National Unit Specification: general information

UNIT   Food Hygiene for the Hospitality Industry (SCQF level 5)

CODE   F792 11

COURSE   Hospitality: General Operations (SCQF level 5*)*

SUMMARY

On successful completion of this Unit, the candidate should demonstrate an understanding of the principles of elementary food hygiene.

OUTCOMES

1   Demonstrate an understanding of food safety management systems based on HACCP principles, the dangers of food contamination, the main causes of food related illnesses and their prevention.
2   Demonstrate an understanding of food poisoning and food borne diseases, non-bacterial food poisoning and food allergens.
3   Demonstrate an understanding of and use appropriate measures to prevent food poisoning.
4   Demonstrate an understanding of the current food safety legislation.

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:

♦ Food Hygiene for the Hospitality Industry: Intermediate 1
♦ Standard Grade Home Economics at General level
♦ A Course or Units in Hospitality or Home Economics at Intermediate 1
♦ Other appropriate Hospitality Units
♦ REHIS Introduction to Food Hygiene Certificate

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

CREDIT VALUE

0.5 credits at SCQF level 5 (3 SCQF credit points at SCQF level 5*).

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

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skills components in 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 the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate an understanding of food safety management systems based on HACCP principles, the dangers of food contamination, the main causes of food related illness and their prevention.

Performance Criteria

a)   The importance of food safety management systems based on HACCP principles is correctly identified.
b)   The dangers of contamination of food are correctly identified.
c)   The characteristics of bacteria are correctly identified.
d)   The main conditions which influence the growth and destruction of micro-organisms are identified.
e)   The general effects of food preservation methods on bacterial growth are correctly identified.
f)   The importance of good stock control is correctly identified.

OUTCOME 2

Demonstrate an understanding of food poisoning and food borne diseases, non-bacterial food poisoning and food allergens.

Performance Criteria

a)   The sources, vehicles, routes of transmission, symptoms, foods normally involved in and control measures for the most common types of food poisoning, and food borne infection are correctly identified.
b)   The main differences between food poisoning and food borne infection are correctly identified.
c)   The non-bacterial types of food poisoning are correctly identified.
d)   Actions required to prevent food poisoning are correctly identified.
e)   The sources and effects of food allergens are correctly identified.

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Demonstrate an understanding of and use appropriate measures to prevent food poisoning.

Performance Criteria

a) High standards of personal hygiene and food handling practices are demonstrated and identified.
b) Procedures for cleaning, disinfection, waste disposal and pest control are correctly identified.
c) Procedures for food storage and temperature control are correctly identified.

OUTCOME 4

Demonstrate an understanding of the current food safety legislation.

Performance Criteria

a) The main requirements of the Food Safety Act are correctly identified.
b) The main requirements of the Food Hygiene (Scotland) Regulations 2006
c) Regulation (EC) 852/2004 are correctly identified.
d) Food information regulations 2014
e) The main requirements of the General Food Regulations 2004 are correctly identified.
f) The role of the Authorised Officer is correctly identified.

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, 3 PCs (b) and (c), and Outcome 4 — written/oral evidence

Candidates will be required to demonstrate they can:

♦ Identify the importance of food safety management systems based on HACCP principles
♦ Identify the dangers of contamination of food
♦ Identify the characteristics of bacteria
♦ Identify the main conditions which influence the growth and destruction of micro-organisms
♦ Identify the general effects of food preservation methods on bacterial growth
♦ Identify the importance of good stock control
♦ Identify the sources, vehicles, routes of transmission, symptoms, foods normally involved in and control measures for the most common types of food poisoning and food borne infection
♦ Identify the main differences between food poisoning and food borne infection
♦ Identify the non-bacterial types of food poisoning
♦ Identify actions required to prevent food poisoning
♦ Identify the sources and effects of food allergens
♦ Identify the procedures for cleaning, disinfection, waste disposal and pest control
♦ Identify the procedures for food storage and temperature control
♦ Identify the main requirements of the Food Safety Act
♦ Identify the main requirements of the Food Hygiene (Scotland) Regulations/Regulation (EC) 852/2004
♦ Identify the main requirements of the General Food Regulations 2004
♦ Identify the role of the Authorised Officer

National Unit Specification: statement of standards (cont)

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Outcome 3 (a) — Performance Evidence

Candidates must demonstrate by practical activity on a minimum of one occasion that they have high standards of personal hygiene and food handling practices.

Personal hygiene: personal habits, hand washing, protective clothing.
Food handling: separation of raw and cooked foods, clean as you go, avoidance of cross-contamination.

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 past 10 years
- The advantages and disadvantages of high/poor standards of hygiene
- Definition of 'food hygiene'
- Those most at risk from food poisoning
- Physical contamination
- Where bacteria are to be found
- Sources and methods of reproduction of food poisoning bacteria
- Main differences between 'pathogenic' and 'spoilage' organisms (bacteria, moulds and yeasts)
- Main conditions: time, temperature, moisture, food, pH and with or without oxygen
- Formation of spores and their function
- The definition and examples of 'high-risk' foods: cooked high protein foods, fish and cooked rice
- Significance of the danger zone
- Temperatures: hot holding, re-heating, cooking, deep freezing and refrigeration
- Destruction of bacteria
- Types of food preservation: high temperatures (pasteurisation, sterilisation, UHT and canning), low temperatures (refrigeration and deep freezing), dehydration, chemicals (vinegar, salt and sugar), vacuum packaging and CAP, and physical (smoking)
- Stock control and the meaning and importance of 'use-by' and 'best before' dates on food
- Definition of HACCP
- Advantages of food safety management systems based on HACCP principles

Outcome 2

- Definitions of 'food poisoning' and 'food contamination'
- The general structure, size and shape of bacteria
- Food poisoning bacteria: Salmonella, Clostridium perfringens, Staphylococcus aureus, Bacillus cereus, Clostridium botulinum
- Food borne diseases: Listeria, Campylobacter, Ecoli 0157, Dysentery and Typhoid
- Main differences between food poisoning bacteria and food borne infections
- Definitions of the terms 'carriers' and 'case' and why they should not be handling food
- Non-bacterial food poisoning: chemicals, metals, viruses, poisonous plants, and fish
- Illness caused by food poisoning bacteria or the toxins produced by the bacteria
- Definition of food allergens and food allergies
- The four food safety hazards: microbiological, physical, chemical, and allergenic

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Outcome 3

♦ The law regarding the food handler
♦ Suitable clean, protective clothing and facilities for storage of outdoor clothing
♦ When and how to wash hands
♦ The use and type of waterproof dressings
♦ The law regarding an infected wound or skin condition and smoking in a food area
♦ Jewellery, strong perfumes and nail varnish
♦ Handling: separation of raw and cooked food, clean as you go, avoidance of cross-contamination
♦ Temperature control: cooking, cooling, hot holding, cold holding, defrosting and re-heating
♦ Design, maintenance and construction of food premises
♦ Design and maintenance of equipment for food handling
♦ The need for and use of different washing facilities for hands, food, equipment and utensils
♦ Definitions of the following terms: cleaning, detergent, disinfection, disinfectant, and sanitiser/bactericidal detergent
♦ Steps for effective cleaning of equipment, utensils, working surfaces and premises (including two sink methods of washing equipment, etc)
♦ Acceptable methods of waste disposal
♦ The dangers of common food pests (rodents, insects and birds), their habitat, signs of infestation and methods of control and eradication

Outcome 4

The following related to the law should be covered in very general terms:

♦ Prevention of the sale of unfit food
♦ Regulations regarding:
  — the construction and maintenance of food rooms and equipment
  — analysis of food hazards associated with the food business operation
  — the regulations regarding food handlers
  — the training of food handlers
  — temperatures — hot holding and re-heating of food
  — food safety management systems based on HACCP principles
♦ The role of Authorised Officers, including:
  — powers of entry
  — Hygiene Improvement Notice
  — Hygiene Emergency Prohibition Notice
  — Hygiene Emergency Prohibition Order
  — defence of Due Diligence

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcomes 1–4 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, PC (a) 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

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1 will be assessed by 12 multiple choice questions based on the PCs. The candidates must achieve at least 75% to pass. A bank of at least three question papers will ensure a good coverage of the PCs.

Outcome 2 will be assessed by 8 multiple choice questions based on the PCs. The candidates must achieve at least 75% to pass. A bank of at least three question papers will ensure a good coverage of the PCs.

Outcome 3

Performance Criteria (a) will be assessed by means of a checklist completed by the teacher/lecturer on at least one occasion, recording evidence of good personal hygiene and food handling practices to be gathered from direct observation of the candidates when working in a food production/food service area.

PC (a), (b) and (c) evidence will be provided by 12 multiple choice questions based on the PCs. The candidates must achieve at least 75% to pass. A bank of at least three question papers will ensure a good coverage of the PCs.

Outcome 4 will be assessed by 8 multiple choice questions based on the PCs. The candidates must achieve at least 75% to pass. A bank of at least three question papers will ensure a good coverage of the PCs.

The Outcomes, which can be assessed by written and/or recorded oral evidence, should ideally be assessed at the conclusion of the Unit in a single assessment item constructed in the manner outlined above.

It is not intended that all the content for this Unit be assessed at any given time although all the range is assessable and must be covered in the teaching.

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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).*

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*.

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**.

History of changes:

Version	Description of change	Date
04	Section removed on dual certification as it is no longer possible to obtain.	22/08/2017
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'.	10/05/2011