



Level 2 Award

Practical Food Safety in Catering (QCF)

Specification

QCA Accreditation Number: 500/6524/5

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QCA Certification End Date: 31/12/2012

ASCENTIS' MISSION STATEMENT

'Building Partnerships to Advance and Accredite 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 FOOD SAFETY IN CATERING

Introduction

Current UK legislation provides that anyone involved in food handling as part of their job role should be trained in food safety to a level commensurate with their responsibilities. Industry guidance for the hospitality and catering industry requires that the training is at least to Level 2. The Food Standards Agency regularly reports on the poor standards of food hygiene in many food handling businesses and the continuing high numbers of food poisoning cases show the need for this type of qualification.

This Ascentis qualification provides learners with the knowledge, skills and understanding of basic food safety and food hygiene and will help them to practically apply these both in the home and in the workplace. The qualification introduces the idea of continuous risk assessment which can help improve the general level of hygiene for food handling activities.

Its target learners are all food handlers, both at home and in the workplace. Food safety and hygiene training is one of the largest training markets in the UK, covering not just hospitality businesses such as hotels, restaurants etc., but care and hospital trusts, school catering, prison catering, armed forces catering etc.

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 food safety and food hygiene
- 2 be able to identify risks in their own food handling activities
- 3 understand how risks can be eliminated or reduced
- 4 improve their own standards of food safety and food hygiene.

Target Group

This qualification is aimed at those learners who handle food, both at home and in the workplace.

QCA Qualification Accreditation Number: 500/6524/5

QCA Qualification Accredited Units Numbers

Unit Title	QCF Unit Reference	Guided Learning Hours	Credit Value
The Principles of Practical Food Safety for Catering	K/600/1009	40	4

Recommended Prior Knowledge, Attainment and/or Experience

No recommended prior learning is required. However it will be useful if learners are working in a food handling role.

Opportunities for Progression

It is intended that this qualification will help learners to progress to the Ascentis Level 3 Award in Practical Supervision of Food Safety in Catering or equivalent qualifications.

Please visit www.ascentis.co.uk or contact Ascentis (01524 845046) for details of this qualification.

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 and Functional 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

This 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 generated 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 the 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.

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 3 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 for Catering

Credit Value of Unit: 4

GLH of Unit: 40

Level of Unit: 2

Introduction

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

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
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 oneself 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 Demonstrate effective personal hygiene practices, for example use of protective clothing, hand washing, dealing with personal illnesses, cuts and wounds
3 Understand the importance of keeping work areas clean and hygienic	3.1 Demonstrate how to keep the work area and equipment clean and tidy to include waste disposal and methods of cleaning and disinfection.
	3.2 Describe the safe use and storage of cleaning chemicals and materials.
	3.3 State the appropriate workflow, work surfaces and equipment used to reduce contamination risks and aid cleaning
	3.4 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 procedures for storing, cooking, chilling, reheating, holding, and transporting food
	4.4 Demonstrate safe preparation and serving practices
	4.5 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
	4.6 Demonstrate temperature monitoring procedures
	4.7 Describe appropriate stock control procedures including deliveries, storage, date marking and stock rotation

Indicative Content

1 Understand how individuals can take personal responsibility for food safety

Importance of food safety: definitions of food safety, food safety procedures, risk assessment; legal considerations (food safety legislation affecting organisation and individual); business considerations (loss of reputation and custom if food safety is poor); health considerations (risk of illness and/or injury to food handlers and customers); importance of identifying risks and dealing with them.

Reporting: definition of food hazard (physical, microbiological, chemical, allergens); hazards that should be reported; reporting procedures within organisations; knowing when to report; knowing how to report; who to report to; importance of reporting food related illnesses.

Legal responsibilities: food handlers (personal hygiene, following procedures, record keeping requirements, reporting illness or injuries); organisation (carrying out risk assessments, record keeping, training, co-operation with environmental health offices etc.); main principles of the Food Safety Act 1990, offences and penalties under the Act and the role of environmental health officers.

2 Understand the importance of keeping oneself clean and hygienic

Importance of personal hygiene: how micro-organisms can be transferred (touch, sneezing, cuts/wounds etc); physical hazards (jewellery, hair, nail varnish etc); responsibility to prevent contamination of food.

Personal hygiene practices: wearing of uniform; wearing protective clothing suitable for task (hair covers, aprons, gloves etc); keeping self clean (showering, washing hair, keeping nails short and clean); rules on wearing of jewellery and make up; correct techniques for hand washing; when to wash hands (start of work, between handling raw and cooked foods, after sneezing/coughing, after going to the toilet, after being outside etc.); hand washing facilities provided in workplace (separate from dish washing, food preparation sinks); dealing with personal illnesses (reporting food related, sickness and diarrhoea, similar illnesses of friends and family, refrain from working); covering wounds – use of coloured dressings; implications of failing to maintain good personal hygiene (risk of infection or injury to customers, loss of business for organisation).

3 Understand the importance of keeping work areas clean and hygienic

Work area and equipment: definitions of cleaning and disinfecting; importance of thorough cleaning and the stages of cleaning, disinfecting and sanitising; when to use detergents, disinfectants, and sanitisers; cleaning schedules (what to clean, how to clean, who is responsible, when to clean); materials and equipment for cleaning; dealing with waste (suitable containers for waste, emptying waste, keeping outside waste storage areas clean and tidy).

Chemicals and materials: using chemicals in food areas; following manufacturers instructions; understanding safety hazard sheets; storage in suitable (original) containers; storing away from food and kitchen equipment.

Workflow, work surfaces and equipment; how the design of premises can help with standards of food hygiene e.g. washable walls and surfaces made from suitable non-porous material; importance of suitable work space and designing work flow; choosing suitable equipment; maintaining surfaces and equipment; implications of damage (physical contamination, microbiological hazards, risk of food pests); reporting damage.

Pest control: types of food pests (birds, insects, rodents); hazards (physical from droppings, bodies etc and microbiological); how pests gain access; signs of pests; maintaining premises – reporting/repairing damage to surfaces; keeping premises clean.

4 Understand the importance of keeping food safe

Contamination and cross-contamination: food safety hazards and risks (physical, microbiological, chemical, allergens); sources of risk e.g. foreign objects falling into food (from damaged surfaces,

equipment or from food handlers); non-edible parts of food (bones, stones); microbiological contamination – from food handlers, environment, foods; high risk foods; risks from raw foods; cross-contamination from hands, equipment etc.; chemical hazards from incorrect storage of chemicals; implications of hazards; minimising hazards – control systems (overview of HACCP, assured safe catering); colour coding of equipment.

Food spoilage: spoilage and moulds; signs in different foods (discolouration, smell etc); use by dates; importance of using foods by appropriate date and correct storage; importance of stock rotation; reporting spoilage as appropriate to supervisor/colleague; disposal of food; importance of not using food; implications of using spoiled food.

Procedures: Storage (storage of dried foods, fresh food, use of fridges, use by dates, stock rotation, chilled and frozen foods, separation of cooked and raw foods, using suitable containers); cooking (procedures for properly cooking foods, methods for specific foods that may cause problems e.g. kidney beans, temperatures and times for safe cooking); chilling (principles of chilling food i.e. cooling as quickly as possible, using appropriate equipment e.g. chilling cabinets, risks in using mixed fridges); reheating food (procedures for reheating food such as temperature and cooking times to avoid microbiological growth, using microwave ovens to reheat food); holding (procedures related to setting up and maintaining hot holding cabinets, temperatures, temperature checks, cleaning, disposing of food); transporting food (procedures for transporting food, suitable containers, refrigerated vans, checking food before and after transporting).

Safe preparation and serving: separation of raw and cooked foods; using colour coded equipment appropriately; keeping preparation areas clean and tidy; ensuring utensils and equipment are clean before and after use; serving hot and cold foods; timing i.e. serving when ready.

Temperature controls: importance of temperature control to restrict bacterial growth in food; safe temperature range below 5 degrees, above 68 degrees Celsius; storage of foods at correct temperatures in dry storage areas (not too hot), fridges and freezers; chilled foods (below 5 degrees); storing and serving specific foods such as ice cream; temperatures and times for cooking and reheating; hot-holding temperatures (above 68 degrees); serving and transporting food at appropriate temperatures for the food involved.

Temperature monitoring: monitoring temperatures of freezers, fridges, chill cabinets, hot holding cabinets, food whilst cooking, reheating and holding; when to carry out checks; equipment to carry out checks; recording temperature checks.

Stock control: checking foods on receipt of delivery for damage, spoilage, use-by dates, checking temperatures of chilled or frozen foods; procedures for dealing with foods that are not of appropriate quality on delivery; stock rotation procedures – First in First out; checking use by dates of stored foods; storage periods for dried foods, tinned foods etc; use of use-by dates and other label information in storing foods.



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 for Catering	2	4			

Learner Signature _____



Appendix 2

Tracking Sheet

The Principles of Practical Food Safety for Catering

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
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				
2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination				
2.2 Demonstrate effective personal hygiene practices, for example use of protective clothing, hand washing, dealing with personal illnesses, cuts and wounds				
3.1 Demonstrate how to keep the work area and equipment clean and tidy to include waste disposal and methods of cleaning and disinfection.				
3.2 Describe the safe use and storage of cleaning chemicals and materials.				
3.3 State how appropriate workflow, work surfaces and equipment to reduce contamination risks and aid cleaning				
3.4 Outline the importance of pest control				
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 procedures for storing, cooking, chilling, reheating, holding, and transporting food				
4.4 Demonstrate safe preparation and serving practices				
4.5 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food				
4.6 Demonstrate temperature monitoring procedures				
4.7 Describe appropriate stock control procedures including deliveries, storage, date marking and stock rotation				

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 2GEN3 Maintaining food safety when storing, preparing and cooking food	
2GEN3.1	Keeping yourself clean and hygienic
2GEN3.2	Keeping your working area clean and hygienic
2GEN3.3	Store food safely
2GEN3.4	Prepare, cook and hold food safely
2GEN4 Maintain food safety when storing, holding and serving food	
2GEN4.1	Keeping yourself clean and hygienic
2GEN4.2	Keeping your working area clean and hygienic
2GEN4.3	Store food safely
2GEN4.4	Hold and serve food safely

Appendix 4

Key Skills and Functional Skills Opportunities

Key Skills

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

Communication: Level 2

Key Skill	Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence
C2.1a Take part in a group discussion	Opportunities may be developed for group discussions which could allow the learners to share and develop creative ideas together.
C2.2 Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long.	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.
C2.3 Write two different types of documents each one giving different information. One document must be at least 500 words long.	Learners may be required to produce written work for their portfolio of evidence.

Application of Number: Level 2

Key Skill	Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence
N2.1 Interpret information from a suitable source.	Learners are required to take, record and interpret temperature readings as part of the practical application of knowledge on the programme.

Information and Communication Technology: Level 2

Key Skill	Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence
ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.	There may be opportunities for the 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.
ICT2.2 Enter and develop the information to suit the task and derive new information.	
ICT2.3 Present combined information such as text with image, text with number, image with number.	

Working with Others: Level 2

Key Skill	Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence
WO2.1 Plan work with others.	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 2

Key Skill	Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence
PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it. PS2.2 Plan and try out at least one way of solving the problem. PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.	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.

Improving own Learning and Performance: Level 2

Key Skill	Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence
LP2.1 Help set targets with an appropriate person and plan how these will be met.	Learners will need to plan and regularly review a work plan, developing realistic and achievable targets.
LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.	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.
LP2.3 Review progress with an appropriate person and provide evidence of your achievements.	Learners should have the opportunity to review progress with their tutor.

Functional Skills

Learners following a course based on this specification can be offered opportunities to develop aspects of Functional Skills. Examples of such opportunities are given below:

English	
Functional Skills Standards	Ascentis
Compare, select and understand texts and use them to gather information, ideas, arguments and opinions.	Learners will be required to access documents such as procedure manuals and instructions within their own workplace and use them to gather information and ideas. Learners may be required to carry out their own research and therefore be required to select their own texts relevant to their line of enquiry.
Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	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. Learners may be required to produce a range of written work for their portfolio of evidence.
Make a range of contributions to discussions and make effective presentations in a wide range of contexts.	Opportunities may be developed for group discussions which could allow the learners to share and develop creative ideas together. Learners could be asked to give a presentation to the class/others on work that they have done towards this qualification

ICT	
Functional Skills Standards	Ascentis
Use ICT Systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs.	There may be opportunities for the learner 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.
Manage information storage to enable efficient retrieval.	Learners should be encouraged to store any work they do using ICT systems effectively during the programme of study.
Follow and understand the need for safety and security practices.	Learners should be taught to follow these practices whenever they use ICT systems during the programme of study.
Find and Select Information	
Select and use a variety of sources of information independently for a complex task.	Learners could be asked to carry out research on aspects of food safety using a variety of sources of information.
Access, search for, select and use ICT information and evaluate its fitness for purpose.	Learners could be asked to carry out a research project using the internet using the example provided above.
Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose.	There may be opportunities for the 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.
Evaluate the selection and application of ICT tools and facilities used to present information	Learners should be encouraged to review the effectiveness of their work in the examples provided above.
Select and use ICT to communicate and exchange information safely, responsibly and effectively.	Tutors could communicate with learners through email over the course of the programme of study.

Mathematics	
Functional Skills Standards	Ascentis
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	Learners are required to take, record and interpret temperature readings as part of the practical application of knowledge on the programme.

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

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

Blanch, Susan: *Food Hygiene – Principles and Practices* (Published by Cable Educational Ltd., 2004).
Available from: Cable Educational Ltd, PO Box 9, Filey, YO14 0YY
E-mail: cableeducational.com
Tel: 01723 890351

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
E-mail: john@directlearning.net
Tel: 01723 890913

A work based learning resource written specifically to support the programme.

Useful Journals

Caterer and Hotelkeeper, Journal for the hospitality industry.

Useful Websites

Food Standards Agency www.food.gov.uk