



Qualification Specification

GA Level 2 Award in Food Safety for Catering (RQF)	601/8269/6
GA Level 2 Award in Food Safety for Retail (RQF)	601/8270/2
GA Level 2 Award in Food Safety for Manufacturing (RQF)	601/8350/0

These qualifications are subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

Section 1 - Qualification Overview

1.1 Introduction: About the Gatehouse Awards Food Safety Qualifications.

The Gatehouse Awards Food Safety for Catering, Retail and Manufacturing qualifications are based on the National Occupational Standards within the Hospitality suite of standards developed by People 1st and the National Occupational Standards within the Food Safety for Manufacturing suite of standards developed by Improve.

They are designed to allow candidates working in, or preparing to work in a catering, retail or manufacturing setting to gain both the knowledge and understanding necessary to ensure that food is kept safe in line with relevant guidance and legislation.

This specification covers the GA Level 2 Award in Food Safety for Catering, the GA Level 2 Award in Food Safety for Retail and the GA Level 2 Award in Food Safety for Manufacturing.

This document provides centres and candidates with a comprehensive overview of the qualification and the assessment and quality assurance requirements for these qualifications.

These qualifications are regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF). All versions of these qualifications are listed on the Register of Regulated Qualifications operated by Ofqual at <http://register.ofqual.gov.uk/Qualification>

The information contained within this document must be made available by Approved Centres to all members of staff involved with the administration, conduct and delivery of Gatehouse Awards Food Safety for Catering, Retail and Manufacturing qualifications. In addition, essential policies, procedures and forms can be found in the Centre Handbook and on the Gatehouse Awards website: www.gatehouseawards.org

1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Next Operational Review Date
GA Level 2 Award in Food Safety for Catering (RQF)	601/8269/6	01/01/2016	31/12/2024
GA Level 2 Award in Food Safety for Retail (RQF)	601/8270/2	01/01/2016	31/12/2024
GA Level 2 Award in Food Safety for Manufacturing (RQF)	601/8350/0	01/02/2016	31/01/2024

1.3 Qualification Aims and Objectives

The aim of the GA Awards in Food Safety for Catering, Food Safety for Retail and Food Safety for Manufacturing qualifications is to enable candidates who are working in, or preparing to work in, a catering, retail or food manufacturing setting to gain the knowledge and understanding to identify and control risks to food safety and ensure that food is kept safe in line with relevant guidance and legislation.

The GA Food Safety qualifications can be relied upon by employers to indicate that an individual can undertake a specific role in the workplace.

1.4 Qualification Structure and Overview

The Gatehouse Awards Food Safety qualifications are listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF).

These qualifications are designed to reference the descriptors of knowledge and proficiency in the National Occupational Standards in the suite of standards for Food Safety developed by People 1st, the Sector Skills Council for Hospitality, Leisure, Passenger Transport, Travel, Tourism and Retail and the Food Safety for Manufacturing suite of standards developed by Improve, the Sector Skills Council for the Food & Drink Manufacturing and Processing Sector.

The structure of the Gatehouse Awards Food Safety qualifications is as follows:

GA Level 2 Award in Food Safety for Catering (RQF)	One Mandatory Unit: Understanding and Maintaining Food Safety in a Catering Environment
GA Level 2 Award in Food Safety for Retail (RQF)	One Mandatory Unit: Understanding and Maintaining Food Safety in a Retail Environment
GA Level 2 Award in Food Safety for Manufacturing (RQF)	One Mandatory Unit: Understanding and Maintaining Food Safety in a Manufacturing Environment

The GA Awards in Food Safety for Catering, Food Safety for Retail and Food Safety for Manufacturing are not designed to replace existing qualifications.

1.5 Guided Learning Hours, Total Qualification Times and Credit Values

Skill	GLH*	Study Time	TQT**	Credits	Unit Reference
GA Level 2 Award in Food Safety for Catering (RQF)					
Understanding and Maintaining Food Safety in a Catering Environment	9	1	N/A	1	J/507/9755
Total:	9	1	10	1	
GA Level 2 Award in Food Safety for Retail (RQF)					
Understanding and Maintaining Food Safety in a Retail Environment	9	1	N/A	1	R/507/9757
Total:	9	1	10	1	
GA Level 2 Award in Food Safety for Manufacturing (RQF)					
Understanding and Maintaining Food Safety in a Retail Environment	9	1	N/A	1	K/508/0610
Total:	9	1	10	1	

*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could

reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of these qualifications.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualifications within this specification are designated at Entry Level 3 and Level 1 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that these qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 2 reflects the ability to understand facts, procedures and ideas and interpret relevant information in an area of study or field of work to complete well-defined tasks and address straightforward problems. It includes being able to select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. It also reflects an ability to identify how effective actions have been and identify, gather and use relevant information to inform actions.

1.6 Intended Audience, Age and Entry Requirements

These qualifications are available to candidates aged 16 and over, who are working, or preparing to work, in the hospitality, catering, retail or food and drink manufacturing sectors and who need a sufficient understanding of the principles of maintaining food safety.

The qualification may be undertaken as initial training in the field of food safety or as refresher training for more experienced food handlers.

There are no formal entry requirements for these qualifications.

1.7 Rules of Combination

In order to achieve the GA Level 2 Award in Food Safety for Catering (RQF), Candidates must achieve one Mandatory Unit: Understanding and Maintaining Food Safety in a Catering Environment.

In order to achieve the GA Level 2 Award in Food Safety for Retail (RQF), Candidates must achieve one Mandatory Unit: Understanding and Maintaining Food Safety in a Retail Environment.

In order to achieve the GA Level 2 Award in Food Safety for Manufacturing (RQF), Candidates must achieve one Mandatory Unit: Understanding and Maintaining Food Safety in a Manufacturing Environment.

There are no further Rules of Combination.

1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA unit or units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or whole qualification. The requirement for RPL in such instances will include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

No transfer of credits is permitted.

1.9 Relationship to Other Qualifications & Progression Opportunities

The GA Food Safety for Catering, Retail and Manufacturing qualifications are based on the National Occupational Standards within the Hospitality suite of standards developed by People 1st and the National Occupation Standards within the Food Safety for Manufacturing suite of standards developed by Improve.

They are ideal qualifications for candidates to progress onto further food safety qualifications which reflect the context in which they work, for example Food Safety Supervision, Food Safety Management, or a range of Hospitality, Catering and Professional Cookery or Retail, Manufacturing qualifications at Level 2 and above.

1.10 Language of Assessment

These qualifications are offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from Gatehouse Awards.

1.11 Grading

These qualifications are not graded. Candidates are assessed as Pass or Refer.

1.12 Qualification Availability

These qualifications are available via GA Approved Centres in the UK and internationally. If you would like further information on offering these qualifications, please contact us.

Our contact details appear on our website, www.gatehouseawards.org

Section 2: Qualification Delivery, Assessment & Quality Assurance Model

2.1 Teaching and Learning Requirements

Where centres offer Food Safety courses leading to the qualifications, these can be full-time, part-time, evenings only or by distance/online learning as deemed appropriate in order to meet their learners' needs whilst preparing learners for assessment.

Centres should ensure that candidates meet the minimum entry requirements for the qualification.

Regardless of the method of learning, centres must ensure that candidates have suitable access to the centre, relevant centre staff and any other resources including specialist staff and learning materials and access to assessment opportunities in order to complete the qualification.

Further details and guidance on the content of teaching and learning for each unit can be found in the Unit Specifications in Section 4 below.

2.2 Assessment and Verification Model

These qualifications are delivered in-centre, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

Assessment materials for this qualification may be devised by the centre or centres may choose to use GA-devised assessment materials and support materials, which are available to Approved Centres to access at any time.

2.3 Registering Candidates and Unique Learner Numbers

Candidates must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of these qualifications, the validity period of registrations made will be 6 weeks. Should a candidate not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.4 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

2.5 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality related to clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

Section 3 – Centre Requirements: Assessment & Quality Assurance

Course providers offering these GA qualifications must ensure that they have the following resources in place.

3.1 Staff

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of these qualifications will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The course provider must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of these qualifications and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

The course provider must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of candidates and the qualification delivery.

Requirements for Teachers and Assessors

Those delivering and assessing these qualifications must hold relevant qualifications.

Teachers and Assessors must hold relevant qualifications and have relevant expertise and experience.

GA recommends that Assessors hold relevant teaching or assessing qualifications suitable to support the making of appropriate and consistent assessment decisions.

Suitable teaching and assessing qualifications may include:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 or 4 PTLLS, or above (i.e. CTLLS or DTLLS)
- Level 3 or 4 Award/Certificate in Education and Training, Cert. Ed or PGCE
- Degree in Education
- Level 3 or 4 NVQ in Training and/or Learning & Development.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified, experienced Assessor and their Internal Verifier.

Where a Teacher or Assessor does not hold teaching or assessing qualifications, they must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing.

All staff involved with the delivery and assessment of these qualifications must also be able to demonstrate ongoing professional development relevant to the sector subject area.

Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)

Assessors may have one or several appointed Internal Moderators.

These qualifications are assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

Internal Moderators therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint Internal Moderators.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- have up-to-date working knowledge and experience of the specific occupational field
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess candidate performance using a range of methods
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
 - V1 Conduct internal quality assurance of the assessment process
 - D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.
- In addition, Internal Moderators must be familiar with GA's qualification requirements.

Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

External Moderation (also referred to as External Quality Assurance or EQA)

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications

3.2 Assessment of Candidates

The centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of these GA qualifications.

Candidates are assessed on the evidence contained within their portfolio.

3.3 Portfolio Requirements

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements.

3.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

3.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of learners, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

3.6 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. These include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

3.7 Venue Requirements

When training premises are used in the delivery of teaching and assessment of these qualifications, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

3.8 Equipment

Centres must ensure that all products and equipment used in the delivery and assessment of these qualifications must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

3.9 Teaching and Learning Resources

GA does not prescribe the use of set course books, workbooks or other materials but expects that Centres providing such courses should use relevant and up-to-date, high quality teaching and learning materials which allow candidates to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of candidates.

Useful Resources

Books

- Knowles T – Food Safety in the Hospitality Industry (Taylor & Francis, 2002)
- Food hygiene: A guide for businesses, Revised June 2011 (The Food Standards Agency, 2006)
- Starting up: Your first steps to running a catering business 2007 (The Food Standards Agency)
- Handbook of Food Processing: Food Safety, Quality, and Manufacturing Processes (Theodoros Varzakas, Constantina Tzia, 2015)

Journals

- Caterer and Hotelkeeper – Reed Business Information
- Journal of Environmental Health Research

Websites

- www.food.gov.uk
- www.people1st.co.uk
- www.food.gov.uk
- <http://improveltd.co.uk/>
- <http://www.hse.gov.uk/food/>
- <http://www.foodmanufacture.co.uk/>

GA provides additional resources for these qualifications on the relevant qualification page of the website: www.gatehouseawards.org

In addition, a range of e-learning materials are also available to Approved Centres.

Any references to books, journals, websites or other third party materials and publications made in this Qualification Specification are made in good faith only and Gatehouse Awards

does not accept responsibility for the content of such materials or any opinions expressed within them.

3.11 Results

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA). Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

3.12 Certificates

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

3.13 Direct Claims Status (DCS)

Direct Claims Status is not available for these qualifications.

3.14 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

3.11 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: www.gatehouseawards.org

The website is updated regularly with news, information about all GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website www.gatehouseawards.org.

Section 4 – Unit Specifications

4.1 Understanding and Maintaining Food Safety in a Catering Environment

Unit	GLH	Study Time	TQT	Credits	Unit Reference	
Understanding and Maintaining Food Safety in a Catering Environment	9	1	N/A	1	Level 2	J/507/9755
	Assessment Model:		This unit is internally assessed via a portfolio of evidence.			

Unit Title			Unit Number
Understanding and Maintaining Food Safety in a Catering Environment			J/507/9755
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	Guidance:	
1 Understand risks to food safety	1.1 Outline legal and regulatory requirements for food safety, the importance of compliance, record keeping and the role of enforcement officers	Requirements for training, requirements of the facilities, requirements for food handlers to report personal illness, reporting to line managers, duties of food businesses, awareness of the law regarding food safety systems, informing environmental health, enforcement officers and their powers, role of record keeping.	
	1.2 Outline common food safety hazards, their types, implications, and the importance of identifying them quickly	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; why these should be identified quickly	
	1.3 Describe the types, symptoms and causes of food safety illnesses and the vehicles of contamination and cross-contamination	Food illnesses: food poisoning, salmonella, E-coli, botulism, listeria; common symptoms: nausea, vomiting, abdominal cramps and diarrhoea	

			Vehicles: hands, cloths and equipment, hand contact surfaces, food contact surfaces, contamination routes of bacteria, toxins.
		1.4	Describe how safe and unsafe behaviour, including personal hygiene can affect the safety of food
		1.5	Outline the importance of risk assessments, effective food safety practices, monitoring, personal hygiene and behaviour for food safety Personal hygiene and behaviour: chewing gum; smoking; washing and drying hands before handling food; clean personal equipment; personal presentation: uniform, hair, hair tied up and back and covered, appropriate footwear, no jewellery or watches; hygiene and freshness (discrete use of cosmetics, short fingernails, 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. Importance of reducing the spread of germs; preventing cross-contamination; business reputation, customer service, health and safety.
2	Understand how to control risks to food safety	2.1	Outline the importance of effective procedures for food storage including separation, temperature control, stock control Prevention of cross-contamination; keeping food for future use; chilling/freezing, wrapping, storage times, defrosting, use-by dates; when to dispose of unused food;. Temperature controls: hot food (above 63o C); chilled food (below 5o C); frozen foods (below -18o C); temperature monitoring (business procedures).
		2.2	Describe effective procedures for food storage including separation, temperature control, stock control Handling deliveries, checking quantity and quality, checking against orders and delivery notes; correct storage of items: refrigerated food, frozen food, dry food and checking temperatures; date marking; stock rotation
		2.3	Outline the importance of effective procedures for food preparation including cleaning and disinfection of work areas and equipment The importance of avoiding food contamination, customer satisfaction, business reputation, health and safety. Minimising bacterial spread; minimising viral spread; work surfaces (porous, non-porous); equipment, e.g. knives, cutting boards, utensils, electrical equipment; reporting problems. Use of correct manufacturer's and business cleaning procedures, dilutions, storage of cleaning products and disinfectants; using correct cleaning chemicals and materials; washing; wiping; sanitising; sterilising; checking for cleanliness and good hygiene; checking for safety; cleaning schedules; washing of meat, washing and peeling of fruits and vegetables
		2.4	Describe effective procedures for food preparation including cleaning and disinfection of work areas and equipment

	2.5	Outline the importance of effective food handling procedures for cooking, chilling and reheating food	The importance of avoiding food contamination, customer satisfaction, business reputation, health and safety. Cooking: minimising bacterial activity, applying correct cooking temperatures and cooking times for different foods; Holding food before serving; cooling cooked food not for immediate consumption; freezing cooked food not for immediate consumption. Chilling: minimising bacterial activity, holding at appropriate temperatures, monitoring duration of chilling process. Reheating: applying appropriate temperatures
	2.6	Describe effective food handling procedures for cooking, chilling and reheating food	
	2.7	Outline the importance of effective food handling procedures for serving, holding and transporting food	The importance of avoiding food contamination, customer satisfaction, business reputation, health and safety. Holding and Serving: applying correct holding temperatures, keeping different types of food separate surfaces and utensils used for displaying and serving food clean and hygienic. Transporting: minimising transportation times, temperature controls
	2.8	Describe effective food handling procedures for serving, holding and transporting food	
	2.9	Describe the actions that should be taken when a potential hazard is identified, and own role in doing so	Identification of the hazard: quality issues, labelling, etc.; withdraw foods from sale, recall foods already sold; reporting procedure: where the potential hazard has occurred, i.e. in preparation, storage, distribution or transport; level of risk: reporting procedures, informing line managers, reporting to authorities; procedures in own workplace (where applicable).
	2.10	Outline types of waste, effective procedures for handling waste and the importance of doing so	Non-food waste, e.g. packaging, disposal of equipment. Food waste: food spoilage; recognition of unsafe food (sight, smell, temperature); reporting procedures (line manager, supplier); use-by dates, checking for insect/pest damage, blown cans, broken bottle seals; disposal of unsafe food (returning to supplier, informing environmental health officers)
	2.11	Outline common pests and signs of infestation, how to prevent pests, and the importance of doing so	Pest control: checking for problems and infestation; rodents; insects; Importance of reducing contamination, business reputation, customer service, health and safety

4.2 Understanding and Maintaining Food Safety in a Retail Environment

Unit	GLH	Study Time	TQT	Credits	Unit Reference	
Understanding and Maintaining Food Safety in a Retail Environment	9	1	N/A	1	Level 2	R/507/9757
	Assessment Model:		This unit is internally assessed via a portfolio of evidence.			

Unit Title			Unit Number
Understanding and Maintaining Food Safety in a Retail Environment			R/507/9757
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	Guidance:	
1 Understand risks to food safety	1.1 Outline legal and regulatory requirements for food safety, the importance of compliance, record keeping and the role of enforcement officers	Requirements for training, requirements of the facilities, requirements for food handlers to report personal illness, reporting to line managers, duties of food businesses, awareness of the law regarding food safety systems, informing environmental health, enforcement officers and their powers, role of record keeping.	
	1.2 Outline common food safety hazards, their types, implications, and the importance of identifying them quickly	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; why these should be identified quickly	
	1.3 Describe the types, symptoms and causes of food safety illnesses and the vehicles of contamination and cross-contamination	Food illnesses: food poisoning, salmonella, E-coli, botulism, listeria; common symptoms: nausea, vomiting, abdominal cramps and diarrhoea Vehicles: hands, cloths and equipment, hand contact surfaces, food contact surfaces, contamination routes of bacteria, toxins.	

		1.4	Describe how safe and unsafe behaviour, including personal hygiene can affect the safety of food	Personal hygiene and behaviour: chewing gum; smoking; washing and drying hands before handling food; clean personal equipment; personal presentation: uniform, hair, hair tied up and back and covered, appropriate footwear, no jewellery or watches; hygiene and freshness (discrete use of cosmetics, short fingernails, 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. Importance of reducing the spread of germs; preventing cross-contamination; business reputation, customer service, health and safety.
		1.5	Outline the importance of risk assessments, effective food safety practices, monitoring, personal hygiene and behaviour for food safety	
2	Understand how to control risks to food safety	2.1	Outline the importance of effective procedures for food storage including separation, temperature control, stock control	Prevention of cross-contamination; keeping food for future use; chilling/freezing, wrapping, storage times, defrosting, use-by dates; when to dispose of unused food;. Temperature controls: hot food (above 63o C); chilled food (below 5o C); frozen foods (below -18o C); temperature monitoring (business procedures). Handling deliveries, checking quantity and quality, checking against orders and delivery notes; correct storage of items: refrigerated food, frozen food, dry food and checking temperatures; date marking; stock rotation
		2.2	Describe effective procedures for food storage including separation, temperature control, stock control	
		2.3	Outline the importance of effective procedures for food preparation including cleaning and disinfection of work areas and equipment	The importance of avoiding food contamination, customer satisfaction, business reputation, health and safety. Minimising bacterial spread; minimising viral spread; work surfaces (porous, non-porous); equipment, e.g. knives, cutting boards, utensils, electrical equipment; reporting problems. Use of correct manufacturer's and business cleaning procedures, dilutions, storage of cleaning products and disinfectants; using correct cleaning chemicals and materials; washing; wiping; sanitising; sterilising; checking for cleanliness and good hygiene; checking for safety; cleaning schedules; washing of meat, washing and peeling of fruits and vegetables
		2.4	Describe effective procedures for food preparation including cleaning and disinfection of work areas and equipment	

	2.5	Outline the importance of effective food handling procedures for cooking, chilling and reheating food	The importance of avoiding food contamination, customer satisfaction, business reputation, health and safety. Cooking: minimising bacterial activity, applying correct cooking temperatures and cooking times for different foods; Holding food before serving; cooling cooked food not for immediate consumption; freezing cooked food not for immediate consumption. Chilling: minimising bacterial activity, holding at appropriate temperatures, monitoring duration of chilling process. Reheating: applying appropriate temperatures
	2.6	Describe effective food handling procedures for cooking, chilling and reheating food	
	2.7	Outline the importance of effective food handling procedures for serving, holding and transporting food	The importance of avoiding food contamination, customer satisfaction, business reputation, health and safety. Holding and Serving: applying correct holding temperatures, keeping different types of food separate surfaces and utensils used for displaying and serving food clean and hygienic. Transporting: minimising transportation times, temperature controls
	2.8	Describe effective food handling procedures for serving, holding and transporting food	
	2.9	Describe the actions that should be taken when a potential hazard is identified, and own role in doing so	Identification of the hazard: quality issues, labelling, etc.; withdraw foods from sale, recall foods already sold; reporting procedure: where the potential hazard has occurred, i.e. in preparation, storage, distribution or transport; level of risk: reporting procedures, informing line managers, reporting to authorities; procedures in own workplace (where applicable).
	2.10	Outline types of waste, effective procedures for handling waste and the importance of doing so	Non-food waste, e.g. packaging, disposal of equipment. Food waste: food spoilage; recognition of unsafe food (sight, smell, temperature); reporting procedures (line manager, supplier); use-by dates, checking for insect/pest damage, blown cans, broken bottle seals; disposal of unsafe food (returning to supplier, informing environmental health officers
	2.11	Outline common pests and signs of infestation, how to prevent pests, and the importance of doing so	Pest control: checking for problems and infestation; rodents; insects; Importance of reducing contamination, business reputation, customer service, health and safety

4.3 Understanding and Maintaining Food Safety in a Manufacturing Environment

Unit	GLH	Study Time	TQT	Credits	Unit Reference	
Understanding and Maintaining Food Safety in a Manufacturing Environment	9	1	N/A	1	Level 2	K/508/0610
	Assessment Model:		This unit is internally assessed via a portfolio of evidence.			

Unit Title			Unit Number
Understanding and Maintaining Food Safety in a Manufacturing Environment			K/508/0610
Learning Outcome - The learner will:	Assessment Criterion - The learner can:		Guidance:
1 Understand risks to food safety	1.1	Outline legal and regulatory requirements for food safety, the importance of compliance, record keeping and the role of enforcement officers	Requirements for training, requirements of the facilities, requirements for food handlers to report personal illness, reporting to line managers, duties of food businesses, awareness of the law regarding food safety systems, informing environmental health, enforcement officers and their powers, role of record keeping.
	1.2	Outline common food safety hazards, their types, implications, and the importance of identifying them quickly	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; why these should be identified quickly
	1.3	Describe the types, symptoms and causes of food safety illnesses and the vehicles of contamination and cross-contamination	Food illnesses: food poisoning, salmonella, E-coli, botulism, listeria; common symptoms: nausea, vomiting, abdominal cramps and diarrhoea Vehicles: hands, cloths and equipment, hand contact surfaces, food contact surfaces, contamination routes of bacteria, toxins.

		1.4	Describe how safe and unsafe behaviour, including personal hygiene can affect the safety of food	Personal hygiene and behaviour: chewing gum; smoking; washing and drying hands before handling food; clean personal equipment; personal presentation: uniform, hair, hair tied up and back and covered, appropriate footwear, no jewellery or watches; hygiene and freshness (discrete use of cosmetics, short fingernails, 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. Importance of reducing the spread of germs; preventing cross-contamination; business reputation, customer service, health and safety.
		1.5	Outline the importance of risk assessments, effective food safety practices, monitoring, personal hygiene and behaviour for food safety	
2	Understand how to control risks to food safety	2.1	Outline the importance of effective procedures for food storage including separation, temperature control, stock control	Prevention of cross-contamination; keeping food for future use; chilling/freezing, wrapping, storage times, defrosting, use-by dates; when to dispose of unused food;. Temperature controls: hot food (above 63o C); chilled food (below 5o C); frozen foods (below -18o C); temperature monitoring (business procedures). Handling deliveries, checking quantity and quality, checking against orders and delivery notes; correct storage of items: refrigerated food, frozen food, dry food and checking temperatures; date marking; stock rotation Storage of food items separately from any potential contaminants, including cleaning chemicals, machinery oil, lubricants etc. Factory and warehouse ventilation systems well designed and in good repair.
		2.2	Describe effective procedures for food storage including separation, temperature control, stock control	
		2.3	Outline the importance of effective procedures for food preparation and processing including cleaning and disinfection of work areas and equipment	The importance of avoiding food contamination, customer satisfaction, business reputation, health and safety. Minimising bacterial spread; minimising viral spread; work surfaces (porous, non-porous); equipment, e.g. knives, cutting boards, utensils, electrical equipment; reporting problems. Use of correct manufacturer's and business cleaning procedures, dilutions, storage of cleaning products and disinfectants; using correct cleaning chemicals and materials; washing; wiping; sanitising; sterilising; checking for cleanliness and good
		2.4	Describe effective procedures for food preparation and processing including cleaning and disinfection of work areas and equipment	

			<p>hygiene; checking for safety; cleaning schedules; washing of meat, washing and peeling of fruits and vegetables</p> <p>Storage of food items separately from any potential contaminants, including cleaning chemicals, machinery oil, lubricants etc.</p> <p>Factory and warehouse ventilation systems well designed and in good repair.</p>
	2.5	Outline the importance of effective food handling procedures for packing, handling, and transporting food	<p>The importance of avoiding food contamination, customer satisfaction, business reputation, health and safety. Holding and Serving: applying correct holding temperatures, keeping different types of food separate surfaces and utensils used for displaying and serving food clean and hygienic. Transporting: minimising transportation times, temperature controls</p> <p>Storage of food items separately from any potential contaminants, including cleaning chemicals, machinery oil, lubricants etc.</p> <p>Factory and warehouse ventilation systems well designed and in good repair.</p>
	2.6	Describe effective food handling procedures for packing, handling, and transporting food	<p>Storage of food items separately from any potential contaminants, including cleaning chemicals, machinery oil, lubricants etc.</p> <p>Factory and warehouse ventilation systems well designed and in good repair.</p>
	2.7	Describe the actions that should be taken when a potential hazard is identified, and own role in doing so	<p>Identification of the hazard: quality issues, labelling, etc.; withdraw foods from sale, recall foods already sold; reporting procedure: where the potential hazard has occurred, i.e. in preparation, storage, distribution or transport; level of risk: reporting procedures, informing line managers, reporting to authorities; procedures in own workplace (where applicable).</p>
	2.8	Outline types of waste, effective procedures for handling waste and the importance of doing so	<p>Non-food waste, e.g. packaging, disposal of equipment. Food waste: food spoilage; recognition of unsafe food (sight, smell, temperature); reporting procedures (line manager, supplier); use-by dates, checking for insect/pest damage, blown cans, broken bottle seals; disposal of unsafe food (returning to supplier, informing environmental health officers)</p>
	2.9	Outline common pests and signs of infestation, how to prevent pests, and the importance of doing so	<p>Pest control: checking for problems and infestation; rodents; insects;</p> <p>Importance of reducing contamination, business reputation, customer service, health and safety</p>

		2.10	Outline effective procedures for dealing with food spoilage, including recognition, reporting and disposal, and the importance of doing so	Signs of spoilage including touch, smell, appearance of different food items in wholesome and spoiled condition. The need to report spoiled food items to a supervisor or manager. Procedures for effective disposal of spoiled food items – in lined containers, out of food preparation and storage areas.
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Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

3.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

3.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

3.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

3.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

3.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as **'CRAVES'**

- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

3.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

3.8 Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

3.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

Document Specification:					
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Links to Ofqual GCR	E3; G6; G7	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS & General Moderation Policy		