

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 3211007

-Session-1997-98

-Superclass- NH

-Title- FOOD HYGIENE PRACTICES (x 1/2)

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: This unit will show that the candidate can identify the main causes of food poisoning and can follow good hygienic practices in the prevention of contamination of food.

OUTCOMES

1. Identify the reasons for taking appropriate measures to prevent contamination and minimise deterioration of food;
2. identify the implications of current food hygiene regulations;
3. use appropriate measures to prevent contamination, destroy bacteria and minimise deterioration in food.

CREDIT VALUE: 0.5 NC Credit

ACCESS STATEMENT: No formal entry requirements.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 3211007**UNIT TITLE:** FOOD HYGIENE PRACTICES

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

OUTCOME

1. IDENTIFY THE REASONS FOR TAKING APPROPRIATE MEASURES TO PREVENT CONTAMINATION AND MINIMISE DETERIORATION OF FOOD

PERFORMANCE CRITERIA

- (a) The identification of the main characteristics of bacteria is correct.
- (b) The identification of the mechanism for non-bacterial and bacterial contamination is correct.
- (c) The identification of the main symptoms and consequences of food poisoning is correct for given situations.
- (d) The identification of the ways to prevent food spoilage and food related illnesses is correct.

RANGE STATEMENT

The range for this outcome is fully expressed within the Performance Criteria.

EVIDENCE REQUIREMENTS

Written evidence of the ability to identify the main characteristics of bacteria, how contamination occurs, the consequences of food poisoning and preventative measures that can be taken. (An example of the assessment of this outcome is given in the support notes under the heading 'Assessment Procedures').

OUTCOME

2. IDENTIFY THE IMPLICATIONS OF CURRENT FOOD HYGIENE REGULATIONS

PERFORMANCE CRITERIA

- (a) The identified personal legal responsibilities of an employee are correct.
- (b) The identified legal responsibilities of an employer are correct with respect to premises and equipment.
- (c) The identified role and legal powers of the Enforcement Officer are correct.

RANGE STATEMENT

The range for this outcome is fully expressed within the Performance Criteria.

EVIDENCE REQUIREMENTS

Written evidence of the ability to identify the legal responsibilities of the employee and employer and to identify the role and authority of the Enforcement Officer. An example of the assessment of this outcome is given in the Support Notes under the heading 'Assessment Procedures'.

OUTCOME

3. USE APPROPRIATE MEASURES TO PREVENT CONTAMINATION, DESTROY BACTERIA AND MINIMISE DETERIORATION IN FOOD

PERFORMANCE CRITERIA

- (a) The hygiene measures used to prevent exposing food to the risk of contamination are correct with respect to:
 - (i) personal habits;
 - (ii) clothing;
 - (iii) practices.
- (b) The cleaning procedures followed for utensils, equipment and premises are effective with respect to the 'clean as you go' principle and the hygienic disposal of refuse.
- (c) The cleaning and disinfection procedures followed for utensils and equipment are in accordance with current regulations with respect to safety and the stages of cleaning, disinfection and rinsing.
- (d) The storage, display and processing of food is correct with respect to temperature, positioning, stock rotation and use of the correct container in accordance with current regulations.

- (e) The handling and preparation of food is correct with respect to the separation of raw materials and finished foods.

RANGE STATEMENT

The range for this outcome is fully expressed with in the Performance Criteria.

EVIDENCE REQUIREMENTS

Written or Practical evidence that appropriate hygiene measures are taken and that cleaning, disinfection and storage procedures are followed. Written or Practical evidence that handling and preparation of food is appropriate. An example of the assessment of this outcome is given in the Support Notes under the heading 'Assessment Procedures'.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 3211007

UNIT TITLE: FOOD HYGIENE PRACTICES

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 20 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit aims to establish a basic understanding of food hygiene, and to develop good hygienic practices in the prevention of contamination of food. The unit aims to develop an awareness of legislation on food safety and the responsibilities of food handlers. The unit is suitable for all food handlers.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

CONTENT/CONTEXT Corresponding to Outcomes 1-3:

1. Difference between useful bacteria, pathogens and food spoilage bacteria. Main types of bacterial food poisoning and food-borne infections - Salmonella, Listeria, Clostridium perfringens, Staphylococcus Aureus, Bacillus cereus, Campylobacter, Clostridium botulinum, bacillary dysentery, Typhoid, Escherichia coli. The ability of certain bacteria to protect themselves by forming spores.

Requirements for growth - time, warmth and the "danger Zone" of temperature, food and moisture, rate and method of multiplication.

Sources of food poisoning - raw food, the person, dust and waste, animals, particularly insects, rodents and birds.

How cross-contamination happens (routes) and vehicles to contamination eg. hands, clothing and equipment, inadequate cleaning, hand-contact surfaces, food-contact surfaces.

Physical contamination by extraneous material and non-bacterial food poisoning.

The general symptoms of food poisoning - diarrhoea, nausea, vomiting, dehydration and the degree of suffering caused by food poisoning.

How to prevent contamination of food including cleaning, personal hygiene, storage and pest control.

Food preservation methods.

Methods used to destroy bacteria within food.

Methods used to reduce bacteria on food-contact surfaces, hand-contact surfaces, hands and cleaning equipment.

2. Employee's vigilance concerning problems with personal hygiene, pest control, cleaning procedures and food storage.

Construction and design of food premises with respect to cross-contamination, work flow, personal hygiene facilities, cooking and reheating of food, refrigeration, cleaning, pest control, staff facilities, drainage, ventilation, lighting, waste disposal.

Awareness of the role and legal powers of an Enforcement Officer in terms of entry, improvement notices and prohibition orders.

Awareness of the role of Hazard Analysis in ensuring food safety.

3. Personal hygiene measures to be undertaken (and implications of not doing so), with respect to: hands and skin; nose, mouth and ears; cuts, boils, whitlows and septic spots; jewellery and perfume; hair; smoking; protective clothing; general health (including the potential dangers of carriers) and reporting of illnesses (in particular those with flu-like symptoms and gastroenteritis). The occasions when hands need to be washed.

Appropriate stages and methods of cleaning, disinfection and rinsing for different utensils and equipment. Importance of water temperature.

Correct use of cleaning agents; dilution, application, protective clothing and storage.

Types of storage/containers.

Raw food, high risk food.

Requirements of dry food storage with respect to temperature, ventilation, lighting, storage facilities.

Correct use of refrigerators, freezers, and display cabinets: temperature, positioning of raw and cooked food, defrosting and cleaning.

Processing in Performance Criterion (d) includes: cooking; chilling; freezing; dehydration; evaporation; pasteurisation; sterilisation; conversion; separation; fermentation; use of acids, sugar, salt, antioxidants, colourings and flavourings, emulsifiers and stabilisers; packing; packaging; canning.

Separation of raw and cooked foods.

APPROACHES TO GENERATING EVIDENCE

Videos will provide an excellent introduction to food hygiene. Other visual aids would also be valuable ie. slides, posters, advertising materials.

A talk from an industry expert ie. a REHIS officer would also be an excellent learning aid.

Outcomes 1 and 2 could be achieved through a flexible teaching approach; open learning or distance learning packages could be used. Computer based training is also an appropriate teaching method.

Practical demonstrations and practical activities are essential for Outcome 3 and this could be assessed in conjunction with other food-related modules or practical activities.

Students should be encouraged to read newspaper articles on the subject and visit a variety of food-related premises (both in and outwith the centre) to research both good and bad points of food hygiene practice.

ASSESSMENT PROCEDURES

Outcome 1

24 multiple choice questions to test the student's knowledge and understanding of the reasons for taking appropriate measures to prevent contamination and minimise deterioration of food. The questions could be applied to particular work situations.

The questions should be allocated as follows:

(a) A total of 4 questions on the following main characteristics of bacteria:

- (i) 2 questions on growth requirements;
- (ii) 1 question on replication;
- (iii) 1 question on the nature of bacteria.

(b) A total of 7 questions on vehicles, sources and routes of contamination:

- (i) 4 questions on sources of food poisoning bacteria
- (ii) 3 questions on vehicles and routes of contamination.

- (c) A total of 4 questions on the consequences of contamination:
- (i) 1 question on food poisoning symptoms;
 - (ii) 1 question on non-bacterial food poisoning;
 - (iii) 2 questions on the effect on people and businesses.
- (d) A total of 9 questions on the ways of preventing food spoilage and food related illnesses:
- (i) 3 questions on protection of food from contamination;
 - (ii) 1 question on food preservation;
 - (iii) 2 questions on destruction of bacteria in food;
 - (iv) 2 questions on reducing bacteria through cleaning and disinfection of surfaces;
 - (iv) 1 question on the effects of spoilage bacteria on food.

Satisfactory achievement of the Outcome will be demonstrated by the student producing for PC (a) and (c), 3 correct responses from 4, for PC (b), 5 correct responses from 7 and for PC (d), 7 correct responses from 9.

Outcome 2

12 multiple choice questions to test the student's knowledge and understanding of the implications of current food hygiene regulations. the questions could be applied to particular work situations.

The questions should be allocated as follows:

- (a) A total of 6 questions on the personal legal responsibilities of the employee:
- (i) 4 questions on the legal requirements of personal hygiene;
 - (ii) 2 questions on the legal requirement of preventing food being exposed to the risk of contamination.
- (b) A total of 4 questions on the legal responsibilities of the employer:
- (i) 1 question on the legal responsibilities of the employer with respect to premises;
 - (ii) 1 question on the legal responsibilities of the employer with respect to equipment;
 - (iii) 1 question on the legal responsibilities of the employer with respect to washing facilities;
 - (iv) 1 question on the legal responsibilities of the employer with respect to waste disposal.
- (c) A total of 2 questions on the Enforcement Officer.

Satisfactory achievement of the Outcome will be demonstrated by the student producing for PC(a) 5 correct responses from 6, for PC(b) 3 correct responses from 4 and the full and correct completion of PC(c).

Outcome 3

A series of practical exercises to test the student's ability to use appropriate measures to prevent contamination, destroy bacteria and minimise deterioration in food.

The practical exercises must be assessed over a period of time using an observation checklist covering performance criteria (a) to (e).

Satisfactory achievement of the Outcome will be demonstrated by the student attaining all the Performance Criteria during practical exercises on a minimum of 2 occasions.

Under exceptional circumstances it may not be possible to assess some aspects of the Performance Criteria as practical exercises. In these circumstances, centres will need to agree with SQA a method for gathering knowledge evidence through oral or written questions.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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