



National Unit Specification: general information

UNIT Food Hygiene for the Hospitality Industry (SCQF level 6)

CODE F792 12

COURSE Hospitality — Professional Cookery (SCQF level 6)

SUMMARY

On successful completion of this Unit, the candidate should demonstrate the knowledge and competence required to maintain the safety of food throughout the production process.

The content of this Unit is equivalent to the REHIS Intermediate Food Hygiene Course. Candidates who successfully achieve this Unit will be entitled to be entered for the REHIS Intermediate Food Hygiene examination through an authorised REHIS centre.

OUTCOMES

- 1 Differentiate between food contamination, food hygiene, food spoilage, food poisoning, food-borne disease and food allergens.
- 2 Identify and implement the factors which contribute to the safe handling of food.
- 3 Demonstrate an understanding of the procedures of a food safety management system based on HACCP principles.
- 4 Identify the requirements of current food hygiene legislation and the means of enforcement.

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 2*
- ◆ REHIS Elementary Food Hygiene Certificate
- ◆ A Course or Units in Hospitality

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

Administrative Information

Superclass: NH

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CREDIT VALUE

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6*).

**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

Differentiate between food contamination, food hygiene, food spoilage, food poisoning, food-borne disease and food allergens.

Performance Criteria

- (a) The social and financial effects of food contamination, food spoilage, food poisoning and food-borne disease are correctly identified.
- (b) The characteristics of agents associated with food spoilage, food poisoning and food-borne infection are correctly identified.
- (c) The causative agents, sources, foods associated, routes of transmission and control measures for food poisoning and food-borne infections are correctly identified.
- (d) The sources and effects of food allergens are correctly identified.

OUTCOME 2

Identify and implement the factors which contribute to the safe handling of food.

Performance Criteria

- (a) The importance of the role of the supervisor in ensuring safe handling of food is correctly identified.
- (b) The importance of the principles of good design and construction of food production situations in relation to safe food handling practices are correctly identified.
- (c) The importance of safe storage of food is correctly identified.
- (d) The importance of pest control is correctly identified.
- (e) Personal hygiene and hygienic food handling procedures which will contribute to safe food handling practices are identified and implemented.
- (f) Temperature control procedures which will prevent multiplication of bacteria are identified and implemented.
- (g) Appropriate cleaning and disinfection procedures for specific situations are identified, selected and applied.

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Demonstrate an understanding of the procedures of a food safety management system based on HACCP principles.

Performance Criteria

- (a) The steps required to identify the hazards are stated correctly.
- (b) The hazards that may occur are correctly identified and those which are critical are stated.
- (c) Effective controls of each hazard are identified.
- (d) Effective monitoring procedures of each control point are identified.
- (e) Effective recording and reporting procedures are identified.
- (f) Effective verification and reporting procedures are identified.

OUTCOME 4

Identify the requirements of current food hygiene legislation and the means of enforcement.

Performance Criteria

- (a) Current food hygiene legislation is identified.
- (b) The responsibilities of employers and employees under the legislation are identified.
- (c) The powers of the Authorised Officer under the Food Safety Act are identified.
- (d) The use of a Hygiene Improvement Notice, a Hygiene Emergency Prohibition Notice and Hygiene Prohibition Order are identified.

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, 2 and 4 — written/oral evidence

Candidates will be required to demonstrate they can:

- ◆ identify the social and financial effects of food contamination, food spoilage, food poisoning and food-borne disease
- ◆ identify the characteristics of agents associated with food spoilage, food poisoning and food-borne infection
- ◆ identify the causative agents, sources, foods associated, routes of transmission and control measures for food poisoning and food-borne infections
- ◆ identify the sources and effects of food allergens
- ◆ identify the importance of the role of the supervisor in ensuring safe handling of food
- ◆ identify the importance of the principles of good design and construction of food production situations in relation to safe food handling practices
- ◆ identify the importance of safe storage of food
- ◆ identify the importance of pest control
- ◆ state the steps required to identify the hazards
- ◆ identify the hazards that may occur and state which are critical
- ◆ identify effective controls for each hazard
- ◆ identify effective monitoring procedures for each control point
- ◆ identify effective recording and reporting procedures
- ◆ identify effective verification and reporting procedures
- ◆ identify current food hygiene legislation
- ◆ identify the responsibilities of employers and employees under the legislation
- ◆ identify the powers of the Authorised Officer under the Food Safety Act
- ◆ identify the use of a Hygiene Improvement Notice, a Hygiene Emergency Prohibition Notice and Hygiene Prohibition Order

Outcome 2 (PCs (e), (f) and (g)) — Performance evidence

Candidates must demonstrate by practical activity on a minimum of one occasion that they can:

- ◆ identify and implement personal hygiene and hygienic food handling procedures which will contribute to safe food handling practices
- ◆ identify and implement temperature control procedures which will prevent multiplication of bacteria
- ◆ identify, select and apply appropriate cleaning and disinfection procedures for specific situations

National Unit Specification: statement of standards (cont)

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Personal hygiene: personal habits, hand washing, protective clothing.

Food handling: separation of raw and cooked foods, storage procedures, good hygiene practice in the use of equipment and utensils, internal waste disposal procedures.

Temperature control: cooling, defrosting, cold holding, hot holding.

Cleaning and disinfection: utensils, equipment, working surfaces.

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 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Outcome 1

Social and financial effects: health risks, reduced quality of life, effects on business, closure, fines, compensation payments, effects on staff, food wastage.

Food contamination and its prevention: food poisoning and food-borne bacteria, food spoilage bacteria, chemicals, foreign bodies.

Food spoilage: yeast, moulds, bacteria.

Food poisoning: bacteria and/or their toxins, viruses, chemicals, metals, poisonous fish, poisonous plants.

Characteristics of bacteria: size, shape, type of toxin production, spore formation, binary fission.

Conditions necessary for multiplication: food, warmth, moisture, time, atmosphere and pH.

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

Sources, vehicles, routes of transmission, symptoms, incubation/onset periods, duration, types of food normally involved with and control measures for the causative agents: Salmonella, Clostridium perfringens, Staphylococcus aureus, Bacillus cereus, Clostridium botulinum, Campylobacter, Ecoli 0157, Listeria, Typhoid, Dysentery.

NB: General awareness of duration and incubation periods only.

Define the terms food allergen, allergy and intolerance. Describe the foods involved in food allergies and intolerance. Describe the steps a food business should take to control allergens and prevent affecting customers.

National Unit Specification: support notes (cont)

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Outcome 2

General principles of design of premises and equipment

Food preservation: high and low temperatures, dehydration including salt and sugar, canning, chemical preservatives, controlled atmosphere packaging and vacuum packing, smoking, irradiation.

Pests: definition of the term food pest, reasons for control, habitat, means of access, visual signs, control measures (environmental, physical, chemical).

Personal hygiene: procedures/rules, protective clothing, legislative requirements.

Definition of a carrier and case.

Food handling practices which protect from contamination: separation of raw and cooked foods, storage procedures, good hygiene practice in the use of equipment and utensils, waste disposal procedures.

Explain how the Waste (Scotland) Regulations 2012 can impact food businesses.

Temperature controls from receipt of goods to service of food including: delivery, storage, thawing, cooking, cooling, hot holding, refrigeration and deep freezing, reheating of food and the significance of the danger zone.

Cleaning and disinfection: food production or food service areas.

Understand chemical disinfectants – British Standards BS EN 1276:1997 or BS EN 13697:2001

Definition of the terms: cleaning, disinfection, disinfectant/bactericide, bactericidal detergent/sanitiser, sterilisation.

Types of energy used in cleaning: heat, physical and chemical.

The importance of cleaning.

Procedures for cleaning premises, equipment, utensils and work surfaces.

What to clean and, where necessary, disinfect.

National Unit Specification: support notes (cont)

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Outcome 3

The range is covered by the Performance Criteria.

Outcome 4

Legislation

The main requirements of: The Food Safety Act

The main requirements of: The Food Hygiene (Scotland) Regulations 2006 –

Regulation (EC) No 852/2004 –

Food Information Regulations 2014

The General Food Regulations 2004, The role of the Authorised Officer.

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 2, PCs (e–g) can be undertaken during practical activities and can be integrated alongside other practical-based National Units.

Outcome 3 should be delivered in the context of a practical exercise which allows the candidate to put the Hazard Analysis Critical Control Point System into practice.

Suggested resources for this Unit:

The Intermediate Food Hygiene Handbook for Scotland (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 Core Skill of *Problem Solving*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1 PCs (b) and (c) — Short answer closed-book questions. 60% or more must be attained to pass.

Outcomes 1, 2 and 4 — Case study with short answer questions based on the range. This will be open-book. Marking will be done by means of a checklist.

Outcome 2 PCs (e), (f) and (g) — Will also be assessed by a checklist in a practical situation. This should be done on at least one occasion.

Outcome 3 — Candidates to carry out, in general terms, a Hazard Analysis on a specified dish.
Marking will be done by means of a checklist.

National Unit Specification: support notes (cont)

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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)*.

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
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