

Unit 6: Cleaning of Food Areas

Unit code: L/502/2277

QCF Level 2: BTEC Specialist

Credit value: 4

Guided learning hours: 32

Unit aim

This unit is about conducting routine cleaning in food areas including kitchens, food service areas, and food manufacturing premises, food production and food retailing. These areas pose a high risk to public health if not cleaned properly. Learners must be able to maintain high standards of personal hygiene throughout the cleaning process. The unit also covers the cleaning of in-situ equipment and it is therefore important that correct precautions are taken with regard to personal protective equipment and the handling and safe isolation of food production equipment.

Unit introduction

Cleaning in a food environment is of extreme importance to any organisation. It is imperative that cleaning in these areas is carried out in a methodical way following the company cleaning schedule and colour coding systems, which mirrors Government legislation and follows the principles of the Hazard Analysis Critical Control Points (HACCP). Cleaning to high standards promotes a pleasant, safe, attractive working environment for employees. A high standard of cleaning gives the customer confidence when purchasing the product, and ensures the prevention of cross-contamination, bacterial growth or foreign objects.

Learners will need to be aware of bacterial growth, how to reduce bacteria to a safe level by carrying out cleaning appropriately using the correct methods and techniques. They will need to know how to protect the health and safety of themselves, colleagues, the public and the environment through the appropriate selection and use of personal protective equipment (PPE), hygiene, and use of appropriate signage.

As part of the cleaning process in the food environment, learners will need to know how to disassemble and reassemble a variety of machinery. They will also need to know how to dispose of waste safely, the importance of checking areas after cleaning, checking the equipment and materials are in good order and stored appropriately and what action to take if any damage or risk is identified. Finally they will order supplies following company policies.

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
<p>1 Be able to prepare for cleaning of food areas</p>	<p>1.1 explain the purpose of a work schedule</p> <p>1.2 explain the importance of thorough preparation before cleaning</p> <p>1.3 explain the importance of having procedures for entering and leaving food areas</p> <p>1.4 assess the area and items to be cleaned</p> <p>1.5 describe how to prepare work areas</p> <p>1.6 explain the process for reporting damaged equipment and surfaces</p> <p>1.7 explain the importance of maintaining personal hygiene</p> <p>1.8 state correct procedures for dealing with food items prior to cleaning</p> <p>1.9 describe types of pest infestation common in food production areas</p> <p>1.10 describe recommended procedures for dealing with pest infestations</p> <p>1.11 explain the importance of isolating powered equipment</p> <p>1.12 state why it is important to ventilate cleaning areas</p> <p>1.13 describe the correct cleaning method, equipment and materials to use for different soil types, surfaces and equipment</p> <p>1.14 select correct cleaning method, equipment and materials to use</p> <p>1.15 explain the importance of following manufacturers' recommendations and instructions</p> <p>1.16 list personal protective equipment for cleaning food areas</p>

Learning outcomes	Assessment criteria
<p>2 Be able to carry out cleaning of food areas</p>	<p>2.1 explain the importance of cleaning procedures</p> <p>2.2 use correct cleaning methods to clean food areas</p> <p>2.3 describe correct cleaning methods for food areas</p> <p>2.4 explain the importance of cleaning to prescribed standards</p> <p>2.5 explain the possible consequences of using incorrect solutions, equipment and cleaning methods</p> <p>2.6 state why it is important to leave the food area free of deposits, residue and foreign objects</p> <p>2.7 state why surfaces and vents should be left dry on completion of cleaning</p> <p>2.8 explain the importance of completing work in a timely manner</p> <p>2.9 explain the importance of minimising the inconvenience to colleagues, customers and the general public</p> <p>2.10 describe procedures that can be taken to minimise inconvenience</p>

Learning outcomes	Assessment criteria
<p>3 Be able to check cleaning and resources, dispose of waste and return equipment and items</p>	<p>3.1 explain the importance of checking area and items after cleaning</p> <p>3.2 check the cleaning and take any necessary actions</p> <p>3.3 describe the procedures for reporting damage to equipment surfaces and premises</p> <p>3.4 explain the importance of returning all items after cleaning to their original position</p> <p>3.5 return items to the original position</p> <p>3.6 explain why equipment and materials should be returned in good order to a secure storage area</p> <p>3.7 return equipment in good order to storage areas</p> <p>3.8 describe how to dispose of waste correctly</p> <p>3.9 dispose of waste correctly</p> <p>3.10 describe the procedures for ordering and replacing resources</p>

Unit content

1 Be able to prepare for cleaning of food areas

Purpose of work schedule: sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

Importance of thorough preparation: availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); reduce cross-contamination; adhere to organisational procedures; keep to relevant regulations and legislation

Importance of having procedures for entering and leaving food areas: avoid cross-contamination: maintain health and safety; organisational procedures; keep to relevant regulations and legislation

Area and items: where food is prepared, served and stored eg kitchens, food service areas, food manufacturing premises, food production, food retailing areas food storage areas, clearing and washing up areas; items; types eg storage, sinks and drainers, drainage, grease traps, doors, skirting, windows, furnishings, cupboards, light fittings, ventilation canopies

Prepare work areas: organisational procedures; comply with relevant regulations and legislation; health and safety; equipment; materials; risk assessment eg adequate ventilation, use of appropriate signage, protect surrounding surfaces; remove loose dust, debris and waste

Procedures for reporting damage: organisational procedures; regulations and legislation; documentation

Importance of maintaining personal hygiene: organisational procedures; comply with relevant regulations and legislation; contamination; reputation (employee, employer); reporting health conditions

Procedures for dealing with food items prior to cleaning: organisational procedures; comply with relevant regulation and legislation eg handling, hygiene, temperature control

Pest infestations: types insects eg flies, ants, cockroaches; birds; types animals eg rodents, cats, dogs, squirrels

Procedures for dealing with pest infestation: follow organisational procedures; comply with regulations and relevant legislation

Importance of isolating powered equipment: maintain health and safety; to avoid (injury, accidents or near misses); to avoid liability; organisational procedures; regulations and legislation

Importance of ventilating cleaning area: health and safety; risk assessment; avoid build up of fumes, vapours, moisture and dust; to avoid liability; aid the drying process

Cleaning methods, equipment and materials: methods eg sweeping, damp wiping, mopping, scrubbing, scraping, wall washing, dry or wet suction cleaning, pressure washing, steam cleaning, thermal, ultrasonic, Clean In Place (CIP) systems; equipment ;types eg use of appropriate signage, PPE, brushes, dustpans, mops, buckets, colour coded cloths, abrasive and non-abrasive pads, scrapers, vacuum cleaner and accessories, rotary machine, wet pick up, step ladder; materials: types eg detergent, disinfectant, bactericide, degreasant, lime scale remover, hard surface cleaner, biodegradable chemicals, sequestrant, solvents

Surfaces and soil types: surfaces: types eg walls, floors, tiled, stainless steel, ceramic, granite, concrete, polymer; soil: types eg waste food, ground in dirt, dust, food residues, fat, grease, oil, carbon, lime scale, milk stone, pest debris;

Equipment to be cleaned: types broad range of equipment used in food areas eg such as slicers, mincers, ice-cream makers, production line equipment, hoppers, storage containers.

Importance of following manufacturers' recommendations and instructions: organisational procedures; health and safety; preserve manufacturers' warranty; prolong life of equipment and materials; fulfil service level agreements; to avoid liability

Personal protective equipment: types eg uniform, over-clothing, apron, gloves (disposable, protective); head covering including facial hair, hair nets, hats, face mask, footwear, colour coded equipment

2 **Be able to carry out cleaning of food areas**

Importance of following cleaning procedures: ensure effective cleaning; maintain business reputation; sustain consistency of cleaning standards; make efficient use of time and resources; prevent cross-contamination; follow organisational procedures; keep to relevant regulations and legislation

Importance of cleaning to the prescribed standards: maintain hygiene standards; enhance business reputation; fulfil service level agreements; to avoid liability; follow organisational procedures

Consequences of incorrect solutions, equipment and cleaning methods: damage to surfaces and areas; inefficient cleaning; increased cleaning time; poor cleaning results; damage to equipment; liability for damage; business reputation; loss of business; loss of manufacturers' warranty

Importance of leaving food areas free of deposits, residue and foreign objects: organisational procedures; comply with relevant regulations and legislation; contamination; deter pests; hygiene; health and safety; business reputation

Surfaces and vents should be left dry: reasons; eg bacteria growth and spread, vent efficiency and effectiveness, maintain airflow; health and safety (slips, trips, falls)

Importance of completing work in a timely manner and minimising inconvenience: limits inconvenience; ensure area ready for use when required; fulfil service level agreement; maintain costs; business reputation (employee, employer)

Procedures for minimising inconvenience: coordinate with workplace; planning; timing; use of appropriate signage

3 **Be able to check cleaning and resources, dispose of waste and return equipment and items**

Importance of checking area and items after cleaning: ensure a safe environment; follow health and safety guidelines; fulfil service level agreement; maintain business reputation; complete work to the required standard; ensure area available for use; replenish resources

Return and safe storage: stored safely and securely; availability for next user; prevents misuse; prolong life of equipment; others know where to access the cleaning items; health and safety eg hazards, injury

Waste disposal: organisational procedures; relevant legislation; manufacturers instructions; separation methods (colour coding, labelling, containers, recycled waste); transporting and storage; documentation where appropriate

Procedure for ordering and replacing resources: organisational procedures; documentation

Essential guidance for tutors

Delivery

This unit must be delivered so that it gives the learner the skill, knowledge and understanding of how to clean food areas. The learner is introduced to the importance of cleaning in food areas and the consequences to health and safety of poor cleaning.

Learners should be given the opportunity to shadow experienced staff as well as to visit other food areas which are being cleaned; this will give the learner a broader knowledge and understanding of the cleaner process.

Handouts can be used as additional support on work schedules, reporting procedures, PPE, machinery, chemicals and legislation.

DVD on different equipment, chemicals, and methods can be used as additional support material along with specific handouts.

Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment documentation and learner's answers to allow internal and external verification to take place.

Learning outcome 1 can be assessed through observing the preparation required prior to cleaning a food area. The assessor can ensure that the learner will be able to explain the purpose of a work schedule. The learner will demonstrate the importance of thorough preparation before cleaning, the importance of having procedures for entering and leaving food areas that include maintaining personal hygiene. The learner will wear appropriate personal protective equipment.

The learner will assess the area and items to be cleaned, preparing the work area, stating the correct procedure for dealing with food items prior to cleaning and the process for reporting damaged equipment and surfaces. The learner will need to describe different types of pest infestation common in food areas and the recommended procedures for dealing with pest infestation, and explain the importance of ventilation and isolation essential to safety in the food area. The learner will select the correct cleaning methods, equipment and materials used for different soil types and surfaces, and explain the importance of following manufactures' recommendations and instruction.

Learning outcome 2 should also be assessed by observing the learner cleaning the food area. The learner will select the appropriate equipment and materials for the area to be cleaned. The learner should be able to clean to the prescribed standard in a timely manner, and not inconveniencing colleagues, customers or the general public. The correct use of appropriate signage should be displayed.

For learning outcome 3, the learner can be observed checking the area and items after cleaning, carrying out the correct procedure for reporting damage to surfaces, equipment and premises. The learner should dispose of waste using the correct colour-coded equipment, labels and containers. The procedures for stock control and ordering supplies should be demonstrated

Questions can be asked while the observations are being carried out, to clarify any aspects not observed. This should be recorded by the assessor and kept by the learner. The learner will have an opportunity to return equipment in good order to the storage area, explaining to the assessor through question and answers as the task is carried out.

The learner will complete a stock and order sheet recording what supplies are required. They will describe their company's procedure for ordering and replacing resources.

This evidence can be presented in the form of an observation record and discussion record/audio recording, where the assessor records the activities of the learner. The assessor can prompt the learner by asking questions but a record of the questions and answers must be kept

Essential resources

Learners should be given access to a variety of cleaning equipment and food areas to be cleaned. Sufficient time needs to be allocated for learner observations, allowing planning and feedback to take place.

Indicative resource materials

Textbooks

Dianne Canwell, David Pope, Trica Rivers, Caroline Roberts, Ruth Whaites – *Cleaning, First Edition* (Heinemann, 2009) ISBN 978 0435501 20 4

Journals

Cleaning Matters

Cleaning Hygiene Today – MPP Ltd Magazines

The Voice – British Cleaning Council

Websites

www.food.gov.uk

Food Standards Agency