

Unit 23: Food Safety in Catering

Unit code: H/502/0132

QCF Level 2: BTEC Specialist

Credit value: 1

Unit aim

This unit will provide learners with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the unit at level 2 will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole.

This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.

Unit introduction

This unit introduces learners to the knowledge they need to enable them to take personal responsibility for food safety as well as understand the basic principles of food safety necessary for those working in the hospitality and catering industry preparing food. The unit identifies some of the necessary good practice including the legal requirements that must be applied to food, its storage and cooking, as well as the basic principles of good practice needed to keep and maintain food areas/kitchens clean and safe.

Learners will also gain an understanding of the importance of good personal hygiene, which helps to reduce the risks of food-related illnesses and food poisoning. They will also be taught the most common types of food hazards and how to avoid them.

Learners will identify common workplace health and safety and security hazards in kitchen situations, relating to equipment, hazardous substances, fires, contamination and infestation by pests. Learners should know some simple control measures to reduce and to eliminate the risk of injury or illness arising from the hazards.

This unit provides an essential background for those who wish to study food preparation and cooking and work with food.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how individuals can take personal responsibility for food safety	1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour 1.2 Describe how to report food safety hazards 1.3 Outline the legal responsibilities of food handlers and food business operators
2 Understand the importance of keeping him/herself clean and hygienic	2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination 2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds
3 Understand the importance of keeping the work areas clean and hygienic	3.1 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 3.2 State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning 3.3 Outline the importance of pest control
4 Understand the importance of keeping food safe	4.1 State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards 4.2 Explain how to deal with food spoilage including recognition, reporting and disposal 4.3 Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food 4.4 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food 4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation

Unit content

1 **Understand how individuals can take personal responsibility for food safety**

Food safety procedures: risk assessment; safe food handling and behaviour; legal requirements (personal, business); health and safety; customer satisfaction; duty of care

Reporting safety hazards: reporting to line manager; unhygienic tools or defective equipment; accidents; hazards (slips, trips); other problems

Legal responsibilities: Chartered Institute of Environmental Health (health and safety, food safety, consumer protection); Food Safety Act 1990; personal hygiene; Food Hygiene Regulations

2 **Understand the importance of keeping him/herself clean and hygienic**

Importance of personal hygiene: reducing spread of germs; preventing cross-contamination

Personal hygiene practices: washing and drying hands before handling food; clean personal equipment; personal presentation (clean uniform, clean hair, hair tied up and back and covered, appropriate footwear, no jewellery or watches); hygiene and freshness (discrete use of cosmetics, short finger nails, no nail varnish, clean hands); care when coughing or sneezing; reporting cuts and wounds, covering of cuts and wounds with appropriate dressings; reporting personal illness to supervisors

3 **Understand the importance of keeping the work areas clean and hygienic**

Cleaning procedures: using correct manufacturer's and business cleaning procedures (use, dilutions, storage); using correct cleaning chemicals and materials; washing; wiping; sanitising; sterilising; checking for cleanliness and good hygiene; checking for safety; waste disposal (food, other items, method); cleaning schedule (daily, weekly, monthly, as required)

Reducing contamination risks: minimising bacterial spread; minimising viral spread; work flow (linear, cyclical); work surfaces (porous, non-porous); equipment (knives, cutting boards, electrical equipment)

Pest control: checking for problems and infestation; rodents; insects; reporting problems; importance (food contamination, customer satisfaction, business reputation, health and safety)

4 Understand the importance of keeping food safe

Food hazards: microbial (bacteria, cross-contamination); chemical (cleaning materials, insecticides, rodent poison); biological (bacteria, yeasts, moulds); physical (hair, insects, machinery parts, packaging, dirt from kitchen or premises); allergens (nuts, gluten, dairy products, shellfish)

Food spoilage: recognition of unsafe food (sight, smell, temperature); reporting procedures (line manager, supplier); disposal of unsafe food (return to supplier, inform EHO)

Safe practices: preparation (good hygiene practices, using appropriate surfaces, using suitable knives and equipment); cooking (minimising bacterial activity, applying correct cooking temperatures and cooking times for different foods – fish, meat, poultry, vegetables); chilling (minimising bacterial activity, holding at appropriate temperatures, monitoring length and duration of chilling process); reheating (applying appropriate temperatures, 'if in doubt, throw it out'); holding (applying appropriate temperatures, holding hot food above 63°C, holding chilled food below 5°C); serving (using clean dishes and serving equipment, avoiding cross-contamination, using gloves); transporting (minimising transportation times, applying correct holding temperatures, keeping different types of food separate); safe buying practices, use by dates, checking for insect/pest damage, blown cans, broken bottle seals, ice-cream and frozen foods, chilled foods, fresh foods; handling food and commodities; cleaning vegetables and fruit; washing (meat, poultry, fish)

Storage: prevention of cross contamination; keeping food for future use; chilling/freezing, wrapping, storage times, defrosting, use-by dates

Temperature controls: hot food (legal temperature above 63°C); chilled food (legal temperature below 5°C); cold and frozen foods (legal temperatures –18°C); temperature monitoring (business procedures); importance (complying with legislation, maintaining safe standards, maintaining business' reputation)

Stock control: deliveries (checking quantity and quality, checking against order and delivery note); correct storage of items (refrigerated food, frozen food, dry food); date marking; stock rotation

Essential guidance for tutors

Delivery

The purpose of this unit is to provide essential background and foundation for those learners who need to know about and maintain good personal, food and kitchen hygiene as they are preparing and serving food to the general public. It is suggested that for those learners who wish to study food safety in hospitality, that this unit is taught before learners commence any practical cookery skills practice, as they should be required to implement and comply with general food safety and hygiene requirements whilst they undertake their cookery practice. This will help to re-enforce the content of this unit and contribute to good practice as well as effective teaching.

There has been a considerable increase in the rise of food poisoning cases in this country over recent years. The number of people suffering from various forms of food related illness has increased in line with the large increase in meals being eaten out and away from the home. There has been a large increase in the number of people who suffer from food related allergies such as asthma and skin problems. Consumers of food and those taking up employment in a food related business need to know some basic rules to help prevent and reduce incidents. Learners need to be made aware of this situation.

This is an essentially a knowledge based unit but for the content to be effectively understood it must be related at every opportunity to practical food situations, kitchens, food and drink service businesses. Learners will need to be aware of the laws and regulations that apply to the hospitality industry as well as an understanding of the role of environmental health officers. Well produced, informative and easy to understand guides to legislation and its impact on people and businesses are produced by government agencies and, multiple copies are often supplied at no cost to teaching and training centres. These publications are an excellent starting point for tutors to introduce this subject and it is a good idea to supply every learner with a copy. Two suggested publications for learners are identified in the indicative reading section of the unit details. The Food Hygiene regulations can be used as a framework for delivery of this unit. Learners do not need to be able to quote the law but must know how it applies to a practical kitchen or food and drink situation.

Learners need to be given a background as to why food safety is important and the possible consequences when things go wrong. Tutors could request that a Local Authority Environmental Health Officer gives a talk to learners. They can be very informative as well as being able to give practical guidance on the responsibilities of individuals, implementation of the law and good practice for the home and workplace.

Learners will learn the safe practices that are required in hospitality and this is best achieved by formal whole class teaching. They will know how to check raw, chilled, frozen, tinned, bottled and dried foods for possible contamination as well as know how to correctly store and handle these commodities to prevent contamination. Learners will also learn good kitchen practice in terms of maintaining and cleaning large and small equipment including refrigerators and freezers.

It is a specific requirement that learners know and understand the importance of good personal hygiene and how this is maintained. Poor personal hygiene and habits are major causes of food poisoning, most of which is preventable by the adoption of the good practices identified in the Food Hygiene regulations. Tutors need to re-enforce this at every opportunity.

Learners will understand how to work in a clean and efficient manner understanding that good organisation of personal practical kitchen work can help to reduce not only the risks of accidents but the cross-contamination of foods and therefore help to reduce the risks of food poisoning. The careful cleaning and sanitising of work surfaces and equipment needs to be explained and learners will need to understand the differences in the range of cleaning materials and chemicals that can safely be used in a food production situation.

Learners will also know the main types of food hazards and be able to identify and name the most common ones. Learners will find the names of bacterial food poisoning difficult to manage and it is not necessary for them to be able to accurately spell or recall them. They must however, know the issues concerning this type of food hazard and the outcomes when bacteria contaminate food.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

For this unit learners need access to a suitable hospitality teaching environment with access to the internet for research.

A selection of contemporary hospitality books and journals, together with copies of media reports, accessible via electronic links to relevant websites and case studies would also be useful learning materials.

Indicative resource materials

Textbooks

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F – *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Others

Food hygiene: A guide for businesses (The Food Standards Agency, 2006)

Starting up: Your first steps to running a catering business 2007 –
The Food Standards Agency

Journals

Caterer and Hotelkeeper – Reed Business Information

Journal of Environmental Health Research

Websites

www.food.gov.uk – *The Food Standards Agency*

www.food.gov.uk/foodindustry/regulation

www.food.gov.uk/foodindustry/regulation/foodlaw

www.cieh.org/jehr – *Journal of Environmental Health Research*