

# **Pearson BTEC Level 2 Award in Practical Food Safety in Catering (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?

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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 Practical Food Safety in Catering (QCF)
QCF Qualification Number (QN)	601/1145/8
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	4
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	40
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i> )

## **QCF qualification number and qualification title**

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

## **Objective of the qualification**

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The Pearson BTEC Level 2 Award in Practical Food Safety in Catering (QCF) is for learners who work in, or want to work in, a food environment.

It gives learners the opportunity to:

- develop knowledge of basic food safety practices
- learn about the importance of food safety and food safety procedures and their responsibility for food safety within the workplace. Learners will also become aware of the risks inherent in their own food handling activities and raise their awareness of how food safety risks can be eliminated so that food is not contaminated.
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

## **Relationship with previous qualifications**

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

## **Progression opportunities through Pearson qualifications**

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Learners who have achieved the Pearson BTEC Level 2 Award in Practical Food Safety in Catering (QCF) can progress to the Pearson BTEC Level 3 Award in Practical Food Safety Supervision for Catering (QCF), other related qualifications in the Hospitality and Catering sector or relevant job roles.

## **Industry support and recognition**

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

## **Relationship with National Occupational Standards**

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

### 3 Qualification structure

#### Pearson BTEC Level 2 Award in Practical Food Safety in Catering (QCF)

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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	4
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/600/1009	The Principles of Practical Food Safety for Catering	2	4	40

## 4 Assessment

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

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

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

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

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

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

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

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

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

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

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

### Credit transfer

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

### **Approvals agreement**

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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 a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

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

## 9 Programme delivery

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

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

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

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

## 10 Access and recruitment

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

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

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

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

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

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

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

## 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. 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](http://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.



## 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 can take personal responsibility for food safety	1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour	<ul style="list-style-type: none"> <li data-bbox="491 172 603 1227">□ Food safety procedures: follow regulations, ensure safe and hygienic operations, reduce the risks of food borne illnesses, maintain standards of products, maintain business reputation</li> <li data-bbox="619 172 730 1227">□ Risk assessment: reporting safety hazards to supervisor or line manager, unhygienic tools or defective equipment, accidents; hazards, trips, slips, other problems</li> <li data-bbox="746 172 858 1227">□ Safe food handling: following policies and procedures, reduce the risk of cross contamination, food poisoning, accidents, using correct equipment, following good hygiene practices, safe preparation and cooking – apply correct cooking temperatures and cooking times to different foods, applying correct storage procedures to different food types</li> <li data-bbox="874 172 986 1227">□ Personal behaviour: complying with own work policies and procedures on a consistent basis including; correct wearing of personal protective equipment, hand washing, personal presentation, reporting illness, reporting of injuries, diseases and dangerous occurrences regulations (RIDDER)</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
1.2	Describe how to report food safety hazards	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comply with own work policies and procedures on a consistent basis</li> <li><input type="checkbox"/> Hazard Analysis Critical Control Points (HACCP)</li> <li><input type="checkbox"/> Identification of spoiled food, visual appearance, smell, taste, colour, texture, temperature, foreign bodies</li> <li><input type="checkbox"/> Reporting of concerns to supervisor/managers</li> <li><input type="checkbox"/> Use where appropriate, of correct documentation</li> <li><input type="checkbox"/> Correct disposal according to policies and procedures, return to supplier, inform Environmental Health Officer (EHO)</li> </ul>
1.3	Outline the legal responsibilities of food handlers and food business operators	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge of relevant and current food safety legislation</li> <li><input type="checkbox"/> The Food Hygiene (England) Regulations 2006</li> <li><input type="checkbox"/> Food Safety Act 1990</li> <li><input type="checkbox"/> Health and Safety</li> <li><input type="checkbox"/> Reporting of injuries, diseases and dangerous occurrences regulations 1995 (RIDDOR)</li> <li><input type="checkbox"/> Duty of care</li> <li><input type="checkbox"/> Social responsibility</li> <li><input type="checkbox"/> Drawbacks for non-compliance; e.g. prosecution, fines, imprisonment, negative publicity, damage to business reputation</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
2	<p>2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination</p> <p>2.2 Demonstrate effective personal hygiene practices, for example use of protective clothing, hand washing, dealing with personal illnesses, cuts and wounds</p>	<ul style="list-style-type: none"> <li>□ Importance of personal hygiene; reduce spread of germs and bacteria; prevent cross contamination; reduce the risks of food poisoning; ensure that food is safe to consume; reduce the likelihood of personal illness; maintain business reputation</li> <li>□ Comply with own work hygiene policies and procedures on a consistent basis</li> <li>□ Wear appropriate clean and well serviced uniform or personal protective equipment (PPE); appropriate footwear, no jewellery or watches</li> <li>□ Cover for hair; tie hair back; short finger nails; no nail varnish; discreet use of make-up, perfume or aftershave; cover cuts and wounds; wash hands correctly following Health Protection Agency (HPA) hand washing technique;             <ol style="list-style-type: none"> <li>1. Palm to palm</li> <li>2. Right palm over left dorsum and left palm over right dorsum</li> <li>3. Palm to palm fingers interlaced</li> <li>4. Backs of fingers to opposing palms with fingers interlocked</li> <li>5. Rotational rubbing of right thumb clasped in left and vice versa</li> <li>6. Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa</li> </ol> </li> <li>□ Wash hands using appropriate soaps and/or bacterial hand-wash; use appropriate hand-wash basin before and during the handling of food</li> <li>□ Report personal illnesses to supervisor and/or manager prior to coming on duty</li> <li>□ Avoid coughing or sneezing over food; cover cuts, wounds, burns with appropriate dressings</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
3 Understand the importance of keeping the work areas clean and hygienic	3.1 Demonstrate how to keep the work area and equipment clean and tidy to include waste disposal and methods of cleaning and disinfection	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comply with own work policies and procedures on a consistent basis</li> <li><input type="checkbox"/> Cleaning schedule: as required, daily, weekly, monthly</li> <li><input type="checkbox"/> Work surfaces: porous and non-porous</li> <li><input type="checkbox"/> Equipment; knives; cutting boards; electrical equipment</li> <li><input type="checkbox"/> Waste disposal; food; liquids; glass and sharps; other items; method of disposal</li> <li><input type="checkbox"/> Cleaning and disinfection of work areas, storage areas, delivery areas and waste storage areas</li> </ul>
	3.2 Describe the safe use and storage of cleaning chemicals and materials	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comply with own work policies and procedures on a consistent basis</li> <li><input type="checkbox"/> Follow manufacturer's instructions and organisation procedures; use correct organisational cleaning procedures</li> <li><input type="checkbox"/> Keep in labelled containers; not mixing cleaning materials together</li> <li><input type="checkbox"/> Use correct cleaning chemicals and materials (wash, wipe, sanitise, sterilise)</li> <li><input type="checkbox"/> Check for cleanliness and good hygiene</li> <li><input type="checkbox"/> Check for safety</li> <li><input type="checkbox"/> Correct storage of hazardous substances (oven cleaner, bleach); store chemicals separately from food and food areas</li> <li><input type="checkbox"/> Wearing protective clothing</li> <li><input type="checkbox"/> Control of Substances Hazardous to Health Regulations 2002 (COSHH)</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	<p>3.3 State the appropriate workflow, work surfaces and equipment used to reduce contamination risks and aid cleaning</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reduce contamination risks; minimise bacterial spread; minimise viral spread</li> <li><input type="checkbox"/> Work flow: linier, cyclical</li> <li><input type="checkbox"/> Work surfaces: porous, non-porous</li> <li><input type="checkbox"/> Mechanical equipment</li> <li><input type="checkbox"/> Steam cleaning</li> <li><input type="checkbox"/> Hand-held cleaning equipment including mops, brooms, scrubbers, cloths</li> </ul>
	<p>3.4 Outline the importance of pest control</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Importance of pest control</li> <li><input type="checkbox"/> Prevent contamination of foodstuffs and work surfaces by birds, insects, flies, rodents e.g. mice, rats; prevent food spoilage by birds, insects, flies, rodents; prevent damage to property</li> <li><input type="checkbox"/> Control the spread of disease</li> <li><input type="checkbox"/> Prevent poor public opinion, loss of reputation, prosecution and closure, poor staff relations</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
4	<p>4.1 Understand the importance of keeping food safe</p> <p>State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards</p> <p>4.2 Explain how to deal with food spoilage including recognition, reporting and disposal</p> <p>4.3 Describe procedures for storing, cooking, chilling, reheating, holding, and transporting food</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Microbial: harmful bacteria, mould or foreign bodies present in or on food during purchase and delivery</li> <li><input type="checkbox"/> Bacterial growth or further contamination by micro-organisms, chemicals during food storage and preparation stage and further storage after cooking</li> <li><input type="checkbox"/> Survival of harmful bacteria during cooking and serving of food</li> <li><input type="checkbox"/> Toxic chemicals getting into the food e.g. cleaning chemicals</li> <li><input type="checkbox"/> Dangerous items getting into the food e.g. glass shards, packaging, equipment and machinery components</li> <li><input type="checkbox"/> Allergenic hazards e.g. nuts, shellfish, gluten, preservatives, additives</li> <li><input type="checkbox"/> Identification of spoiled food; visual appearance; smell; taste; colour; texture; temperature</li> <li><input type="checkbox"/> Reporting of concerns to supervisor and/or manager</li> <li><input type="checkbox"/> Correct disposal according to policies and procedures; return to supplier; inform Environmental Health Officer (EHO)</li> <li><input type="checkbox"/> Temperature controls for correct food storage</li> <li><input type="checkbox"/> Hot food: legal temperature plus 63C or above</li> <li><input type="checkbox"/> Chilled food: legal temperature plus 8C or below</li> <li><input type="checkbox"/> Cold and frozen foods: legal temperature minus 18C or below</li> <li><input type="checkbox"/> Correct procedures for cooking, chilling, defrosting, reheating, holding food</li> <li><input type="checkbox"/> Correct procedures for transporting hot, chilled, frozen foods; minimise transport times; apply correct holding temperatures; keep different types of food separate; appropriate wrapping, containers, covers</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
4.4	Demonstrate safe preparation and serving practices	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comply with own work policies and procedures on a consistent basis; preparation of food; cleaning of food preparation areas after use; serving of food (hot, chilled, frozen); use of gloves; appropriate tools and equipment; clean containers; clean crockery and cutlery</li> <li><input type="checkbox"/> Cleaning of food service areas after use</li> <li><input type="checkbox"/> Correct storage of foods for future use</li> <li><input type="checkbox"/> Correct disposal of food waste</li> </ul>
4.5	Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compliance with legislation</li> <li><input type="checkbox"/> Prevention of cross contamination by bacteria, food poisoning organisms</li> <li><input type="checkbox"/> Minimise the incidence of food poisoning in consumers</li> <li><input type="checkbox"/> Maintain safe standards</li> <li><input type="checkbox"/> Maintain organisation's reputation</li> </ul>
4.6	Demonstrate temperature monitoring procedures	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comply with own work policies and procedures on a consistent basis; appropriately and accurately demonstrate the use of temperature probes to check the temperature of hot and chilled foods on serving displays, hot plates or counters on a number of different occasions</li> <li><input type="checkbox"/> Correctly record the temperature of foods monitored using appropriate documentation</li> </ul>
4.7	Describe appropriate stock control procedures including deliveries, storage, date marking and stock rotation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Stock control: deliveries (checking quantity and quality, check against order and delivery note)</li> <li><input type="checkbox"/> Correct storage of items (refrigerated food, frozen food, dry food); date marking, use by dates, stock rotation, correct wrapping of foods, use of appropriate containers</li> </ul>

## Information for tutors

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### Delivery

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

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

Learning outcome 1 requires learners to know how they can take personal responsibility for certain aspects of food safety when they are at work. They need to have a basic introduction on how to follow appropriate work related procedures to minimise the risks of contaminating food, how to report safety hazards and risks to their supervisors or line managers including personal accidents as well as identifying defective tools and equipment. Learners will need to be given the basic guidelines that are considered good practice for the catering industry, including rules for personal behaviour whilst at work. Learners also need to understand that they have certain legal responsibilities when handling food for the public. They need to know the laws that apply to catering businesses and how they affect their job role and the business/catering operation that they are employed in.

Learning outcome 2 expects learners to be able to explain the importance of how good personal hygiene can contribute to the safe preparation, cooking and servicing of food. They will also need to demonstrate on a consistent basis when they are at work, compliance with appropriate procedures and policies demonstrating how they maintain good personal hygiene. This will include the correct wearing of any appropriate uniform and appropriate footwear, compliance with personal presentation standards and appropriate reporting of personal illnesses to their supervisor/manager that may prohibit them from working.

Learning outcome 3 requires learners to show an understanding of how a catering workplace providing food maintains good cleanliness that reduces the risks of contaminating and serving dangerous food. They need to understand the need for basic cleaning schedules and how they should be implemented and achieved in appropriate timescales using the necessary cleaning agents and chemicals. This will include tools and equipment as well as the work areas. Learners will also need to be instructed on the safe storage of cleaning materials and chemicals in a food area so that food is not accidentally contaminated or that staff are injured by incorrect storage, use or lack of appropriate safety procedures. They will also need to know how to dispose safely of foodstuffs both raw and cooked that are no longer fit to use or required. Learners will also need to be instructed on the importance and benefits of good well designed work areas and equipment that contributes to an effective working environment that in turn can reduce the risks of food contamination by poor working practices. Pests and vermin can cause difficult issues for a catering business if not properly controlled or managed. Learners need to be instructed on how businesses can reduce risks of vermin egress and what compliance is required by the environment health authorities to prevent food spoilage and contamination. Much of this learning outcome can be related or mapped against actual work practice.

Learning outcome 4 requires learners to understand the importance of keeping food safe. They should be instructed on the legal temperatures for holding and storing, hot and cold foods and the possible consequences when these temperature regimes are breached. Learners are also required to demonstrate the correct use of food temperature probes correctly logging on appropriate documentation the temperature of raw, cooked, hot and cold foods ready for serving and eating. They should also know business related procedures for dealing with foods that do not comply with the temperature requirements. This should be done on a number of different occasions, preferably in different situations, for example, a kitchen and a food service hotplate. Learners should also be instructed on how to recognise foodstuffs that are possibly unsafe to use or consume and how these items must be correctly dealt with. They must also demonstrate safe preparation, stock control and service practices implementing correct practices and procedures on all occasions showing an understanding of why these requirements are needed. Learners will also need to explain the importance of correct temperature regimes when applied to food for public consumption. Learners will be required to describe appropriate stock control for refrigerated, frozen and dry food highlighting how a catering business can ensure food is not used after its intended storage times or contaminated due to poor or inappropriate storage methods.

It is recommended that the learning outcomes are delivered in sequential order, from learning outcome 1 to learning outcome 4.

The content of this unit will directly relate and be relevant to any food preparation or food service unit that learners may be studying.

## **Assessment**

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

Learners must meet all assessment criteria to pass the unit.

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

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

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

## Suggested resources

### Textbooks

Stephen Batten et al, *Hospitality – BTEC Level 2 (2<sup>nd</sup> edition)* Pearson Education Limited, 2011 ISBN 978 0 435026 59 2

### Journals and/or magazines

*Caterer and Hotelkeeper* (Reed Business Information)

### Other

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

### Websites

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

## 13 Further information and useful publications

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

- Pearson Edexcel: **[www.edexcel.com/contactus](http://www.edexcel.com/contactus)**
- Pearson BTEC: **[www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)**
- Pearson Work Based Learning: **[www.pearsonwbl.com/contactus](http://www.pearsonwbl.com/contactus)**
- Books, software and online resources for UK schools and colleges: **[www.pearsonschools.co.uk/contactus](http://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](http://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](http://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](http://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](http://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](http://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 Practical Food Safety in Catering against the underpinning knowledge of the National Occupational Standards in Hospitality – Generics; Food Production & Cooking; Hospitality – Professional Cookery. Centres can use this mapping when planning holistic delivery and assessment activities.

### KEY

- # indicates partial coverage of knowledge in the NOS unit
- A blank space indicates no coverage of the knowledge

Pearson BTEC Specialist units		Unit 1
NOS		#
PPL2GEN309	Maintain food safety when storing, preparing and cooking food	



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