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## Qualification Specification

### Highfield Level 2 Award in Food Safety in Catering (RQF)

Qualification Number: 603/2033/3

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## Highfield Level 2 Award in Food Safety in Catering (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager

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### Qualification regulation and support

The Highfield Level 2 Award in Food Safety in Catering has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual.

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### Key facts

<b>Qualification number:</b>	603/2033/3
<b>Learning aim reference:</b>	60320333
<b>Credit value:</b>	1
<b>Assessment method:</b>	Multiple-choice examination OR open response workbook
<b>Guided learning hours (GLH):</b>	6
<b>Total qualification time (TQT):</b>	7

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### Qualification overview and objective

The objective of this qualification is to prepare learners for employment in catering role, or to support a role in the workplace.

Learners gaining this qualification will know that food safety is the responsibility of everyone involved in the storage, preparation, cooking service and handling of food. Its topics are regarded by the Foods Standards Agency as being important to maintaining good practice in the production of safe food.

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### Entry requirements

To register on to this qualification, learners are required to be 14 years of age or above.

It is also advised that learners have a minimum of Level 1 in English and Maths or equivalent.

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### Guidance on delivery

The total qualification time for this qualification is 7 hours, of this 6 hours are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

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### Guidance on assessment

This qualification is assessed by multiple-choice examination OR open response workbook.

If centres choose the multiple-choice examination as the method of assessment, learners must

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complete 20 questions within 45 minutes. Successful learners will have to demonstrate knowledge and understanding across the qualification syllabus and achieve a pass mark of 60% (12/20). Completed examination papers should be returned to Highfield for marking and results will then be supplied to the centre afterwards.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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### **Guidance on quality assurance**

Highfield Qualifications require centres to have a robust mechanism for internal quality assurance in place. Internal quality assurance must be completed by an appropriately qualified person and who must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

For more information on internal quality assurance processes, please refer to the tutor, assessor and IQA support pack available to download from the Highfield website.

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### **Recognition of prior learning (RPL)**

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

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### **Tutor requirements**

**If centres choose the multiple-choice examination as the method of assessment, the role of tutor must be filled.**

Highfield recommends that nominated tutors hold a qualification in the relevant subject area and have a teaching qualification or teaching experience

Therefore, it is recommended that nominated tutors have a Level 3 Food Safety in Catering qualification (or equivalent) from a recognised awarding body together with a training qualification.

#### ***Suitable subject area qualifications may include:***

- Degree or DipHE in a related subject such as:
  - Food Science
  - Environmental Health
  - Home Economics
  - Microbiology
  - or one that contains elements of these subjects
- HNC/D in a related subject (as outlined above);
- Level 3 or 4 qualification in Food Safety;
- Graduate Diploma in Food Science and Technology of the Institute of Food Science and Technology; or
- any other Highfield approved qualification

#### ***Suitable teaching qualifications include:***

- HABC Level 3 Award in Delivering Training;
- HABC Level 3 International Award in Delivering Training (IADT)
- Level 3 PTLLS, or above;
- Level 3 Award in Education and Training, or above;
- Diploma or Certificate in Education;
- Bachelors or Masters Degree in Education;
- City and Guilds Teachers Certificate or equivalent;
- Level 3 or 4 NVQ in Training and/or Development; or
- Proof of at least 30 hours of training in any subject.

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### Assessor requirements

**If centres choose the open response learner workbook as the method of assessment, the roles of tutor and assessor must be filled.**

Highfield recommends that assessors of this qualification hold a qualification in the relevant subject area as specified in the nominated tutors section above. It is not a requirement that assessors of this qualification hold a formal assessing qualification, however it is recognised as good practice.

It is also recommended that Nominated tutors and assessors are able to demonstrate relevant experience and knowledge in a work context and provide evidence of engagement with the subject field and continuing professional development.

**Please note:** the role of the tutor and assessor for the delivery of this qualification can be undertaken by the same person.

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### Internal quality assurance (IQA) requirements

**If centres choose the open response learner workbook as the method of assessment, the role of internal quality assurer must be filled.**

Highfield recommends internal quality assurers for this qualification to meet the following:

- hold (or be working towards) a recognised internal quality assurance qualification (or have relevant experience)
- maintain appropriate continued professional development for the subject area

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### Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

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### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police

- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

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### **Progression opportunities**

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Level 3 Award in Food Safety in Catering
  - Level 3 food and drink qualifications
  - Hospitality competency-based qualifications
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### **Useful websites**

- [www.highfieldabc.com](http://www.highfieldabc.com)
  - [www.highfield.co.uk](http://www.highfield.co.uk)
  - [www.food.gov.uk](http://www.food.gov.uk)
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### **Recommended training materials**

*The Food Safety Handbook (Level 2)*, Sprenger, R.A. Highfield International

*Hygiene Sense*, Sprenger, R.A. Highfield International

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## Appendix 1: Qualification structure

To complete the Highfield Level 2 Award in Food Safety in Catering (RQF), learners must complete the following:

- **all units** contained within the mandatory group

### Mandatory group

Learners must achieve **all units** in this group

Unit reference	Unit title	Level	GLH	Credit
R/615/8162	Principles of Food Safety in Catering	2	6	1

## Appendix 2: Qualification content

### Unit 1: Principles of Food Safety in Catering

Unit number: R/615/8162

Credit: 1

GLH: 6

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how individuals can take personal responsibility for food safety</b></p>	<p>1.1 Identify the importance of food safety procedures, safe food handling and avoiding unsafe behaviour</p> <p>1.2 Identify how to report food safety hazards, infestations and food spoilage</p> <p>1.3 Recognise key legal responsibilities of food handlers</p>
<p><b>2. Understand the importance of food handlers keeping themselves clean and hygienic</b></p>	<p>2.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination</p> <p>2.2 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices</p>
<p><b>3. Understand the importance of keeping work areas clean and hygienic</b></p>	<p>3.1 Know how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals</p> <p>3.2 Know the importance of safe waste disposal</p> <p>3.3 Identify the importance of pest control</p>
<p><b>4. Identify the importance of keeping food products safe</b></p>	<p>4.1 Identify main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards</p> <p>4.2 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation</p>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.3 Identify safe food handling and temperature control practices for preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.4 Know how to deal with food spoilage including recognition and reporting</p>

Indicative content
<p><b>LO1 Understand how individuals can take personal responsibility for food safety</b></p> <p>1.1 Identify the importance of food safety procedures, safe food handling and avoiding unsafe behaviour</p> <ul style="list-style-type: none"> <li>○ Benefits to customers, food businesses and food handlers of effective procedures</li> <li>○ Costs of poor practices to a business</li> </ul> <p>1.2 Identify how to report food safety hazards, infestations and food spoilage</p> <ul style="list-style-type: none"> <li>○ What to report, when to report, who to report to for hazards infestations/signs of pests and spoilage</li> </ul> <p>1.3 Recognise key legal responsibilities of food handlers</p> <ul style="list-style-type: none"> <li>○ Requirement for:                     <ul style="list-style-type: none"> <li>– Food safety training &amp; supervision</li> <li>– Reporting of illness</li> <li>– Following rules and procedures implemented for food safety</li> </ul> </li> </ul> <p><b>LO2 Understand the importance of food handlers keeping themselves clean and hygienic</b></p> <p>2.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination</p> <ul style="list-style-type: none"> <li>○ How good personal hygiene can reduce microbial, chemical, physical and allergenic contamination</li> </ul> <p>2.2 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices</p> <ul style="list-style-type: none"> <li>○ Practices regarding:                     <ul style="list-style-type: none"> <li>– Clean, suitable protective clothing</li> <li>– Jewellery and personal effects</li> <li>– Effective hand wash</li> <li>– Times to wash hands</li> <li>– Recognising illness which may cause food contamination</li> </ul> </li> </ul>

- When to come to work and when to call in sick
- Covering wounds
- Personal habits to avoid

### **LO3 Understand the importance of keeping work areas clean and hygienic**

3.1 Know how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals

- Reasons for cleaning
- Cleaning and disinfection techniques, including order of cleaning
- Cleaning chemicals, including purpose of detergent, disinfectant and sanitiser and following manufacturer's instructions and safe storage
- Clear and clean as you go

3.2 Know the importance of safe waste disposal

- Internal and external controls including regular removal of waste, clean areas, secure and lidded externally, cleaned regularly

3.3 Identify the importance of pest control

- Hazards from pests
- Common food pests and signs of pests
- Reporting of signs
- Basic environmental control (which they are responsible for) such as clearing food spillages, keeping doors and windows closed, lids on bins

### **LO4 Identify the importance of keeping food products safe**

4.1 Identify main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards

- Meaning of terms contamination, cross-contamination, raw food to be cooked, high-risk food, low-risk food and ready-to-eat raw food
- Types of microbiological contaminants (bacteria, virus, mould)
- Common sources, routes and vehicles of microbiological contamination
- Recognition of main characteristics of food poisoning bacteria, factors influencing microbiological multiplication and survival (including spores and toxins) and consequences these may have for food safety and basic controls
- Examples of basic controls to prevent microbiological contamination, including keeping raw and ready to eat separate, use of correct equipment to prevent contamination (including colour coding), reporting damaged equipment, including work surfaces
- Examples of common physical hazards within food preparation areas and basic controls
- Examples of common chemical hazards within food preparation areas and basic controls
- Identification of common allergenic foods and risks associated with allergenic hazards.
- Awareness of ways to prevent allergenic contamination during food production

4.2 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation

- Basic contamination and temperature controls and checks to be made at delivery
- Importance of labelling
- Importance of stock rotation and date coding
- Importance of temperature control during storage, including correct temperatures and basic ways to achieve them

4.3 Identify safe food handling and temperature control practices for preparing, cooking, chilling, reheating, holding, serving and transporting food

- Preparation:
  - Separation of raw and ready to eat foods
  - Dedicated equipment
  - Not preparing too far in advance
- Cooking:
  - Following recipes
  - Cooking thoroughly
  - Safe temperatures
  - Preventing contamination
- Chilling:
  - The need to cool quickly
  - The need to prevent contamination
- Reheating:
  - Meeting required temperature when reheating
  - Only reheating once
- Holding:
  - Preventing contamination
  - No topping up
  - Safe temperature for hot and cold holding and time allowable out of these temperatures
- Serving & transporting food:
  - Avoiding contamination
  - Clean equipment
  - Suitable transportation and containers
  - Importance of temperature control

4.4 Know how to deal with food spoilage including recognition and reporting

- Common signs of food spoilage
- The need to report spoiled food
- Separation of spoiled food

### Appendix 3: Sample assessment material

Sample questions:

1. Which of the following statements is correct regarding food poisoning?
  - a) It usually results in death
  - b) Symptoms are always difficult to detect
  - c) All cases of diarrhoea are caused by food poisoning
  - d) It can be prevented by good hygiene practices
  
2. The law requires food handlers to:
  - a) wash their hands with soap and hot water every 30 minutes
  - b) report infected wounds and skin infections to their supervisor
  - c) wear blue latex gloves when handling cooked food
  - d) dry their hands thoroughly using a hand dryer
  
3. It is **most** important for food handlers to wash their hands after:
  - a) slicing cooked beef for sandwiches
  - b) grating cheese for a pizza prior to cooking
  - c) preparing raw chicken for cooking
  - d) drying plates with a tea towel