

## Food Safety - guidance for the criteria

### Overview

**The candidate can plan and review their** work in food hygiene and the factors affecting the safe preparation of food. Activities that are at times non-routine or unfamiliar can be dealt with competently. As a result of reviewing their work, they will be able to ensure a safe food environment. Any aspect that is unfamiliar will require support and advice from other people which they will recognise and take appropriate steps to ensure safety is the highest priority at all times.

**A work activity will typically be 'non-routine or unfamiliar' because** the task or context is likely to require some preparation, clarification or research beyond the scope of the normal and regular working environment. For example, when new equipment or types of food are introduced to the work place.

**Example of context** – Receiving food from a supplier and storing it appropriately. Dealing with food waste, preparing food for cooking. Cooking and presenting food to consumers.

### Assessor's guide to interpreting the criteria

#### General Information

#### QCF general description for Level 2 qualifications

- Achievement at QCF level 2 (EQF Level 3) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
- Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.
- Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

#### Requirements

- Standards must be confirmed by a trained Gold Level Assessor or higher eg by gaining more than 66% in the food hygiene exam and/or demonstrating competence directly against the

assessment criteria in the work place.

- Assessors must at a minimum record assessment judgements as entries in the on-line mark book on the INGOTs.org certification site.
- Routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work will be available from their e-portfolios and on-line work. Assessors should ensure that relevant web pages are available to their Account Manager on request by supply of the URL.
- When the candidate provides evidence of matching all the criteria to the specification subject to the guidance below, the assessor can request the award using the link on the certification site. The Account Manager will request a random sample of evidence from candidates' work that verifies the assessor's judgement or use the evidence from the terminal examination.
- When the Account Manager is satisfied that the evidence is sufficient to safely make an award, the candidate's success will be confirmed and the unit certificate will be printable from the web site.
- This unit should take an average level 2 learner 10 hours of work to complete.

### **Assessment Method**

Assessors can score each of the criteria N, L, S or H. N indicates no evidence. L indicates some capability but some help still required. S indicates that the candidate can match the criterion to its required specification. H indicates performance that goes beyond the expected in at least some aspects. Candidates are required to achieve at least a S on all the criteria to achieve the full award.

### **Expansion of the assessment criteria**

## **1. Candidates will understand how individuals can take personal responsibility for food safety**

The key here is in taking responsibility and accepting that they are accountable for keeping other people safe.

### **1.1 I can outline the importance of food safety procedures, risk assessment, safe food handling and behaviour.**

The learner can identify appropriate cleaning techniques for instance take extra care in how packaging and food waste from raw food is thrown away. If packaging from raw food touches clean work surfaces they should be washed and disinfected afterwards. The learner can identify the impact and proper use of cleaning products and understands the possible effect on human health and environment as well as on the material it is applied on. The learner can identify when to use which specific cleaning tools and is able to use the different cleaning tools correctly. The learner can apply various cleaning methods and is able to clear tables efficiently, avoid cross contamination and keep in mind food hygiene regulations.

**Evidence:** will be provided directly from observation in the workplace, oral discussion and the terminal examination.

### **Additional information and guidance**

### 1.2 I can describe how to report food safety hazards.

The learner can observing and taking account in everyday catering work and taking decisions and measures in the everyday catering work, also that colleagues or guests are not injured, observing and taking account of all conditions in the work environment. The learner can observe and take into account all conditions in the food work environment capable of affecting health and safety.

**Evidence:** will be provided directly from observation in the work place, oral and/or written work and from the terminal examination.

#### Additional information and guidance

### 1.3 I can outline the legal responsibilities of food handlers and food business operators

The learner can outline the requirements of various regulations in food preparation and health and safety. For example regulations, preparation, storage, infections, cross contamination, reporting, date marks, reporting illness and basic first aid in the kitchen. The learner should also outline the law that requires; to report accidents, incidents and near misses, to report equipment that is broken or damaged, to properly use and look after any personal protective equipment, to make sure any guards are in place before operating machinery, not distract anyone else operating machinery, not to clean dismantle or operate dangerous equipment if you are under 18 years old, not to operate any machinery or use any chemical until it has been assessed by your employer and you have been properly trained and not to engage in horseplay which would put fellow employees at risk.

**Evidence:** will be provided directly from observation in the work place, oral and/or written work and from the terminal examination.

#### Additional information and guidance

## 2. Candidates will understand the importance of keeping him/herself clean and hygienic

The key here is for the candidate to be aware of the issues relating to their own cleanliness and hygiene and how this relates to their environment.

### 2.1 I can explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination

The learner explains how personal hygiene affects food safety; gives justification to the thesis that food handlers may act as a sources of, and vehicles for, food poisoning bacteria; explains how the risk to food safety is raising due to poor personal hygiene and practices; how good personal hygiene reduces the risk of contaminating food with bacteria.

**Evidence:**

#### Additional information and guidance

### 2.2 I can describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds

The learner knows the purpose and types of protective clothing; design features of protective clothing to reduce the risk of contamination and importance of keeping protective clothing clean and in good condition. He/she explains the role of hands in transferring bacteria to food; he/she is able to demonstrate the proper ways of washing hands and name the set of circumstances and situations in which personal hygiene is crucial in terms of reducing the risk of contamination. The learner explains the connections between wearing jewellery and accessories, long nails, unprotected hair, clothing and food safety. He/she knows how to protect cuts and wounds so that they would stay secured and how to prevent the bacteria from skin damages from contaminating the food. The learner describes

the risk caused by stomach upsets, infected lacerations and burns, severe colds, ear, eye, throat infections and skin diseases. The learner is aware that smoking in rooms where food is produced, stored, served or processed is prohibited. He/she is aware of the need to report cuts, wounds, illnesses listed above to supervisors and/or managers.

**Evidence:** Evidence from direct witness from oral testing, audio recording or written text.

### **Additional information and guidance**

## **3. Candidates will understand the importance of keeping the work areas clean and hygienic.**

The key here is for the candidate to be aware of the issues relating to working in a clean environment when handling or preparing food.

### **3.1 I can explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal.**

Learner can explain how to keep the work area and equipment clean and tidy: He/she is familiar and can describe definitions and examples of “clean-as-you-go”, “scheduled cleaning”, “cleaning in place” and “cleaning out of place”. Learner can explain uses of cleaning and disinfection chemicals; cleaning procedures for premises, equipment and utensils; importance of using appropriate cleaning materials; importance of waste disposal; methods for waste disposal; frequency of waste disposal; cleaning and location of waste bins. The learner can describe safe use and storage of cleaning chemicals and materials and explain appropriate storage areas away from food, avoiding prolonged soaking of materials, single use and colour-coded cloths. The learner is familiar with the rules of waste disposal such as regular disposal, no over-night storage, use of bin bags, waste containers kept clean and in good condition, clean as you go, separating food and general waste eg glass policy, external waste storage (covered waste container, impervious surface, away from direct sunlight, kept clean and tidy to avoid odours and so as not to attract pests).

**Evidence:** Oral examination, written or recorded explanation, results of the terminal exam.

### **Additional information and guidance**

### **3.2 I can state how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning.**

The learner can explain how correctly designed premises can help food hygiene standards. He/she understands the need for work surfaces, floors, walls, sinks and equipment to be constructed of appropriate materials, in order to aid cleaning, resist wear and damage and reduce the risk of contamination. The learner can describe possible food safety hazard of damaged surfaces and equipment; how the design and layout of kitchens and food rooms can affect hygiene standards; importance of work flow in a kitchen; standard of services and facilities. He can explain that the equipment needs to be easy to take apart, in good state of repair, installed as to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting, resistant to corrosion and fit for purpose.

**Evidence:** Oral examination, written or recorded explanation, results of the terminal exam.

### **Additional information and guidance**

### **3.3 I can outline the importance of pest control.**

The learner explains what types of food pests there are (birds, insects, rodents). What hazards they provide (droppings, hairs, bodies and microbiological). How they can access buildings, signs of infestation (droppings, smell, smear marks, pupae/egg cases, larvae, damaged/gnawed packaging and food spillages, infrastructure holes), maintenance of premises, reporting and repairs to it.

**Evidence:** Oral examination, written or recorded explanation, results of the terminal exam.

### Additional information and guidance

## 4. Candidates will understand the importance of keeping food safe

The key here is that the candidate understands the consequences of unsafe food.

### 4.1 I can state the sources and risks to food safety from contamination and cross-contamination, including microbial, chemical, physical and allergenic hazards.

The learner can recognise the role micro-organisms play in causing food poisoning. He/she knows the growth requirements of microorganisms and those foods which are high risk. The learner can state the sources of food poisoning bacteria. He/she can give examples of chemical and physical hazards and allergens. The learner can also give the risks of contamination and cross contamination and the measures which need to be taken to minimise these risks.

**Evidence:** Oral examination, written or recorded explanation, results of the terminal exam.

### Additional information and guidance

### 4.2 I can explain how to deal with food spoilage including recognition, reporting and disposal.

The learner can recognise and describe the appearance of spoiled food. He/she can explain the required reporting procedures for food spoilage and why these steps are necessary. The learner can explain the disposal of spoiled food process, methods and reasons for these processes.

**Evidence:** Oral examination, written or recorded explanation, results of the terminal exam.

### Additional information and guidance

### 4.3 I can describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food.

The learner can describe what the 'Temperature Danger Zone is'. He/she can state the necessary temperatures for the destruction of bacterial toxins and spores. He/she can describe the safe food handling procedures for reheating, cooking and thawing food and explain the risks involved. The learner can describe the safe food handling practices for using chillers and chilled food and the prevention of contamination and cross contamination during these processes.

**Evidence:** Oral examination, written or recorded descriptions, results of the terminal exam.

### Additional information and guidance

### 4.4 I can explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food.

The learner can identify the range of the 'Temperature danger zone' and explain its importance to bacterial growth. He/she can explain the importance of checking food temperatures during cooking and the importance of temperature control for high risk foods. He/she can state the correct temperatures for the storage of different food types and explain the necessary monitoring and recording practices of temperatures.

**Evidence:** Oral examination, written or recorded explanation, results of the terminal exam.

### Additional information and guidance

#### 4.5 I can describe stock control procedures including deliveries, storage, date marking and stock rotation.

The learner can describe the importance of checking deliveries. He/she can explain how canned and dried food should be stored and be able to explain the processes for safe disposal of food. He/she can explain the risks of contamination and cross contamination from inadequate stock control procedures and can explain the importance of keeping food storage areas clean and tidy. The learner can also explain the importance of the separation of raw and ready-to-eat foods and the necessary food preparation practices for storage.

**Evidence:** Oral examination, written or recorded explanation, results of the terminal exam.

### Additional information and guidance

## 5. Final Test

In the Final Test must achieve a minimum of 20 marks.

### ***Moderation/verification***

The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialog with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements through reference to candidate e-portfolios and through signed witness statements associated with the criteria matching marks in the on-line markbook. Before authorizing certification, the Account Manager must be satisfied that the assessors judgements are sound.

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