



National Unit Specification

General information

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 3)

Unit code: J1NJ 43

Superclass: NA

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Version: 01

Unit purpose

This unit enables learners to develop basic knowledge and understanding of the main requirements of food safety legislation, including:

- ◆ Personal hygiene
- ◆ Safe food handling practices
- ◆ Food allergens

The unit is mandatory in the National Progression Award (NPA) in Professional Cookery at SCQF level 3. It can be used in a wide range of programmes or as a freestanding unit.

This unit is part of a progressive suite of units in food hygiene at SCQF levels 3–6.

This unit is suitable for learners with no previous experience.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 State the main causes, sources and effects of food contamination and food poisoning.
- 2 Outline simple measures that would help prevent food contamination and food poisoning.
- 3 Outline basic information on food allergens.
- 4 Demonstrate compliance with current food hygiene legislation during practical activities.

Credit points and level

0.5 National Unit credit at SCQF level 3 (3 SCQF credit points at SCQF level 3)

National Unit Specification: General information (cont)

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Recommended entry to the unit

Entry is at the discretion of the centre.

Core Skills

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

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

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

State the main causes, sources and effects of food contamination and food poisoning.

Performance criteria

- (a) State the main types of food contamination
- (b) State the main causes of food poisoning
- (c) State common sources of food contamination and food poisoning
- (d) State common symptoms of food poisoning

Outcome 2

Outline simple measures that would help prevent food contamination and food poisoning.

Performance criteria

- (a) Outline personal hygiene practices that food handlers should follow
- (b) Outline the key steps that should be followed to maintain food safety

Outcome 3

Outline basic information on food allergens.

Performance criteria

- (a) State the common types of food allergen
- (b) Outline common signs of allergic reactions to food
- (c) State how to find information on food allergens to provide to customers

Outcome 4

Demonstrate compliance with current food hygiene regulations during practical activities.

Performance criteria

- (a) Demonstrate appropriate personal hygiene practices before and during preparation or service of food
- (b) Demonstrate safe food handling practices before and during preparation or service of food

National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Evidence is required to demonstrate that learners can achieve all outcomes and performance criteria.

For Outcomes 1, 2, 3 — knowledge evidence:

- ◆ State the main types of food contamination, should include one example from:
 - Biological
 - Physical
 - Chemical
 - Allergens
- ◆ State the main causes of food poisoning, should include:
 - Harmful bacteria
 - Viruses
- ◆ State common sources of food contamination and food poisoning, should include:
 - Poor personal hygiene
 - Unsafe food handling practices
 - Bacteria and their characteristics
 - Conditions for the multiplication of bacteria
- ◆ State common symptoms of food poisoning
- ◆ Outline personal hygiene practices that food handlers should follow
- ◆ Outline the key steps that should be followed to maintain food safety, should include:
 - Appropriate storage conditions
 - Separating raw and cooked foods
 - Destroying bacteria and/or stopping them multiplying
 - Cleaning as you go
- ◆ State the common types of food allergens
- ◆ Outline common signs of allergic reactions to food
- ◆ State how to find information on food allergens to provide to customers

Evidence should be produced under closed-book supervised conditions.

For Outcome 4 — performance evidence:

Learners must demonstrate by practical activity on a minimum of one occasion that they can follow appropriate personal hygiene requirements and safe food handling practices before and during preparation or service of food in compliance with current legislation. This must include:

- ◆ **Personal hygiene, specifically relating to:**
 - Hands
 - Nails
 - Hair
 - Cuts/wounds
 - Protective clothing
 - Jewellery

National Unit Specification: Statement of standards (cont)

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- ◆ **Safe food handling, specifically relating to:**
 - Separation of raw and cooked foods
 - Avoidance of cross-contamination (including allergens)
 - 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 should be completed for each learner.



National Unit Support Notes

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 3)

Unit support notes are offered as guidance and 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

The unit is mandatory in the National Progression Award (NPA) in Professional Cookery at SCQF level 3. Alternatively, it can be taken as a freestanding unit. This unit is part of a progressive suite of units in food hygiene at SCQF levels 3–6.

This unit is designed to develop the knowledge, understanding and practical skills required to comply with food safety legislation, including:

- ◆ Personal hygiene
- ◆ Safe food handling practices
- ◆ Food allergens

The unit will provide learners with an introduction to maintaining food safety in a professional kitchen or food service environment, therefore the responsibilities of both individual employees and employers in the hospitality industry should be discussed.

The impact of poor standards of food hygiene on the business could be discussed, for example:

- ◆ Damage to reputation
- ◆ Loss of business
- ◆ Legal action, including fines

The importance of high standards of personal hygiene for everyone in the food industry should be stressed, this could cover:

- ◆ Hands — when and how to wash
- ◆ Nails — short, clean, no nail varnish, not bitten
- ◆ The use of waterproof dressings
- ◆ 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 and report any hygiene problems to the supervisor
- ◆ Examples of hygiene problems

National Unit Support Notes (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 3)

The following should be discussed in relation to the main causes and sources of food poisoning and food contamination:

- ◆ The meaning of the terms: food hygiene, food poisoning, food spoilage and food contamination
- ◆ The main types of food contaminants, ie; biological, physical, chemical, allergens
 - Biological examples: bacteria, viruses, parasites, poisonous plants or fish/seafood
 - Physical examples: foreign objects such as dirt, hair, broken glass, metal staples, bones
 - Chemical examples: cleaners, sanitizers
 - Examples of allergens: peanuts, milk
- ◆ The main causes of food poisoning, such as:
 - Harmful bacteria, such as campylobacter, salmonella, e.coli, listeria
 - Viruses, such as norovirus
 - Chemicals, such as pesticides, cleaning products
 - Metals, such as mercury, lead
 - Plant or fish toxins
- ◆ Common sources of food contamination and food poisoning, such as:
 - Direct and indirect sources of contamination
 - Cross-contamination of a product that doesn't contain any allergens with allergy causing ingredients
 - How food poisoning can occur
 - What bacteria are, their characteristics and where they can be found
 - Harmful and good bacteria
 - The factors that affect the multiplication of bacteria, such as time/temperature (the food safety danger zone)
 - High risk foods, such as dairy products, eggs, meat, fish
 - How poor personal hygiene can contribute to food contamination
 - How poor food handling practices can contribute to food contamination
- ◆ The symptoms of food poisoning such as:
 - Stomach cramps, diarrhoea and nausea/vomiting which occur within a few hours of eating contaminated food
- ◆ Groups of people at risk of becoming seriously ill from food poisoning, ie:
 - Babies and children under 5 years old
 - Adults over 65 years old
 - People with weakened immune systems

National Unit Support Notes (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 3)

The following should be discussed in relation simple measures for controlling or preventing contamination of food:

- ◆ The importance of keeping a clean and well organised refrigerator
- ◆ The importance of keeping clean and well organised food storage areas
- ◆ The importance of keeping a clean and organised work station
- ◆ Cross-contamination and how it can be prevented
- ◆ The care required when handling raw foods such as meat, poultry and vegetables
- ◆ The importance of protecting ready-to-eat foods from contamination and handling food as little as possible
- ◆ The need to prevent bacteria from multiplying
- ◆ Destroying bacteria in food
- ◆ 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 too far in advance
- ◆ Basic cleaning procedures, including:
 - Disinfection
 - Sterilisation
 - 'Clean as you go' policy
- ◆ The importance of following instructions for cleaning and disinfection
 - The use of detergents
 - The use of disinfectants
 - The use of bactericides
 - The use of sanitisers
 - Dilution rates
 - Contact times

Common food allergens should cover all of the following:

- ◆ Cereals containing gluten, including: wheat (such as spelt and Khorasan wheat), rye, barley, oats
- ◆ Crustaceans for example prawns, crabs, lobster, crayfish
- ◆ Eggs
- ◆ Fish
- ◆ Peanuts
- ◆ Soybeans
- ◆ Milk (including lactose)
- ◆ Tree nuts including almonds, hazelnuts, walnuts, cashews, pecan nuts, Brazil nuts, pistachio nuts, macadamia (or Queensland) nuts
- ◆ Celery (including celeriac)
- ◆ Mustard
- ◆ Sesame
- ◆ Sulphur dioxide/sulphites, where added and at a level above 10mg/kg or 10mg/L in the finished product. This can be used as a preservative in dried fruit
- ◆ Lupin, which includes lupin seeds and flour and can be found in types of bread, pastries and pasta
- ◆ Molluscs including mussels, whelks, oysters, snails and squid

National Unit Support Notes (cont)

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The following common signs of allergic reactions to food should be covered:

Body part affected	Physical reaction
Eyes	Sore, red and/or itchy
Nose	Runny and/or blocked
Lips	Swelling of the lips
Throat	Coughing, dry, itchy and swollen throat
Chest	Coughing, wheezing and shortness of breath
Gut	Nausea and feeling bloated, diarrhoea and/or vomiting
Skin	Itchy and/or a rash

How to find information on food allergens to provide to customer if required should be discussed, this could include:

- ◆ Asking the supervisor
- ◆ Checking the specification for the menu item/reading the label

The performance evidence required for Outcome 4 can be integrated with any practical food preparation or food service activity being undertaken by the learner.

Guidance on approaches to delivery of this unit

The requirements of the unit should be discussed with the learners as part of the induction process to the unit. Experiential and practical learning and teaching are the main approaches to delivery, reinforced by development of underpinning knowledge.

Learners should be encouraged to learn through a wide range of both practical and theory based activities.

The suggested breakdown for the delivery of this unit is 50% on developing learners' underpinning knowledge of food hygiene requirements and 50% on the application of knowledge and skills during practical activities.

This unit is ideally suited for integration with the teaching of other food preparation, cooking or service units.

The theoretical aspects in Outcomes 1, 2, and 3 can be delivered in a number of ways to suit the pace and most appropriate learning style of the learner. Closely related theory sessions, based on current legislation, can be delivered using prepared text, ICT and as an integral part of practical food preparation, cookery or service lessons.

The teaching staff delivering this unit should have a good understanding of legislation relating to food hygiene and allergens. In addition, it is recommended that staff possess an Advanced Diploma in Food Hygiene or equivalent to be able to provide direction to learners on this subject.

Staff should carry out research and fully develop teaching material before delivery of the unit begins. **Food Standards Scotland** has useful resources that teaching staff can access.

National Unit Support Notes (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 3)

Reference could also 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*

The content of Outcomes 1, 2 and 3 is factual and requires imaginative delivery to stimulate and maintain interest. The unit should therefore incorporate a variety of approaches to teaching and learning, which could include:

- ◆ Tutor demonstrations
- ◆ Practical activities
- ◆ Information and Communication Technology (ICT) research
- ◆ A variety of resources
- ◆ Reflection and evaluation
- ◆ Structured worksheets

Evidence for Outcome 4 should be generated during practical activities and can be integrated with other practical-based National Units in food preparation, cookery or service.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. Other methods may be more suitable for learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcomes 1, 2 and 3 could be assessed using multiple-choice questions. Alternatively, short answer questions could be used. Although integrating the assessment of these outcomes would be suitable, in order to maximise retention of knowledge, teachers/lecturers may prefer to assess each outcome immediately after delivery.

For Outcome 4, learners must demonstrate by practical activity, on a minimum of one occasion, that they can follow appropriate personal hygiene requirements and safe food handling practices before and during preparation or service of food in compliance with current legislation. The activity must be carried out under supervised conditions and an assessor observation checklist should be completed for each learner.

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

It is recommended that all learner work should have a declaration stating 'This is my own work' and be signed by both learner and lecturer.

National Unit Support Notes (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 3)

Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Problem Solving: Critical Thinking at SCQF level 3

For all outcomes, learners are required to demonstrate knowledge of their responsibilities under food hygiene legislation. Learners will identify the causes and sources of food poisoning and the measures that should be taken to avoid contamination of food. Learners are also required to find out about food allergens, allergic reactions and where to find information for customers.

For Outcome 4, learners are required to apply their knowledge of food hygiene regulations and safe working practices during a practical activity. In doing these tasks learners will be demonstrating the Core Skill component of Critical Thinking at SCQF level 3.

Problem Solving: Planning and Organising at SCQF level 3

For Outcome 4, learners are required to comply with food hygiene regulations during a practical activity in a professional hospitality environment. This will require them to ensure that they present themselves appropriately for the activity by meeting personal hygiene requirements and selecting and using the correct protective clothing.

Learners must also demonstrate safe working practices by selecting and using the correct tools and equipment for the activity. They will also be expected to follow a logical sequence when carrying out tasks (eg, preparing, cooking or serving food) in order to avoid cross contamination. Therefore, they will be demonstrating the Core Skill component of Planning and Organising at SCQF level 3.

Working with Others: Working Co-operatively with Others at SCQF level 3

For Outcome 4, as learners are required to demonstrate compliance with food hygiene regulations by performing a practical activity in a professional hospitality environment, which will require them to interact with at least one other person and follow instructions, they will be demonstrating the Core Skill component of Working Co-operatively with Others at SCQF level 3.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 3)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is designed to develop the knowledge, understanding and practical skills required to comply with food safety legislation in a professional hospitality environment, including:

- ◆ Personal hygiene
- ◆ Safe food handling practices
- ◆ Food allergens

You do not have to have any previous experience to be able to undertake this unit.

The assessments for this unit will test your understanding of personal hygiene requirements and safe food handling practices. You will also have the opportunity to show that you can work in a safe and hygienic way when preparing, cooking or serving food.

Completion of this unit will also enable you to develop the following Core Skills:

- ◆ *Problem Solving: Critical Thinking* at SCQF level 3
- ◆ *Problem Solving: Planning and Organising* at SCQF level 3
- ◆ *Working with Others: Working Co-operatively with Others* at SCQF level 3

This unit is part of a progressive suite of units in food hygiene at SCQF levels 3–6.