



## **Level 2 Award in Food Safety Awareness**

### **Qualification Specification**

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## Introduction

The **Level 2 Award in Food Safety Awareness** qualification is appropriate for staff that directly prepare and cook food and aims to develop knowledge and understanding needed for preparing and cooking food safely; it covers the four main areas of control: cooking, cleaning, chilling and preventing cross-contamination.

The awarding organisation for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

This qualification has been accredited onto the Regulated Qualifications Framework (RQF).

## Qualification Profile

Qualification title	<b>ProQual Level 2 Award in Food Safety Awareness</b>
Ofqual qualification number	603/3328/5
Level	Level 2
Total qualification time	10 hours
Guided learning hours	8
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/7/2018
Qualification end date	

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

Candidates must complete the Mandatory unit.

Mandatory			
Unit Reference Number	Unit Title	Unit Level	GLH
R/617/1123	Food safety awareness	2	8

## Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

### Staff

Staff delivering this qualification must be appropriately qualified and occupationally competent.

### Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

## Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

## Assessment

Candidates must demonstrate the level of knowledge described in the unit. Assessment is the process of measuring a candidate's knowledge and understanding against the standards set in the qualification.

Assessment guidance is included to assure consistency.

Each candidate is required to produce evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- assignments/projects/reports
- worksheets
- portfolio of evidence
- record of oral and/or written questioning
- candidate test papers

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do.

**Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

*Learning outcomes and assessment criteria for this qualification can be found from page 8 onwards.*

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Certification

Candidates who achieve the requirements for qualifications will be awarded:

- A certificate listing the unit achieved, and
- A certificate giving the full qualification title -

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#### **Claiming certificates**

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the requirements for a qualification. All certificates will be issued to the centre for successful candidates.

#### **Replacement certificates**

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

# Learning Outcomes and Assessment Criteria

## Unit R/617/1123

### Food safety awareness

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand key principles of food safety	<p>1.1 Demonstrate knowledge of principles of food safety in terms of:</p> <ul style="list-style-type: none"><li>• how to operate a food safety management system</li><li>• the concept of hazards to food safety in catering operation, and the necessity of controlling these hazards in order to remove or keep risks to a safe level</li><li>• what might happen is risks are not controlled</li><li>• the types of hazard they are likely to come across in a catering operation</li><li>• how to control hazards by cooking, chilling (including storage), cleaning and the avoidance of cross-contamination</li><li>• why monitoring is important and key stages in the process</li><li>• the importance of knowing what to do when things go wrong</li><li>• the role of record keeping</li><li>• why some hazards are more important than others in terms of food safety</li><li>• who they should report to if they believe there are food safety hazards</li></ul>
2. Know how to keep self clean and hygienic	<p>2.1 Demonstrate knowledge of keeping clean and hygienic in terms of:</p> <ul style="list-style-type: none"><li>• why clean and hygienic clothing must be worn</li><li>• why hair must be tied back and/or appropriate hair covering must be worn</li><li>• what types of protective clothing is appropriate for different jobs in the storage, preparation and cooking of food</li><li>• the food safety hazards that jewellery and accessories can cause</li><li>• when clothing should be changed and why this is important</li></ul>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<ul style="list-style-type: none"> <li>• why hands must be washed thoroughly after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste and before handling ready-to-eat food</li> <li>• how hands should be washed safely</li> <li>• why it is important not to handle food if they have open wounds (including boils and septic cuts) and what to do if they have an open wound</li> <li>• why it is important to report illnesses and infections promptly and why stomach illnesses are particularly important</li> <li>• why it is important to avoid touching face, nose or mouth, blowing their nose, chewing gum, eating, smoking, when working with food</li> </ul>
<p>3. Know how to keep working area clean and hygienic</p>	<p>3.1 Demonstrate knowledge of keeping working area clean and hygienic in terms of:</p> <ul style="list-style-type: none"> <li>• why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task and how to ensure this</li> <li>• why it is important only to use clean and suitable clothes when cleaning between tasks, and how to ensure this is done</li> <li>• why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety</li> <li>• the types of damaged surfaces and equipment that can cause food safety hazards, and what to do about them</li> <li>• why it is important to clear and dispose of waste promptly and safely, and how to do so</li> <li>• how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards, and the type of damage they should look for</li> <li>• the types of pests that may be found in catering operations, and recognising the signs that they may be there</li> </ul>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
4 Know how to store food safely	4.1 Demonstrate knowledge of storing food safely in terms of: <ul style="list-style-type: none"> <li>• why it is important to make sure food deliveries are undamaged, at the correct temperature and within their “use by date” and how to do this</li> <li>• why it is important to prepare food for storage</li> <li>• why food must be put in the correct storage area, and the temperatures that different foods should be stored at</li> <li>• why it is important that storage areas are clean and tidy, and what to do if they are not</li> <li>• why it is important to store food at the correct temperatures and how to achieve this</li> <li>• what types of food are raw and what types are ready-to-eat</li> <li>• why it is important to separate raw and ready-to-eat food</li> <li>• why stock rotation procedures are important, and why food that is beyond “use-by-date” must be disposed of</li> </ul>
5 Know how to prepare, cook and hold food safely	5.1 Demonstrate knowledge of preparing, cooking and hold food safety in terms of: <ul style="list-style-type: none"> <li>• why and when it is necessary to defrost foods before cooking and how to do so safely and thoroughly</li> <li>• how to recognise conditions leading to food safety hazards during preparation and cooking and what to do if any are found</li> <li>• why it is important to know that certain foods can cause allergic reactions and the procedures that should be followed to deal with these foods</li> <li>• how cross-contamination can happen between raw food, food in storage and preparation and food that is ready to eat, and how to avoid this</li> <li>• when thorough cooking and reheating methods should be used</li> <li>• cooking/reheating methods, temperatures and times for the food they work with</li> </ul>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<ul style="list-style-type: none"> <li>• how to check that the food they work with is thoroughly cooked/safety reheated</li> <li>• why it is important to make sure food is at the correct temperature before and during holds, prior to serving it</li> <li>• type types of cooked food that they may need to chill or freeze because they are not for immediate consumption and how to do so safely</li> </ul>
<p>6 Be able to keep self clean and hygienic</p>	<p>6.1 Wear clean and hygienic clothes, appropriate to the jobs they are doing</p> <p>6.2 Tie hair back and/or wear appropriate hair covering</p> <p>6.3 Only wear jewellery and other accessories that do not cause food safety hazards</p> <p>6.4 Change clothing when necessary</p> <p>6.5 Wash hands thoroughly at appropriate times</p> <p>6.6 Avoid unsafe behaviour that could contaminate food they are working with</p> <p>6.7 Report any cuts, boils, grazes, illness and infections promptly to the appropriate person</p> <p>6.8 Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing</p>
<p>7 Be able to keep their working area clean and hygienic</p>	<p>7.1 Make sure surfaces and equipment are clean and in good condition</p> <p>7.2 Use clean and suitable cloths and equipment for wiping and cleaning between tasks</p> <p>7.3 Remove from use any surfaces and equipment that are damaged or have loose parts, and report them to the person responsible for food safety</p> <p>7.4 Dispose of waste promptly, hygienically and appropriately</p> <p>7.5 Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings, furniture and fittings</p> <p>7.6 Identify, take appropriate action on and report to the appropriate person any signs of pests</p>
<p>8 Be able to store food safely</p>	<p>8.1 Check that food is undamaged, is at the appropriate temperature and within its “use-by-date” on delivery</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<ul style="list-style-type: none"> <li>8.2 Look at and retain any important labelling information</li> <li>8.3 Prepare food for storage and put it in the correct storage area as quickly as necessary to maintain its safety</li> <li>8.4 Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food</li> <li>8.5 Store food so that cross contamination is prevented</li> <li>8.6 Follow stock rotation procedures</li> <li>8.7 Safely dispose of food that is beyond its “use-by-date”</li> <li>8.8 Keep necessary records up-to-date</li> </ul>
<ul style="list-style-type: none"> <li>9 Be able to prepare, cook and hold food safely</li> </ul>	<ul style="list-style-type: none"> <li>9.1 Check food before and during operations for any hazards, and follow the correct procedures for dealing with these</li> <li>9.2 Follow organisational procedures for items that may cause allergic reactions</li> <li>9.3 Prevent cross-contamination</li> <li>9.4 Use methods, times, temperatures and checks to make sure food is safe following operations</li> <li>9.5 Keep necessary records up-to-date</li> </ul>

## Assessment

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of the knowledge and understanding.

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.



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