



National Unit Specification: general information

UNIT Food Hygiene for the Hospitality Industry (SCQF level 4)

CODE F792 10

COURSE Hospitality: Practical Cookery (SCQF level 4)

SUMMARY

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

This Unit will provide the knowledge equivalent to that required for the REHIS Elementary Food Hygiene Certificate and successful candidates can be entered for dual certification. 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 dangers and effects of contamination of food.
- 2 Identify the four food safety hazards and unhygienic practices which affect food or can lead to food poisoning.
- 3 Identify how effective design of premises and equipment is important to facilitate good hygiene practices and to conform to the law.
- 4 Demonstrate appropriate personal hygiene and food handling practices during practical situations.

Administrative Information

Superclass: NH

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Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

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RECOMMENDED ENTRY

Whilst 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
- *Food Hygiene for the Hospitality Industry* (Access 3)
- Access 3 Units in Home Economics
- Access 3 Units or Standard Grade at Foundation level in a relevant subject area
- REHIS Introduction to Food Hygiene Certificate

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

CREDIT VALUE

0.5 credits at SCQF level 4 (3 SCQF credit points at SCQF level 4*).

**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 or Core Skills components in this Unit.

Addition information about Core Skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

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 dangers and effects of contamination of food.

Performance Criteria

- (a) The dangers and effects of food contamination including chemical and food allergens are correctly identified.
- (b) Identify the difference between food poisoning, food borne infection and food spoilage.
- (c) The conditions which will allow multiplication of bacteria are correctly identified.
- (d) The main food poisoning bacteria and food borne infections are correctly identified.
- (e) The physical contaminants, how they can occur and how they can be prevented are correctly identified.
- (f) The ways in which food can be preserved are correctly identified.

OUTCOME 2

Identify the four food safety hazards and unhygienic practices which affect food or can lead to food poisoning.

Performance Criteria

- (a) The four food safety hazards are correctly identified.
- (b) Common personal hygiene habits which can lead to the contamination of food are identified.
- (c) Situations which allow bacterial multiplication during storage, preparation and holding of food are identified.
- (d) The role of food safety management systems based on HACCP principles is identified.
- (e) The ways in which cross-contamination can occur during storage, preparation and holding of food are identified.
- (f) Breaches of legislation that could occur are identified.

OUTCOME 3

Identify how effective design of premises and equipment is important to facilitate good hygiene practices and to conform to the law.

Performance Criteria

- (a) Good design principles are identified.
- (b) Reasons why and how pests in food premises should be controlled are identified.
- (c) Reasons for cleaning and methods of effective cleaning are identified.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

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

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.

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, 2 and 3 — written/oral evidence

Candidates will be required to demonstrate they can:

- ◆ identify the dangers and effects of food contamination including food allergens
- ◆ identify the difference between food poisoning, food borne infection and food spoilage
- ◆ identify the conditions which will allow multiplication of bacteria
- ◆ identify the main food poisoning bacteria and food borne infections
- ◆ identify physical contaminants, how they can occur and how they can be prevented
- ◆ identify ways in which food can be preserved
- ◆ identify the four food safety hazards
- ◆ identify common personal hygiene habits which can lead to the contamination of food
- ◆ identify situations which allow bacterial multiplication during storage, preparation and holding of food
- ◆ identify the role of food safety management systems based on HACCP principles
- ◆ identify ways in which cross-contamination can occur during storage, preparation and holding of food
- ◆ identify breaches of legislation that could occur
- ◆ identify good design principles
- ◆ identify reasons why and how pests in food premises should be controlled and identified
- ◆ identify reasons for cleaning and methods of effective cleaning

National Unit Specification: statement of standards (cont)

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Outcome 4 — 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’, cleaning and disinfection, internal disposal of waste, temperature control.

The activity must be carried out under supervised conditions and an assessor observation checklist must be retained as evidence of performance.

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

The incidence of Food Poisoning in Scotland over the previous 10 years.

The advantages of having a high standard of hygiene and the possible consequences of having a poor standard of hygiene.

Definitions of: food hygiene; food poisoning; pathogenic bacteria; food contamination; food allergens; food spoilage; toxin.

Contaminants: pathogenic micro-organisms; food spoilage organisms; chemicals; foreign bodies; allergens

Evidence of food spoilage organisms: smell, taste, texture, visual evidence.

Food spoilage organisms: bacteria, moulds and yeast.

High-risk foods: cooked high protein foods, shellfish and other seafood, cooked rice.

Types of food poisoning: bacteria and their toxins; chemical; metal; viruses; poisonous plants and fish.

Dangers/effects: effect on vulnerable groups; social effects; injury due to ingestion of foreign bodies; wastage of food.

Where bacteria are found.

Formation of spores and their function.

Conditions for multiplication: time; warmth; food (high-risk foods); moisture.

Temperatures: danger zone, deep freezing, refrigeration, cooking, hot holding and re-heating.

Time within which hot food should be cooled and refrigerated and maximum size of a joint of meat.

Food poisoning symptoms, incubation periods and duration of symptoms of food poisoning and food borne infections.

General characteristics of food poisoning bacteria: structure, shape, size, how they multiply and how quickly given ideal conditions.

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Food poisoning bacteria and food borne infections (main sources; foods involved; methods of prevention of): Salmonella; Clostridium perfringens; Staphylococcus aureus; Bacillus cereus.

Clostridium botulinum; Campylobacter, Listeria; Ecoli 0157; Dysentery; Typhoid.

Preservation: low temperatures (refrigeration and deep freezing), high temperatures (pasteurisation, UHT, sterilisation/canning), dehydration (including salt and sugar), chemical (vinegar, preservatives).

Destruction of food poisoning bacteria — heat, chemicals.

Outcome 2

Personal hygiene:

- ◆ Suitable protective clothing
- ◆ Hands, skin, nose, mouth, ears, hair
- ◆ Cuts and skin infections (use of coloured waterproof dressings)
- ◆ Jewellery; perfume
- ◆ Smoking
- ◆ Reporting of illness

Definition of ‘carrier’ and ‘case’.

Vehicles and routes of cross-contamination.

Storage: refrigerator, deep freeze, dry store (including temperatures).

‘Use-by’ and ‘best before’ dates on food.

The Food Safety Act with particular reference to:

- ◆ Food injurious to health
- ◆ Nature, substance and quality
- ◆ The prevention of the sale of unfit foods

Definition of food hazards.

The four food safety hazards: microbiological, physical, chemical and allergenic.

The role of food safety management systems based on HACCP principles.

The use of the documented food safety management systems.

The relationship between hazards and risk.

The importance of keeping accurate records.

The importance of reporting possible food safety hazards to supervisors.

National Unit Specification: support notes (cont)

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The Food Hygiene (Scotland) Regulations/Regulation (EC) 852/2004 with regard to:

- ◆ the training of food handlers
- ◆ the obligation placed on food handlers and food business operators

Outcome 3

Basic design principles of food premises and equipment: construction details:

Surfaces of ceilings, walls, floors, windows and doors.

Maintenance of premises.

Storage and disposal of refuse.

Equipment for food handling.

Pest control: common food pests (rodents, insects and birds); signs of infestation of pests; need for control; habitat; environmental, physical and chemical control.

Definition of: cleaning; disinfection; disinfectant; detergent; sanitiser/bactericidal detergent.

Procedures for cleaning: machine and two sink methods of washing equipment (including temperatures for cleaning and disinfection).

Basic requirements of the law regarding:

- ◆ Premises and equipment
- ◆ Provision by employer of facilities for:
 - Washing of hands
 - Washing of food
 - Washing of equipment
 - Toilets
 - Storage of outdoor clothes.

The following should be covered in general terms:

- ◆ Food Safety Act
- ◆ The Food Hygiene (Scotland) Regulations 2006
- ◆ Regulation EC 852/2004
- ◆ Food Information Regulations 2014
- ◆ With what the Act and Regulations are concerned
- ◆ Hygiene Improvement Notice; Hygiene Emergency Prohibition Notice; Hygiene Emergency Prohibition Order
- ◆ The General Food Regulations 2004
- ◆ The need to implement a Hazard Analysis System
- ◆ Defence of Due Diligence
- ◆ Role of the Authorised Officer

National Unit Specification: support notes (cont)

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Outcome 4

Appropriate, clean protective clothing (including hair covering).

Hands: clean.

Nails: short, clean with no nail varnish.

Jewellery: no earrings, watches, jewelled rings, brooches or other ornamentation.

No strong perfume or aftershave.

Hands washed as appropriate.

Separation of raw and cooked foods.

Avoidance of cross-contamination.

Clean up 'as you go'.

Cleaning and disinfection.

Internal disposal of waste.

Temperature control: cooking, cold holding, hot holding.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcomes 1, 2 and 3 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 4 can be undertaken during practical activities and can be integrated alongside other practical-based National Units.

Reference can be made to the following resources:

The Food Hygiene Handbook (The Royal Environmental Health Institute of Scotland)

A Question of Food Hygiene (The Royal Environmental Health Institute of Scotland)

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 following Core Skill:

- ◆ *Problem Solving.*

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcomes 1, 2 and 3 should be assessed by:

A simple case study with questions relating to all three Outcomes. This will be assessed by means of a marking scheme.

There will also be a 20 question multiple choice paper based on the same three Outcomes. Candidates must achieve 70% or over to pass.

Outcome 4 will be assessed by means of a checklist completed by the teacher 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.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

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 |
|---------|--|------------|
| 03 | Amendments have been made throughout in order to reflect the updated legislation and allergen information. | 14/08/2015 |
| 02 | Minor amendments throughout to correct grammatical inconsistencies and to update REHIS terminology, ie 'Environmental Health Officer' changed to 'Authorised Officer'. | 04/05/2011 |
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