

Pearson BTEC Level 2 Award in Food Safety for Logistics (QCF)

Specification

Pearson BTEC Specialist qualification

First teaching August 2014

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Purpose of this specification

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

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

1 Introducing Pearson BTEC Specialist qualifications

For more than 25 years, Pearson BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. Pearson BTECs also provide progression routes to the next stage of education or to employment.

What are Pearson BTEC Specialist qualifications?

Pearson BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some Pearson BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of Pearson BTEC Specialist 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 QCF has 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 every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

| Qualification title | Pearson BTEC Level 2 Award in Food Safety for Logistics (QCF) |
|-------------------------------|--|
| QCF Qualification Number (QN) | 601/1130/6 |
| Qualification framework | Qualifications and Credit Framework (QCF) |
| Regulation start date | 29/08/2013 |
| Operational start date | 01/08/2014 |
| Approved age ranges | 14-16 16-18 19+ |
| Credit value | 1 |
| Assessment | Pearson-devised assessment (onscreen testing) |
| Guided learning hours | 9 |
| Grading information | The qualification and unit are at pass grade. |
| Entry requirements | No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i>) |

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in the *Edexcel Information Manual*, available on our website: www.edexcel.com

Objective of the qualification

The Pearson BTEC Level 2 Award in Food Safety for Logistics (QCF) is for learners who work in, or want to work in, food handling within the logistics industry.

It gives learners the opportunity to:

- develop knowledge related to personal responsibilities with regards to food safety and of how to use delivery vehicles appropriately and how to keep the vehicle at the required hygiene standard
- learn about the requirements of legislation placed upon the food handler in the logistics industry
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a direct replacement for the EDI Level 2 Award in Food Safety for Logistics (QCF).

Progression opportunities

Learners who have achieved the Pearson BTEC Level 2 Award in Food Safety for Logistics (QCF) can progress to relevant level 3 qualifications and job roles within the sector.

Industry support and recognition

This qualification is supported by Skills for Logistics, the SSC for the UK's freight logistics industries.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in Food Safety. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

3 Qualification structure

Pearson BTEC Level 2 Award in Food Safety for Logistics (QCF)

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

| | |
|---|---|
| Minimum number of credits that must be achieved | 1 |
|---|---|

| Unit | Unit reference number | Mandatory units | Level | Credit | Guided learning hours |
|------|-----------------------|--|-------|--------|-----------------------|
| 1 | H/600/6578 | Principles of food safety in logistics | 2 | 1 | 9 |

4 Assessment

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

| Units | Assessment method |
|-----------|---|
| All units | Pearson-devised assessment: onscreen test |

Pearson-devised assessment (external assessment)

To pass an externally assessed unit, learners must pass an onscreen test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types is available on the webpage for this qualification.

5 Recognising prior learning and achievement

Recognition of Prior Learning

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

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

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

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

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Centre resource requirements

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

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

7 Centre recognition and approval centre recognition

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

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

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at www.edexcel.com.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

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

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

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

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

9 Programme delivery

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

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

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

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

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

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

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

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

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

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

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

11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at www.edexcel.com/Policies

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

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

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

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

Essential resources

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

Learning outcomes

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

Assessment criteria

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

Unit amplification

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

Information for tutors

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

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

Unit 1: Principles of food safety in logistics

Unit reference number: H/600/6578

QCF level: 2

Credit value: 1

Guided learning hours: 9

Unit aim

The Principles of Food Safety in Logistics is designed for those working in the logistics industry, the qualification gives an overall knowledge of food safety and the requirements of legislation placed upon the food handler.

The learner will, on completion of the unit, know and understand their personal responsibilities with regard to food safety; they will know the importance of personal hygiene and how to keep their personal hygiene to the required standard. The learner will have knowledge of how to keep the work area clean, and the equipment and materials required to keep the area at the appropriate standard.

The learner will have an understanding of how to use delivery vehicles appropriately and how to keep the vehicle at the required hygiene standard, and will also be aware of the requirements for documentation to support current food hygiene legislation.

The learner will be able to identify the different types of contamination. They will understand the need and how to keep products safe from contamination, such as, chemical contamination, physical contamination, microbial contamination and potent allergens.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

| Learning outcomes | Assessment criteria | Unit amplification |
|--|---|---|
| 1 Understand how individuals must take responsibility for food safety | 1.1 Outline the roles and responsibilities in an organisation's food safety procedures | <ul style="list-style-type: none"> <li data-bbox="491 174 699 1227">□ Knowledge of Food Standards Act 1990 (updated in 2006); The General Food Law Regulation 2004 ; Food Hygiene (England) Regulations 2006 and the activities it covers: selling and possessing with a view to sale; free supply in the course of a business; consigning and delivering; preparing; presentation and labelling; storing; transporting and importing and exporting food <li data-bbox="715 174 794 1227">□ Knowledge of workplace Food Safety Management Systems: Safer Food, Better Business, Cook Safe, Retail Safe, Safe Catering <li data-bbox="810 174 1018 1227">□ Compliance with workplace food safety policy and procedures; risk assessment; safe food handling; safe systems of work; use of PPE; training; being vigilant for possible hazards; allocating and supervising food safety responsibilities; procedures to meet control points; monitoring and reporting; temperature control; cleaning; due diligence; Hazard Analysis and Critical Control Points (HACCP) <li data-bbox="1034 174 1160 1227">□ Maintain standards of personal hygiene; use the correct protective clothing; employ hygiene standards to maintain the quality and condition of food and the storage facilities; handle food and equipment using the correct methods; dispose of waste correctly |

| Learning outcomes | Assessment criteria | Unit amplification |
|-------------------|--|--|
| | <p>1.2 Describe how to report and record food safety hazards and illnesses</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Reporting hazards: Who to report to; Internal reporting; reporting to regulatory authorities <input type="checkbox"/> Recording hazards use of correct paperwork: hygiene audit, hygiene audit action plan; cleaning schedule; customer complaint record; delivery record; training record; pest control monitoring sheet; timeliness <input type="checkbox"/> Reporting accidents using an accident form <input type="checkbox"/> The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations <input type="checkbox"/> Report incidents using a FSA incident report form; include details of person reporting the incident; details of the incident; products affected |

| Learning outcomes | Assessment criteria | Unit amplification |
|-------------------|---|--|
| | <p>1.3 Outline the legal responsibilities of drivers and warehouse staff with regard to keeping food safe</p> | <ul style="list-style-type: none"> □ Use of Personal Protective Equipment (PPE): overall to cover outdoor clothes; cover for hair; gloves where touching food; safety shoes □ Maintaining personal hygiene for the safe handling of food wash hands regularly; wear clean waterproof dressings; wear clean, and where appropriate, protective clothing; keep fingernails short and clean and remove all nail polish; do not wear jewellery other than a plain wedding ring; do not wear strong smelling perfumes or aftershaves □ Undertaking training; induction; refresher training; covering food hygiene matters, the application of HACCP principles: Identify the potential food hazards in a food business that must be prevented, eliminated or reduced to acceptable levels. A food hazard may be: Biological, Physical, or Chemical; Identify the critical control points (CCP) at the process step(s) where control is critical to ensure food safety; by preventing, eliminating or reducing the hazard to an acceptable level; Establish critical limits; targets set at each critical control point which guarantees to eliminate or reduce the hazard to a safe level; Establish and implement effective monitoring procedures at CCPs; Establish corrective actions when monitoring indicates that a CCP is not under control; Establish procedures to verify that the measures outlined above are working effectively; Establish documents and records commensurate with the nature and size of the food business to demonstrate the effective application of the measures outlined above; applies to all staff that handle food; using 'National Occupational Standards' (NOS) as a guide □ Carrying out temperature control and checks, required frequency of testing must be identified as part of HACCP system; cold temperature monitoring at the start of the working day and at one other point of the day; setting maximum holding limits for hot food; must keep appropriate records |

| Learning outcomes | Assessment criteria | Unit amplification |
|-------------------|---------------------|---|
| | | <ul style="list-style-type: none"> <li data-bbox="279 1456 383 2094">□ Reporting illness and notifying of diseases; compliance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) <li data-bbox="399 1456 470 2094">□ Reporting hazards: Who to report to; Internal reporting; reporting to regulatory authorities <li data-bbox="486 1456 550 2094">□ Responsibility to follow procedures to maintain health and safety of self and others |

| Learning outcomes | Assessment criteria | Unit amplification |
|--|---|--|
| 2 Understand how to keep him/herself clean and hygienic | 2.1 Explain the importance of personal hygiene in contributing to overall food safety | <ul style="list-style-type: none"> □ Importance of personal hygiene: food borne illnesses are often caused by bacteria or other microorganisms spread by people who handle food; to prevent contamination and cross-contamination; risks to customers and staff of food poisoning; for certain groups, seniors, young children, pregnant women, and the immune-compromised, food borne illnesses can be fatal; breach of legislation; prosecution; damage to reputation □ How lapses in personal hygiene can cause contamination; directly through bacteria transferred from the body, skin, mouth, hands or hair to the product; indirectly via personal equipment; clothing, footwear, utensils and other tools used at work |
| | 2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds and avoiding unsafe behaviour | <ul style="list-style-type: none"> □ How to maintain personal hygiene in the workplace; wearing of Personal Protective Equipment (PPE): overall to cover outdoor clothes; cover for hair; gloves where touching food; safety shoes; washing hands correctly following Health Protection Agency (HPA) hand washing technique; <ol style="list-style-type: none"> 1. Palm to palm 2. Right palm over left dorsum and left palm over right dorsum 3. Palm to palm fingers interlaced 4. Backs of fingers to opposing palms with fingers interlocked 5. Rotational rubbing of right thumb clasped in left and vice versa 6. Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa □ Unsafe behaviour: dirty clothing; not wearing excessive make-up, perfume or aftershave; reporting personal illnesses; covering cuts and wounds; complying with workplace policy and procedures □ Reporting certain illnesses |

| Learning outcomes | Assessment criteria | Unit amplification |
|-------------------|---|---|
| 3 | <p>Understand how to keep storage areas and vehicles clean</p> <p>3.1 Explain how to keep storage areas and vehicles clean and tidy through the effective use of cleaning methods and equipment</p> <p>3.2 State how to use and store chemicals safely to avoid contamination</p> <p>3.3 Outline the importance of pest control</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Methods of cleaning; disinfection; sanitisation and sterilisation; what cleaning materials are used for; difference between cleaning and disinfecting <input type="checkbox"/> Procedures for cleaning and inspection of storage area and vehicles: use of a cleaning schedule; requirement to 'clean as you go'; separation of equipment; colour coding of cleaning materials; frequency; regular inspection; keeping cleaning records and records of inspection <input type="checkbox"/> Using checklists to check for cleanliness <input type="checkbox"/> Safe disposal of any food and food waste <input type="checkbox"/> Following manufacturer's instructions and organisation procedures <input type="checkbox"/> Following manufacturer's instructions and organisation procedures <input type="checkbox"/> Storing chemicals separate from food and food areas in a locked area <input type="checkbox"/> Keeping in labelled containers <input type="checkbox"/> Not mixing cleaning materials together <input type="checkbox"/> Wearing protective clothing <input type="checkbox"/> Comply with COSHH regulations and requirements <input type="checkbox"/> Importance of pest control; control the spread of disease; prevent damage to property; prevent contamination of work surfaces and foodstuffs; prevent poor public opinion; loss of reputation; prosecution and closure; poor staff relations |

| Learning outcomes | Assessment criteria | Unit amplification |
|-------------------|---|---|
| 4 | <p>Understand how to keep food safe</p> <p>4.1 State the risks to food and food packaging in transit, storage and at delivery from microbial, chemical, physical and allergenic hazards</p> | <ul style="list-style-type: none"> □ Microbiological hazards from cross-contamination; from leaking food products; from nearby quarantined damaged goods; poor storage and temperature control; poor hygiene and work practices □ Chemical hazard from cross-contamination; from cleaning and pest control chemicals leakage; poor storage; poor hygiene and work practices □ Physical hazards from cross-contamination of food; from dirt, metals, pests, packaging; poor storage; poor hygiene and work practices □ Allergenic hazards from cereals containing gluten, crustaceans, molluscs, eggs, fish, peanuts, nuts, soybeans, milk, celery, mustard, sesame, lupin and sulphur dioxide at levels above 10mg/kg, or 10 mg/litre, expressed as SO₂. from cross-contamination; from not washing cleaning equipment properly; poor storage; poor hygiene and work practices □ Risks in transit; carrying mixed loads that need to be stored at different temperature; contamination from rubbish and waste; poor personal hygiene; damaged packaging; from time taken to transport food □ Risks during storage; cross-contamination from storing raw with cooked; lack of stock control procedures; keeping out-of-date products; inadequate storage facilities □ Risk at delivery; exceeding maximum out of refrigeration time; exposed to microbiological, chemical or physical hazards; poor personal hygiene |

| Learning outcomes | Assessment criteria | Unit amplification |
|-------------------|---|---|
| | <p>4.2 Describe food safety procedures for delivery, storage, date marking and stock rotation</p> | <ul style="list-style-type: none"> □ Organisation procedures in place to ensure compliance with legislation □ Delivery: incoming food should not be accepted if its packaging is seriously damaged; incoming food must not be accepted if its 'use by' date has expired; consider rejecting stock beyond its 'best before' date; Checking of deliveries for infestation, damage, temperature, spoilage □ Storage and date marking: dried food should be stored in large waterproof containers and should not be topped up; keep food that can cause allergic reaction separate from other foods; separating raw and cooked foods □ Stock rotation: rotated on a first-in-first-out basis and damaged stock removed from the main storage area □ Following legal procedures for maintaining correct temperatures; identifying date markings and dealing with short dated stock; high-risk food at 5 °C or below and above 60 °C |
| | <p>4.3 Explain the importance of food and environmental temperature controls</p> | <ul style="list-style-type: none"> □ Importance of temperature control; ensures that food is being kept at the correct temperature to prevent damage, deterioration or contamination; minimise the risk of bacterial growth; prevent deterioration of food; compliance with legislation; minimise risk of food poisoning or food borne disease; prevents wastage and the monetary cost of wastage |
| | <p>4.4 State why accurate records should be kept of food that is delivered or returned</p> | <ul style="list-style-type: none"> □ Examples of records; temperature logs; formulation sheets; equipment maintenance checklists; pest control records; HACCP □ Due diligence; to determine whether the food operation conforms to legal requirements □ Accurate records assist organisations in verifying that controls are in place and are being maintained □ Importance of accuracy, traceability, stock records to show due diligence |

| Learning outcomes | Assessment criteria | Unit amplification |
|-------------------|---|---|
| | 4.5 State the reasons why food may be returned | <ul style="list-style-type: none"> <input type="checkbox"/> Food not delivered in a suitable vehicle <input type="checkbox"/> Packaging damaged or unclean <input type="checkbox"/> Evidence of pest infestation <input type="checkbox"/> Food has visible defects <input type="checkbox"/> Food is not at the correct temperature <input type="checkbox"/> Incorrect labelling <input type="checkbox"/> Food is out of date |
| | 4.6 State the controls to needed to maintain food safety in the event of controls not being met | <ul style="list-style-type: none"> <input type="checkbox"/> Identifying unsafe or unsalable food <input type="checkbox"/> Taking corrective action including specify the action to be taken, the person responsible for taking the action and who should be notified <input type="checkbox"/> Recording and reporting the incident <input type="checkbox"/> Ensure Hazard Analysis and Critical Control Points (HACCP) is put in place |

| Learning outcomes | Assessment criteria | Unit amplification |
|-------------------|--|---|
| | <p>4.7 State the corrective actions that are required to reduce the risk of food contamination when controls are not met</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Deal promptly with situations where indicators of potential food safety hazards occur <input type="checkbox"/> Report potential risk promptly <input type="checkbox"/> Complete a hazard analysis <input type="checkbox"/> Identify preventive measures controls <input type="checkbox"/> Take appropriate corrective action for the food at risk: disposal; return to supplier; further cooking or reheating a product if it is safe to do so; isolating and holding product for safety evaluation <input type="checkbox"/> Take appropriate corrective action to prevent the incident reoccurring: review supplier; review staff training; determine and correct the cause of non-compliance <input type="checkbox"/> Food contamination risks: cross-contamination; damaged packaging; exposure to bacteria, chemicals and heat; unsafe surfaces; poor personal hygiene; poor practice in storing food; lack of monitoring; non-compliance with workplace policy and procedures |

Delivery

Learning outcome 1

Where possible the delivery of this outcome should take into account the learner's own workplace and their responsibilities regarding food safety. They should be encouraged to draw on their own experiences and to identify the different aspects of their job that are related to food safety. It is important in the early stages of delivery that the learner is made aware of main food safety risks and the means of controlling them.

Learners should review the reporting and recording procedures and documentation in their own workplace and examine, through research on the internet, the exact nature of information that needs to be reported and recorded and the reasons for doing so.

Learners should be encouraged to investigate current legislation and industry standards on the internet and to identify any areas of practice which they could improve. The use of case study identifying lapses in food safety and the consequence of these lapses might be an effective way to drive home the importance of complying with legislation.

Learning outcome 2

For learning outcome 2 learners should review the personal hygiene guidance of their own place of work, considering their own compliance with it, its thoroughness and how effectively it is communicated and monitored at the present time. They should be able to explain how the guidance contributes to overall food safety and, if appropriate, make suggestions for improvement.

They could design a checklist to identify effective personal hygiene practices. The use of case study would be useful in confirming the importance of effective personal hygiene practices.

Learning outcome 3

Learners should explain how they keep their own storage areas and vehicles clean and tidy through the effective use of cleaning methods and equipment. They could design a checklist which could be used to audit their own performance. They should compare their own workplace policies and procedures with industry standards, allowing them to assess compliance and effectiveness and to make recommendations for improvement.

With regard to the use and storage of chemicals learners could revisit their COSHH training and review its effectiveness. They should be made aware of the different types of contamination and they should be able to explain how it can be avoided. They could design a chart or poster outlining how contamination can be avoided.

Learners should investigate the different kinds of pests and the risks they present. They could review their own organisation's practice in preventing pests and dealing with infestation and compare these to industry standards. A visit from a Pest Control organisation might be useful in emphasising the importance of pest control.

Learning outcome 4

Learners should investigate the risks to food and food packaging in transit, storage and at delivery in their own workplace. They could review the risk assessment for this area of work. They should be made aware of the different types of risk from microbial, chemical, physical and allergenic hazards. They could produce a table outlining types of risks and how they should be prevented.

They could review their organisation's procedures for the delivery, storage, date marking and stock rotation of food against industry standards. They should be confident that they comply with these procedures.

Learners should investigate the risks around transporting, delivering and storing foods at an incorrect temperature. They should audit their own compliance within this area of work and make suggestions for improvement if needed.

They should be given access to delivery and returned food records and the information on these records should be discussed to confirm their understanding of the importance of accuracy. Learners should be given the opportunity to accept deliveries if this is not already part of their job role, comparing the food being delivered to food specifications.

Learners could investigate lapses in food safety on the internet and in their own workplace, giving them an opportunity to identify the controls needed to maintain food safety in the event of controls not being met and to explain the corrective actions that are required to reduce the risk of food contamination when controls are not met.

The types of food being delivered and stored vary considerably therefore it would be useful for candidates to gain some insight into the different type of food safety operations other than their own.

Assessment

The assessment for this qualification is through externally set and externally marked multiple-choice tests.

Each unit will be tested independently through a Multiple Choice Paper containing 20 questions. Learners should attempt all of the questions. The multiple-choice test is graded as Pass or Fail.

The time allowance for each test is 40 minutes

The best preparation for learners taking the tests is to ensure that all of the elements in the Specification and the related learning outcomes have been covered in your teaching and training programme. In this way learners will be appropriately prepared for the test and will have covered all of the underpinning knowledge and understanding that will be needed for progression into employment or to other qualifications.

Suggested resources

Websites

www.food.gov.uk This is the official government website for the Food Standards Agency, with food and food-related issues including food safety and hygiene. It is packed full of information and is always up to date.

www.foodlogistics.com Warehousing and transportation solutions for the food and beverage supply chain

13 Further information and useful publications

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

- Pearson Edexcel: **www.edexcel.com/contactus**
- Pearson BTEC: **www.btec.co.uk/contactus**
- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available include:

- *Pearson Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*
- *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*
- *Recognition of Prior Learning Policy and Process*
- *Quality Assurance Handbook* (updated annually)

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

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

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

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

14 Professional development and training

Pearson supports UK and international customers with training related to Pearson 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 learner-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 is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

Your Pearson BTEC support team

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

- **Subject Advisors:** find out more about our subject advisor team - immediate, reliable support from a fellow subject expert via the 'contact us' page of the website.
- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualification in Food Safety for Logistics against the underpinning knowledge of the National Occupational Standards in Food Safety. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

| Pearson BTEC Specialist units | | Unit 1 |
|-------------------------------|--|--------|
| NOS | | |
| SFLFSLE152 | Maintain personal hygiene for food safety in a logistics environment | # |
| SFLFSLE154 | Maintain food safety during transport | # |
| SFLFSLE158 | Clean vehicle interior to maintain food safety | # |
| SFLFSLE159 | Maintain food safety during delivery | # |
| SFLFSLE155 | Apply and monitor food safety management procedures | # |
| SFLFSLE157 | Maintain food safety storage during loading and unloading | # |



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