

National Unit Specification: general information

UNIT	Food Hygiene: An Introduction (Intermediate 1)
NUMBER	D261 10
COURSE	Health and Food Technology (Intermediate 1)

SUMMARY

This unit enables candidates to develop basic understanding and competence in hygienic food handling practice.

OUTCOMES

- 1 Identify the dangers and effects of contamination of food.
- 2 Recognise unhygienic food-handling practices which can lead to food poisoning.
- 3 Plan and carry out a practical activity to demonstrate hygienic food-handling practices for a given situation.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- Standard Grade Home Economics at Foundation level
- access 3 units in Home Economics
- access 3 units or Standard Grade at Foundation level in a relevant subject

The unit is also suitable for 'new starts' and adult returners with appropriate prior experience.

Administrative Information

Superclass:	NH
Publication date:	November 1999
Source:	Scottish Qualifications Authority
Version:	03

© Scottish Qualifications Authority 1999

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: statement of standards

UNIT Food Hygiene: An Introduction (Intermediate 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Identify the dangers and effects of contamination of food.

Performance criteria

- (a) Identify the major groups of contaminants.
- (b) Distinguish between food poisoning and food spoilage.
- (c) Describe the dangers and effects of food contamination.
- (d) Identify how contamination with food poisoning bacteria occurs.
- (e) Describe the conditions which will allow multiplication of bacteria.

Note on range for the outcome

- (a) Range of contaminants: food spoilage organisms; chemicals; foreign bodies
- (c) Range of dangers/effects: food poisoning symptoms; effect on vulnerable groups; social effects; injury due to ingestion of foreign bodies; wastage of food
- (e) Range of conditions: time; temperature; food; moisture

Evidence requirements

Recorded evidence to ensure coverage of the performance criteria and the range. The proposed instrument of assessment is a project. Attainment could be assessed by the use of a marking scheme.

OUTCOME 2

Identify unhygienic food-handling practices which can lead to food poisoning.

Performance criteria

- (a) Identify 6 of the most common personal hygiene habits, which can lead to the contamination of food.
- (b) Identify one situation which allows bacterial multiplication during each of the following stages: storage, handling and preparation of food.
- (c) Identify one way in which cross contamination can occur during each of the following stages: storage, handling and preparation of food.

Evidence requirements

Recorded evidence to ensure full coverage of the performance criteria. The proposed instrument of assessment is a project. Attainment could be assessed by the use of a marking scheme.

National Unit Specification: statement of standards (cont)

UNIT Food Hygiene: An Introduction (Intermediate 1)

OUTCOME 3

Plan and carry out a practical activity to demonstrate hygienic food-handling practices for a given situation.

Performance criteria

- (a) The main points to consider relating to hygienic food-handling practices are accurately identified from source information.
- (b) The resources required to carry out the exercise are accurately identified and checked.
- (c) A plan to carry out the exercise is prepared, taking account of a given situation and time.
- (d) The exercise is carried out efficiently and hygienically.
- (e) A valid conclusion is drawn commenting on the food hygiene procedures implemented.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a practical exercise. Attainment should be recorded by the use of an observational checklist based on performance criteria (a)-(e). Recorded evidence for PC (c) – a time plan, and for PC (e) – an evaluation sheet. Specific advice:

- (a) Main points would include (where appropriate):
 - personal hygiene – hygienic use of equipment/utensils in storage, preparation and cooking
 - food handling – storage, preparation and cooking
 - waste disposal
 - cleaning of work areas, equipment, utensils
 - food labelling check-dates
 - control points – temperature controls during preparation, cooking and storage
- (b) Resources would include: appropriate choice of clothing, food items checked for freshness/sell-by dates, condition of equipment checked, use made of fridges, separation of raw and cooked foods during preparation
- (c) The plan is logical in sequence and takes account of time and procedures.
- (e) An evaluation of the success in achieving the appropriate standards of food hygiene practices during the activity could be made as an oral comment with suggestions for future improvements, and strengths and weaknesses could be identified.

National Unit Specification: support notes

UNIT Food Hygiene: An Introduction (Intermediate 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

This unit is designed to provide candidates with basic knowledge so that they can work safely with food. It will provide them with the basic knowledge and understanding of the causes of food poisoning, and of the food hygiene practices which must be used in order to work safely with food.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The content on which this unit is based is listed in the course details for Health and Food Technology (Int 1).

Food contamination

- contaminants: food poisoning bacteria; spoilage organisms, eg, moulds; chemicals, eg, cleaning agents; foreign bodies
- effects: spoilage organisms on food; spoilage by insects and rodents; difference between food poisoning and food spoilage
- social implications of food poisoning: symptoms of illness; vulnerable groups – the old, the young and the sick. Example of the effects of salmonella food poisoning
- transfer of bacteria to food from: people; raw foods; animals; insects; dirty cloths; equipment and utensils; cross contamination
- bacterial multiplication and the conditions which will allow this to occur
- foods which will and will not support bacterial multiplication, including effect only of common methods of preservation, ie, freezing, drying, canning, pasteurisation and use of salt and sugar, on growth of harmful bacteria and spoilage organisms
- characteristics of high-risk foods

Food handling priorities

- bad personal habits and their dangers in contamination of food. Importance of minimising food handling by use of correct utensils
- rules of good personal hygiene including need for protective clothing and reporting of illness
- food handling practices – opportunities for contamination of food and means of preventing contamination during storage, preparation, etc, including waste disposal and use of correct cleaning methods
- rules of use for refrigerators, freezers and other storage areas, use of correct temperature throughout the food production process
- date labels and stock rotation

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1 and 2 could be used as a folio of work, used to gather together evidence for attainment, in which candidates are required to undertake basic research on food poisoning and its effects.

National Unit Specification: support notes (cont)

UNIT Food Hygiene: An Introduction (Intermediate 1)

Outcome 3. Where possible, candidates should be involved in practical activities so that they can observe good and bad practice. This could be aided by the selective use of videos, slides and posters.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instructions and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).