



National Unit Specification: general information

UNIT Food Hygiene for the Hospitality Industry (SCQF level 3)

CODE F792 09

COURSE Hospitality: Practical Cookery (SCQF level 3)

SUMMARY

This Unit is a mandatory Unit in the Access 3 Hospitality: Practical Cookery Course, but can be taken as a freestanding Unit. It is suitable for candidates with no previous experience.

This Unit enables candidates to develop a basic understanding of hygienic food handling practices. The Unit will provide the knowledge equivalent to that required for The Royal Environmental Health Institute of Scotland (REHIS) Introduction to Food Hygiene Certificate and successful candidates can be entered for both. For details and guidance on how to enter candidates for REHIS dual certification, contact SQA's Customer Contact Centre on 0845 213 5900.

OUTCOMES

- 1 Identify the main causes and sources of food poisoning.
- 2 Describe how to prevent food poisoning.
- 3 Demonstrate appropriate personal hygiene and food handling practices during practical activities.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: NH

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National Unit Specification: general information (cont)

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CREDIT VALUE

0.5 credits at SCQF level 3 (3 SCQF credit points at SCQF level 3*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

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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 SQA.

OUTCOME 1

Identify the main causes and sources of food poisoning.

Performance Criteria

- (a) Outline the meaning of the terms *food hygiene*, *food poisoning*, *food spoilage*, *food contamination* and *food allergens*.
- (b) The causes of food poisoning are correctly identified.
- (c) The main sources of food poisoning and physical contaminants are correctly identified.
- (d) The main characteristics of bacteria are correctly identified.
- (e) The factors affecting bacterial multiplication are correctly identified.

OUTCOME 2

Describe how to prevent food poisoning.

Performance Criteria

- (a) The symptoms of food poisoning are correctly identified.
- (b) The common kinds of physical and chemical contamination are correctly identified.
- (c) The common kinds of food allergens are correctly identified.
- (d) Simple measures used to prevent food poisoning are correctly identified.
- (e) The reasons for good personal hygiene are correctly identified.
- (f) The role of the supervisor in food production is correctly identified.

OUTCOME 3

Demonstrate appropriate personal hygiene and food handling practices during practical activities.

Performance Criteria

- (a) Appropriate personal hygiene practices before and during preparation or service of food are carried out.
- (b) Appropriate food hygiene practices before and during preparation or service of food are carried out.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met. Performance and written/oral evidence is required for this Unit.

Outcomes 1 and 2 — written/oral evidence

Candidates will be required to demonstrate they can:

- ◆ outline the meaning of the terms *food hygiene*, *food poisoning*, *food spoilage*, *food contamination* and *food allergens*
- ◆ identify the causes of food poisoning
- ◆ identify the main sources of food poisoning and physical contaminants
- ◆ identify the main characteristics of bacteria
- ◆ identify the factors affecting bacterial multiplication
- ◆ identify the symptoms of food poisoning
- ◆ identify the common kinds of physical and chemical contamination
- ◆ identify the common kinds of food allergens
- ◆ identify the simple measures used to prevent food poisoning
- ◆ identify the reasons for good personal hygiene
- ◆ identify the role of the supervisor in food production

Candidates could be assessed by restricted choice questions and 30 minutes would be allowed to complete the questions. This must be carried out under closed-booked supervised conditions.

Outcome 3 — Performance evidence

Candidates must demonstrate by practical activity on a minimum of one occasion that they can use appropriate personal and food hygiene practices before and during preparation or service of food.

Personal hygiene relating to hands, nails, protective clothing and jewellery.

Food hygiene relating to separation of raw and cooked foods, avoidance of cross-contamination, cleaning up ‘as you go’, temperature control, cooking, cold holding, hot holding.

The activity must be carried out under supervised conditions and an assessor observation checklist must be used.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

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

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Outcome 1

- ◆ Meaning of the terms: *food hygiene, food poisoning, food spoilage, food contamination* and *food allergens*
- ◆ Groups most at risk from food poisoning
- ◆ Types of food poisoning — bacterial and non-bacterial (chemicals, metals and poisonous plants)
- ◆ How food poisoning can occur
- ◆ General characteristics of bacteria: size, shape, beneficial and harmful bacteria and where food poisoning bacteria are found
- ◆ How bacteria multiply given time and temperature (danger zone)

Outcome 2

- ◆ Cross-contamination and how it can be prevented
- ◆ The care required when handling raw foods: meat, poultry and vegetables
- ◆ The importance of protecting ready-to-eat foods from contamination and handling food as little as possible
- ◆ The symptoms and effects of food poisoning
- ◆ Examples of common physical and chemical contaminants
- ◆ Examples of common food allergens
- ◆ The need to prevent bacteria from multiplying
- ◆ The importance of keeping food out of the danger zone and of reheating food until it is ‘piping hot’
- ◆ Thorough cooking of food and not preparing food too far in advance
- ◆ The importance of a clean and well-organised refrigerator
- ◆ Why high standards of personal hygiene are important and a legal requirement for everyone in the food industry
- ◆ Hands — when and how to wash
- ◆ The use of waterproof dressings
- ◆ Nails — short, clean, no nail varnish and not bitten
- ◆ The importance of not eating, drinking, coughing or sneezing over food
- ◆ Why smoking is not permitted in a food room
- ◆ The need for protective clothing
- ◆ Why food handlers should not wear jewellery or strong perfume
- ◆ The need to be aware of any hygiene problems and to report them to the supervisor — this is not in PCs or Evidence Requirements now
- ◆ Examples of hygiene problems
- ◆ Why it is important to follow employer’s instructions regarding cleaning and disinfection
- ◆ Basic cleaning procedures
- ◆ The importance of ‘clean as you go’

National Unit Specification: support notes (cont)

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Outcome 3

This can be integrated with any practical exercise undertaken by the candidate. Candidates should be made aware of the assessment criteria for this Outcome.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcomes 1 and 2 should be delivered in a manner that encourages the use of learning and teaching approaches in which the Outcomes can be achieved in a candidate-centred, participative and practical way.

Outcome 3 can be undertaken during practical activities and can be integrated alongside other practical-based National Units.

Reference can be made to the following resources:

- ◆ Course Handbook: *The Essentials of Food Hygiene: A Guide for Food Handlers* (Highfield Publications)
- ◆ The Royal Environmental Health Institute of Scotland (REHIS): *Elementary Food Hygiene Course Resource Pack*
- ◆ *Hygiene Sense: Hygiene Awareness* (Highfield Publications)
- ◆ *Industry Guide to Good Hygiene Practice: Catering Guide*

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the learning and teaching process. In this Unit candidates will be identifying the causes and sources of food poisoning and how to prevent them. This may provide opportunities to develop aspects of the Core Skill of *Problem Solving*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcomes 1 and 2 should be assessed by restricted choice questions based on the two Outcomes.

Outcome 3 will be assessed by means of an assessor observation checklist completed by the teacher/lecturer on at least one occasion before and during food preparation or food service.

It is not intended that the full range of content be assessed at any given time although the content is assessable and must be covered in the teaching.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit Specification: support notes (cont)

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History of changes:

Version	Description of change	Date
02	Minor amendments throughout to correct grammatical inconsistencies.	27/04/2011