pathway</li> <li>• Supply Chain pathway</li> </ul> <p>Level 2 Certificate in Team Leading (QCF)</p>
1					
Entry					



# Annexe B

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## Wider curriculum mapping

Edexcel BTEC Level 2 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

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

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

### Citizenship

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

### Environmental issues

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

### European developments

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

### Health and safety considerations

Health and safety is embedded within 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 of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.



## Annexe C

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### Mapping to Level 2 functional skills

Level 2		
English – Speaking and Listening	Unit 1	Unit 2
Make a range of contributions to discussions and make effective presentations	✓	✓
English – Writing		
Write texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	✓	✓

Level 2		
ICT – Develop	Unit 1	Unit 2
Enter, develop and refine information using appropriate software to meet requirements of a complex task	✓	✓
Combine and present information in ways that are fit for purpose and audience	✓	✓

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