



Level 3 Award in

Practical Supervision of Food Safety in Catering (QCF)

Specification

QCA Accreditation Number: 500/6530/0

QCA Accreditation Start Date: 01/06/09
QCA Accreditation End Date: 31/12/10
QCA Certification End Date: 31/12/12

ASCENTIS' MISSION STATEMENT

'Building Partnerships to Advance and Accredit Lifelong Learning for All.'

About Ascentis

Ascentis was originally established in 1975 as Ascentis, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, Ascentis grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 Ascentis became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **a National Awarding Body (NAB)** approved by the Qualifications and Curriculum Authority (QCA)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA)

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, starting at Entry Level basic skills or vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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PRACTICAL SUPERVISION OF FOOD SAFETY IN CATERING

Introduction

There is a legal and industry requirement that all food handlers are trained to at least Level 2 in food safety and food hygiene. This Level 3 qualification provides progression for those learners who require further development and who may have a more supervisory role in respect of food safety and hygiene.

This Ascentis qualification provides learners with the knowledge, skills and understanding of the supervisory aspects of food safety and food hygiene. It will help them to practically apply what they learn in a work area situation.

Its target learners are food handlers who may have a wider role than simply being responsible for their own food handling activities. These may be learners who have, or aspire to, supervisory roles where they may monitor the hygiene standards of other food handlers. Or they may be learners who are responsible for food hygiene under a wider remit e.g. responsible for standards within a specific food preparation or handling area.

There are several features of this qualification that make it very appropriate for its target learners:

- Moderation and certification can be offered throughout the year, allowing maximum flexibility for centres
- Can be delivered either as a classroom based course or as a blended learning programme
- Evidence can be generated within a wide range of organisational contexts allowing the qualification to meet the specific occupational requirements of the learners.

Aims

The aims of the qualification are to enable learners to:

- 1 understand the importance of maintaining high standards of food safety and hygiene
- 2 identify hazards and risks in relation to food hygiene
- 3 introduce controls to eliminate or minimise the risks arising from food handling activities
- 4 supervise food handling staff and activities to ensure a high standard of food safety and hygiene

Target Group

This qualification is aimed at those learners who are in or aspire to a supervisory role in food handling operations.

QCA Qualification Accreditation Number: 500/6530/0

QCA Qualification Accredited Units Numbers:

| Unit Title | QCF Unit Reference | Guided Learning Hours | Credit Value |
|--|---------------------------|------------------------------|---------------------|
| The Principles of Practical Food Safety Supervision for Catering | T/600/1028 | 40 | 5 |

Recommended Prior Knowledge, Attainment and/or Experience

Learners should ideally have achieved the Ascentis Level 2 qualification in Practical Food Safety in Catering, or an equivalent qualification. However a learner may begin his or her study at level 3 providing the tutor is assured that the learner will be able to cope with this level of study.

Opportunities for Progression

It is intended that this qualification will help learners to progress to general hospitality and catering qualifications or to supervisory management qualifications at Levels 3 or 4.

Relationship to National Occupational Standards

The relationship between this qualification and the People 1st Food Safety Standards is shown in the Appendices.

Opportunities for the Development of Key Skills

Opportunities for the development of these skills are shown in the Appendices.

Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This qualification offers opportunities for learners to develop an understanding of a number of these issues. Specific opportunities relevant to this qualification are given in the Appendices.

Sustainable Development and Environmental Issues, Health and Safety considerations and European Developments consistent with international agreements

This qualification offers opportunities for learners to develop an understanding of a number of these issues and considerations. Specific opportunities relevant to this qualification are given in the Appendices.

Resources to support the Delivery of the Qualification

A list of resources is provided in the Appendices

Centre Recognition and Registration

This qualification can only be offered by centres approved by Ascentis to run this qualification. Details of the centre recognition process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

All learners must be registered within seven weeks of the course commencing, using the Ascentis Electronic Data Interchange system (EDI) or the Ascentis Learner Registration Form. Details of both these procedures are available from the Ascentis office or from the website at www.ascentis.co.uk.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement, For candidates with particular requirements reasonable adjustments may be made in order that candidates can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any candidate suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the password-protected area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with *The statutory regulation of external qualifications* (QCA, 2004). Full details of this procedure, including how to make an application, are available from the password protected area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

ASSESSMENT AND MODERATION ARRANGEMENTS

Assessment

The unit is internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and moderated by the centre and then externally moderated by Ascentis.

On completion of the learners' evidence for the award, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement form is provided in the Appendices.

Centres are required to retain all evidence from all learners for external moderation and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for the unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. An example of a tracking sheet is found in the Appendices.

Internal Moderation

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal moderation of this programme will be co-ordinated by a named Foundation Co-ordinator at each centre, who will liaise with Ascentis. The Foundation Co-ordinator may also act as the Internal Moderator. Internal moderation will be carried out through standardisation activities including the internal moderation of portfolios evidence across all the groups of students, to include all the assessors and the full range of units. It is the responsibility of Internal Moderators to ensure that assessors' decisions are sampled and monitored throughout the qualification to ensure consistency and fairness. Internal Moderators are also responsible for supporting assessors by offering advice and guidance. Further guidance is available in the password protected area of the Ascentis website or through contacting the Ascentis office.

Ascentis External Moderators will confirm the Internal Moderation activities at their visit.

External Moderation

Accredited centres will normally be visited twice a year for external moderation although more frequent moderations can be requested from Ascentis, for which there is usually an additional charge. The focus of the external moderation visits will include:

- Staff development, including guidance and support for all assessors and internal moderators
- Moderation of a sample of the learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with standards across other centres
- Confirmation of coverage of all the assessment criteria required for each unit and the rules of combination required for the full award/certificate/diploma.

Knowledge, Understanding and Skills required of Assessors and Internal Moderators

Assessors of this qualification should have a theoretical and practical understanding of food safety. This should ideally have been gained through previous work experience or through placements in the industry. The delivery of the knowledge required within this qualification should be carried out by qualified teachers or those working towards a teaching qualification and ideally should hold a qualification in food safety or equivalent at Level 4 or above.

Internal Moderators need to be competent assessors with knowledge of the requirements of the internal moderation process. Ascentis provides training events for internal moderators and any person new to this role would be advised to go on an Ascentis training event.

The Principles of Practical Food Safety Supervision for Catering

Credit Value of Unit: 5

GLH of Unit: 40

Level of Unit: 3

Introduction

The purpose of this unit is to provide learners with the knowledge and skills in the practical supervision of both staff and food safety operations in food handling environments, specifically those in catering and hospitality establishments. Learners will develop skills and knowledge which will enable them to meet their supervisory responsibilities and enable their businesses to meet statutory requirements for supervising food handlers.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will be able to | The learner can |
| 1 Understand the role of the supervisor in ensuring compliance with food safety legislation | 1.1 Summarise the importance of food safety management procedures |
| | 1.2 Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance |
| | 1.3 Outline how the legislation is enforced |
| 2 Understand the application and monitoring of good hygiene practice | 2.1 Explain the importance of temperature control |
| | 2.2 Demonstrate how to monitor and record temperature controls |
| | 2.3 Monitor procedures to control contamination and cross-contamination |
| | 2.4 Demonstrate high standards of personal hygiene |
| | 2.5 Demonstrate procedures for cleaning, disinfection and waste disposal |
| | 2.6 Outline requirements relating to the design of food premises and equipment |
| | 2.7 Describe the importance of, and methods for, pest control |
| 3 Understand how to implement food safety management procedures | 3.1 Describe the importance to food safety of microbial, chemical, physical and allergenic hazards |
| | 3.2 Describe methods for controlling food safety to include critical control points, critical limits and corrective action |
| | 3.3 Demonstrate how to monitor and record food safety procedures |
| | 3.4 Describe methods for, and the importance of, evaluating food safety controls and procedures |
| 4 Understand the role of the supervisor in staff training | 4.1 Explain the requirements for induction and on-going training for staff |
| | 4.2 Demonstrate effective communication of food safety procedures |

Indicative Content

1 Understand the role of the supervisor in ensuring compliance with food safety legislation

Importance of procedures: define food safety procedures; importance of food hygiene including health issues (illness and death), legal issues (legal standards and consequences), and business reasons (loss of business, compensation resulting from poor hygiene); benefits of good standards of food hygiene: reputation, legal compliance etc.

Responsibilities of employees and employers: responsibilities of management for food hygiene: to assess risks, train staff, ensure premises adequate etc.; responsibilities of supervisors: to ensure operations carried out effectively, ensure staff are trained and meet hygiene standards; responsibilities of food handlers: to meet hygiene standards.

Enforcement of legislation: contents and main implications relevant to one's workplace of key food safety legislation and how these food safety laws are enforced:

- The Food Safety Act 1990
- Food Premises (Registration) Regulations 1991
- Food Safety (General Food Hygiene) Regulations 1995
- Food Safety (Temperature Control) Regulations 1995
- The Food Labelling Regulations 1996
- The Fresh Meat (Hygiene and Inspection) Regulations 1995
- The Meat Products (Hygiene) Regulations 1994
- The Minced Meat and Meat Preparations (Hygiene) Regulations 1995
- The Dairy Products (Hygiene) Regulations 1995 (as amended 1996)
- The Ice Cream (Heat Treatment) Regulations 1959 (as amended)
- The Egg Product Regulations 1993 (as amended)
- Control of Substances Hazardous to Health Regulations 1994 (COSHH)
- The Food Standards Act 1999
- The Food Hygiene (England) Regulations 2006.

2 Understand the application and monitoring of good hygiene practice

Temperature control: importance of temperature controls in preventing food contamination; danger zone temperatures (5-68 degrees Celsius); monitoring temperature of storage areas, fridges, freezers, chill cabinets, hot holding cabinets and of food being cooked, reheated or held; frequency of checks, temperature records.

Controlling contamination and cross-contamination: different types of hazards: biological, chemical and physical hazards; decay process and the effects of spoilage organisms i.e. bacteria, yeasts and moulds; how the look and taste of different foods changes when spoiled and the effects on consumers of this; physical food hazards e.g. things falling from food handlers – hair, jewellery, food packaging, food pests, etc. chemical contaminants e.g. cleaning chemicals, fuels, lubricants etc.; what micro-organisms are, where they live and the conditions for growth of micro-organisms: moisture, warmth, food, oxygen, correct pH level, time, lack of competition; how food becomes contaminated with micro-organisms: contamination and cross-contamination by handlers, poor handling techniques, inadequate preparation and storage areas, food pests, contact between raw and cooked foods etc.; high risk foods i.e. those that are high in protein and moist such as meat, fish, shellfish, poultry, eggs, milk and dairy products, cooked rice and pasta; controls to prevent food contamination: buying from reputable suppliers; good premises design; good hygiene standards; good personal hygiene; preventing chemical and physical contamination; proper storage of dried, fresh, preserved, chilled, frozen foods.

Personal hygiene: requirements relating to food handlers: standards of hygiene and appearance in own workplace; hand washing techniques; when to wash hands (e.g. before starting work and handling food, between handling raw and cooked foods, after using the toilet etc.); staff illness (symptoms that require reporting and staff to stop work); protective clothing (e.g. head coverings, uniforms, gloves, aprons etc.)

Cleaning, disinfection, waste disposal: importance of and stages of cleaning and disinfection; cleaning

schedules; cleaning equipment; cleaning chemicals; management of waste; waste disposal areas; suitable waste containers; risks related to pests and other hazards.

Design: principles related to premises design, construction and maintenance: choices of site, water supply, design of work flow, hygiene facilities, surfaces, equipment, windows/doors etc.

Pest control: different types of food pests: rodents, birds, crawling insects and flying insects. how to recognise the presence of food pests by identifying runs, droppings, eggs, dead bodies etc.; how pests contaminate food by carrying bacteria, physical contamination with droppings, with dead bodies, egg cases etc.; pest control.

3 Understand how to implement food safety management procedures

Food hazards: microbiological, chemical, physical, allergenic hazards; implications of hazards (health, legal, business); see above sections for guidance

Controls, monitoring and recording: controls should be in place to address all risk areas; how to address failure of controls and take appropriate corrective action; how to evaluate controls; use of Hazard Analysis Critical Control Point (HACCP); aims of HACCP; seven principles of HACCP (identify hazards and assess risks, identify Critical Control Points, establish limits for action, monitor the controls, taking corrective action, verify the procedure, document information collected during monitoring); other guidance, systems/techniques to assure food safety e.g. Assured Safe Catering, "Safer food, better business" – know the aims and how to use appropriate techniques/systems for the business (e.g. steps to ASC : 1 planning; 2 getting organised; 3 draw a flow chart of the operation showing the catering steps; 4 for each catering step list hazards, identify controls, determine critical control points, monitor/record, put into action, check; 5 repeat stage 4 for each catering step; 6 full system check; 7 review).

4 Understand the role of the supervisor in staff training

Training requirements: importance of staff training; essential elements of induction and requirements for staff to be trained to a level commensurate with food handling responsibilities (industry guidance requires training to Level 2); why training needs to be an on-going process and how this can be achieved (on the job, team briefings, circulars, notices, refresher and update courses etc.).

Effective communication: importance of effective communication of procedures to staff; methods of communication (team briefings, notices, procedure manuals, on the job training etc.).



APPENDIX 1

Summary Record of Achievement

Learner Name _____

| Unit Title | Level | Credit Value | Date completed | Assessor Signature | Internal Moderator Signature (if sampled) |
|--|-------|--------------|----------------|--------------------|---|
| The Principles of Practical Food Safety Supervision for Catering | | | | | |

Learner Signature _____



Appendix 2

Tracking Sheet

The Principles of Practical Food Safety Supervision for Catering

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|-------------------|------------------|---------------------|-----------------|
| 1.1 Summarise the importance of food safety management procedures | | | | |
| 1.2 Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance | | | | |
| 1.3 Outline how the legislation is enforced | | | | |
| 2.1 Explain the importance of temperature control | | | | |
| 2.2 Demonstrate how to monitor and record temperature controls | | | | |
| 2.3 Monitor procedures to control contamination and cross-contamination | | | | |
| 2.4 Demonstrate high standards of personal hygiene | | | | |
| 2.5 Demonstrate procedures for cleaning, disinfection and waste disposal | | | | |
| 2.6 Outline requirements relating to the design of food premises and equipment | | | | |
| 2.7 Describe the importance of, and methods for, pest control | | | | |
| 3.1 Describe the importance to food safety of microbial, chemical, physical and allergenic hazards | | | | |
| 3.2 Describe methods for controlling food safety to include critical control points, critical limits and corrective action | | | | |
| 3.3 Demonstrate how to monitor and record food safety procedures | | | | |
| 3.4 Describe methods for, and the importance of, evaluating food safety controls and procedures | | | | |
| 4.1 Explain the requirements for induction and on-going training for staff | | | | |
| 4.2 Demonstrate effective communication of food safety procedures | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Appendix 3

Relationship to National Occupational Standards

The following standards from People 1st are covered within the qualification.

| | |
|---|--|
| UNIT 3GEN1 Ensure appropriate food safety practices are followed whilst food is prepared, cooked and served | |
| 3GEN1.1 | Apply and monitor your organisation's food safety procedures |
| 3GEN1.2 | Identify and respond to food safety hazards |

Appendix 4

Key Skills Opportunities

Learners following a course based on this specification can be offered opportunities to develop and generate evidence of achievement in aspects of all the Key Skills. Examples of such opportunities are given below.

Communication: Level 3

| Key Skill | Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence |
|---|---|
| C3.1a Contribute to a group discussion about a complex subject. | Opportunities may be developed for group discussions which could allow the learners to share and develop creative ideas together. |
| C3.2 Read and synthesise information from two extended documents about a complex subject. One of these should include at least one image. | Learners will be required to access documents such as procedure manuals and instructions within their own workplace and may read and summarise these documents as part of their assessment. |
| C3.3 Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image. | Learners may be required to produce written work for assessment. |

Information and Communication Technology: Level 3

| Key Skill | Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence |
|--|--|
| ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case. | There may be opportunities for learners to use ICT to prepare and present assessed work for their portfolio of evidence. This could include searching for and selecting relevant information, entering and developing it and presenting it in an appropriate format. |
| ICT3.2 Enter and develop the information and derive new information. | |
| ICT3.3. Present combined information such as text with image, text with number, image with number. | |

Working with Others: Level 3

| Key Skill | Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence |
|--|--|
| WO3.1 Plan complex work with others, agreeing objectives, responsibilities and working arrangements. | Learners should plan their work on the programme with their tutor. This is especially relevant when the programme is delivered on a work based or distance learning basis. |

Problem Solving: Level 3

| Key Skill | Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence |
|---|---|
| <p>PS3.1 Explore a complex problem, come up with three options for solving it and justify the option selected for taking forward.</p> <p>PS3.2 Plan and implement at least one option for solving the problem, review progress and revise your approach necessary.</p> <p>PS3.3 Apply agreed methods to check if the problem has been solved, describe the results and review your approach to problem solving.</p> | <p>Learners are required to carry out a risk assessment which involves identifying any problems with food hygiene and recommending appropriate solutions. They may also have the opportunity to monitor those solutions to check whether they are successful.</p> |

Improving own Learning and Performance: Level 3

| Key Skill | Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence |
|--|--|
| <p>LP3.1 Agree targets and plan how these will be met over an extended period of time, using support from appropriate people.</p> | <p>Learners will need to plan and regularly review a work plan, developing realistic and achievable targets.</p> |
| <p>LP3.2 Take responsibility for your learning by using your plan, and seeking feedback from relevant sources, to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> ▪ Studying a complex subject; ▪ Learning through a complex practical activity; ▪ Further study or practical Activity that involves independent learning. | <p>Learners will have the opportunity to work to a plan and make decisions about their learning. This is especially true when the programme is delivered as work based or distance learning.</p> |
| <p>LP3.3 Review progress on two occasions and establish evidence of achievements, including how you have used learning from other tasks to meet new demands.</p> | <p>Learners should have the opportunity to review progress with their tutor.</p> |

Appendix 5

Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This qualification offers opportunities for learners to develop an understanding of spiritual, moral, ethical, social and cultural issues. In particular they will develop an awareness of the ethical and social responsibility that comes with food handling roles and a knowledge of the legislative issues around the food industry.

Sustainable Development and Environmental Issues, Health and Safety considerations and European Developments consistent with international agreements

This qualification offers opportunities for learners to develop an understanding of sustainable development, environmental issues, health and safety and European developments consistent with international agreements. For example, high standards of food hygiene are an essential consideration for health and safety within any organisation involved with food. Learners will consider the risks and hazards associated with food handling activities and how they can be reduced or eliminated.

Health and Safety

A centre must have completed a full risk assessment of all areas of activity and identified potential risks. Where a risk exists, all practicable actions must be taken to eliminate or reduce this risk so that it is as low as possible.

Appendix 6

Resources to support the qualification

Useful Publications

Sprenger, R.A: [*Intermediate Food Hygiene: A Text for Food Hygiene Courses and Supervisors*](#) (Highfield Publications, 2004)
Intermediate food hygiene text

Blanch, Susan: *Food Hygiene* (Hodder Arnold H&S, 2003)
A basic level food hygiene text book.

Blanch, Susan: *Controlling Food Hygiene* (Cable Educational Ltd., 2004)
A work based learning resource written specifically to support the programme
Available from: Cable Educational Ltd, PO Box 9, Filey, YO14 0YY

Gorton, John: Full student study pack with tutor support pack suited for distance or blended learning delivery
Available from: Direct Learning, Sunrise House, 3 Outgaits Lane, Hunmanby, Filey, North Yorkshire YO14 0PX

Food Standards Agency: *Safer food, better business* (available from the Food Standards Agency or download from its website, see below)

Useful Journals

Caterer and Hotelkeeper, Journal for the hospitality industry

Useful Websites

Food Standards Agency www.food.gov.uk