



QA Level 3 Award in
**Supervising Food
Safety in Catering (RQF)**

Qualification Specification

Contents

Qualsafe Awards	3	Quality assurance	9
Qualification overview	3	Centre internal quality assurance.....	9
Objective.....	3	Qualsafe Awards external quality assurance.....	9
Purpose.....	3	Further information	9
Intended audience.....	3	Contact us.....	9
Structure.....	4	Useful addresses and websites.....	9
Other units.....	4	Appendix 1 – Qualification unit	10
Recognition of Prior Learning.....	4		
Entry requirements.....	4		
Progression.....	4		
Requalification requirements.....	4		
Qualification approval requirements	5		
Trainers.....	5		
Assessors.....	6		
Internal Quality Assurers.....	6		
Venue and equipment.....	6		
Course/Centre administration	7		
Registering Learners.....	7		
Certification.....	7		
Delivery and support	7		
Learner to Trainer ratio.....	7		
Delivery plan.....	7		
Learning materials.....	7		
Ongoing support.....	8		
Assessment	8		
Methods.....	8		
Access to assessment.....	8		

Key qualification information

Qualification number	603/0880/1
Operational start date	12th December 2016
Number of units:	1 mandatory unit
Total Qualification Time (TQT):	26
Guided Learning Hours (GLH):	21
Assessment methods:	<ul style="list-style-type: none"> Theory assessment/multiple choice question paper: 1 x 60 question paper (minimum score 40)



Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in the other sectors, you can be confident that you are truly working with the industry experts.

Qualification overview

This qualification forms part of the QA Food Safety suite of qualifications. The qualification and learning outcomes are based on:

- National Occupational Standards (NOS) for food safety in a catering environment developed by People 1st
- Recommendations of good practice outlined by the Food Standards Agency

This qualification should enable Learners to attain the knowledge needed to supervise food safety in a catering environment.

Learners should be able to understand:

- the role of the supervisor in ensuring compliance with food safety legislation
- the application and monitoring of good hygiene practice
- how to implement food safety management procedures
- the role of the supervisor in staff training

This qualification specification provides information for Centres about the delivery of the QA Level 3 Award in Supervising Food Safety in Catering (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

Objective

The objective of the qualification is to educate Learners in supervising food safety in a catering environment. It includes the importance of safety management procedures and the requirements for monitoring, recording and evaluating these procedures, food safety and the law, good food hygiene practice and the role of the supervisor in the catering environment.

Purpose

The purpose of this qualification is to develop Learner's knowledge and skills in food safety supervision.

Intended audience

This qualification is for people who work, or are preparing to work, in a supervisory role in a catering environment. It would also be suitable for people who own or manage small catering businesses.



Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 26 hours. Full details of this unit are in *Appendix 1*.

Learners must complete all assessments in the unit successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 10 weeks.

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 21 GLH (minimum), and
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 5 hours

Self-directed study is a measure of the time a typical Learner will require away from the programme of learning such as reading course material/handouts and researching information on the internet.

Other units

No other units can be combined to count towards the QA Level 3 Award in Supervising Food Safety in Catering (RQF) qualification.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process for recognising any learning undertaken and/or attained by a Learner. The Learner must prove they have met some or all the learning outcomes and/or assessment criteria for this qualification before RPL can be considered.

Any evidence submitted as RPL must be valid, authentic, reliable, current, sufficient and specific.

In some cases Centres may need to carry out mapping against QA learning outcomes and assessment criteria to confirm comparability of qualification certificates and/or evidence being submitted. Mapping templates created by QA must be used for this process. Please see the *QA Recognition of Prior Learning (RPL) Policy* for further details.

RPL is considered for this qualification with the following potential outcome:

- Reduction or exemption of learning outcomes or GLH for the unit

RPL for this qualification **must** be approved by QA prior to implementation. Note: Charges may apply.

Entry requirements

Learners must be at least 16 years old on the first day of the training. It is recommended that Learners already hold the Level 2 Award in Food Safety in Catering (QCF) or (RQF).

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 2 in literacy or numeracy or equivalent.

Progression

Some possible routes of progression are:

- Level 3 Award in HACCP in Catering (RQF)
- Level 4 Award in Managing Food Safety in Catering (RQF)

Requalification requirements

We recommend you refresh your training every 3 years.

Qualification approval requirements

Qualsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

One Trainer/Assessor	Responsible for the delivery and assessment of qualifications
One Internal Quality Assurer	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Qualsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

Trainers

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by Qualsafe Awards and provide evidence of:

1. A relevant vocational qualification (see *Vocational qualifications* table)
2. A formal teaching/training qualification (see *Teaching qualifications* table)

Vocational Qualifications	
Ofqual Regulated Level 4 Food Safety qualification	Graduate Diploma in a relevant subject such as Food Science or Food Technology
Degree or Dip HE in a relevant subject such as Food Science and Nutrition, Food Technology or Environmental Health	HNC/D in a related subject

Teaching Qualifications	
B.Ed, M.Ed	City and Guilds Teacher's Certificate or equivalent
PGCE, PCET, Cert Ed	Ofqual Regulated Level 3 Award and Level 4 Certificate in Education and Training
NVQ Level 3 in Learning and Development	PTTLS, CTTLS, DTTLS
NVQ Level 4 in Learning and Development	Further Education Teacher's Certificate

(If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable.)

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).



Assessors

There is no requirement for a separate Assessor when delivering this qualification. Once Trainers have been approved to deliver the qualification, they can assess Learners.

It is best practice for Trainers to hold a formal (regulated) assessing qualification or attend relevant Assessor CPD training with an Awarding Organisation (AO). However, as a minimum, Trainers must follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 9 – Assess learner achievement*. Centres must be able to prove this.

Internal Quality Assurers

Internal Quality Assurers (IQAs) must be vocationally competent and have a relevant vocational qualification (see Vocational qualifications table) **and**:

- Hold an assessing qualification and follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 11 – Internally monitor and maintain the quality of assessment* (Centres must be able to prove this) **or**
- Hold a quality assurance qualification **or**
- Have attended QA approved IQA training relevant to this qualification

It is best practice for IQAs to hold a formal (regulated) IQA qualification and to hold, or be working towards, a formal (regulated) teaching qualification.

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Quality Assurance Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important to use a wide range of equipment and learning resources to support delivery.

As a minimum, Centres must make sure their venues, equipment and other resources include:

Area:	Requirements:
Training venue	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. The theory assessment space should allow Learners to sit at least 1 metre apart to prevent collusion.
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Learning materials	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.

Note: Learners should sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment.



Course/Centre administration

Registering Learners

Register Learners with Qualsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the Customer Portal at: www.qualsafeawards.org

Centres will be given login details and guidance on using the Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner achieves the final unit

QA have developed a verification tool that means the validity of every certificate can be verified online. This verification tool can be found on the QA website.

Delivery and support

Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 16 Learners to 1 Trainer. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment. Never allow more Learners on the course than you can cater for during the assessment.

Delivery plan

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments.

Centres not using QA lesson plans, which are created and provided free, must submit their own delivery plan and have it approved by us **before** delivering this qualification. Note: Charges may apply. The delivery plan should:

- Include a course timetable and detailed lesson plans, clearly showing the required subjects and criteria/ learning outcomes are covered and the minimum 21 GLH are met
- Be carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Be emailed to: info@qualsafeawards.org

Learning materials

Centres must provide each Learner with suitable reference material that covers the lesson plans and learning outcomes for this qualification. Learning materials **must be approved** by Qualsafe Awards prior to use. Note: Charges may apply.



Ongoing support

Quasafe Awards Centres should provide appropriate levels of support to Learners throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the unit within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve

Formative assessment methods during the learning process should be used in order to modify teaching and learning activities as appropriate, with the aim of improving Learner attainment.

Assessment

Methods

Quasafe Awards has devised assessment tools to make sure Learners gain the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in the *Appendix 1*. Centres should download all assessment papers from the Customer Portal in advance of the course.

For each unit there is a theory assessment/multiple choice question paper – there is 1 paper for each Learner and Learners should answer all the questions under ‘examination’ conditions, see *QA Multiple Choice Question Paper Guidelines*:

- The maximum time allowed is 90 minutes
- The minimum mark is 40 out of 60 to be considered for an overall ‘Pass’

Access to assessment

Quasafe Awards is committed to equality when designing the assessments for this qualification. Centres can make sure they do not unfairly exclude the assessment needs of a particular Learner by following the *QA Access to Assessment Policy* to determine whether it is appropriate to make a:

- Reasonable adjustment or
- Special consideration

When a reasonable adjustment is made or requested, e.g. written or theory assessment delivered verbally, Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence. Centres should retain a copy of this form for their own records.

Learners may be eligible for special consideration if they have been affected by adverse circumstances beyond their control. A Special Consideration Request Form should be completed and sent to QA for consideration with along supporting evidence prior to implementation. Centres should retain a copy of this form for their own records.

Note: If you have any suggestions for improvements, please let us know.

Learners should be informed about the Centre’s and QA’s appeals procedures and how they can access these.

Quality assurance

Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. The arrangements for this should be included in the Centre's approved internal quality assurance policy.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres across the United Kingdom.

Further details of the Qualsafe Awards' external quality assurance programme are available in the *QA Centre Quality Assurance Guidance*.

Further information

Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: info@qualsafeawards.org

Tel: 0845 644 3305

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED
www.qualsafeawards.org/home
- Office of Qualifications and Examinations Regulation (Ofqual):
www.gov.uk/government/organisations/ofqual
- Scottish Qualifications Authority (SQA) Accreditation:
<http://accreditation.sqa.org.uk>
- Qualifications Wales:
<https://www.qualificationswales.org/>
- Health & Safety Executive (HSE):
www.hse.gov.uk
- Food Standards Agency:
www.food.gov.uk



Appendix 1 – Qualification Unit

Qualification unit 1

The QA Level 3 Award in Supervising Food Safety in Catering (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

Title:	The Principles of Food Safety Supervision for Catering	
GLH:	21	
Level:	3	
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content
1. Understand the role of the supervisor in ensuring compliance with food safety legislation	1.1 Summarise the importance of food safety management procedures	<ul style="list-style-type: none"> • The impact of poor food safety: <ul style="list-style-type: none"> ○ on a business ○ on employees and consumers • Legislation
	1.2 Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance	<ul style="list-style-type: none"> • Employers: <ul style="list-style-type: none"> ○ legal responsibilities ○ codes of practice ○ design of premises ○ food safety management procedures ○ staff training ○ responsibilities of supervisor in internal and external food safety inspections and audits • Employees: <ul style="list-style-type: none"> ○ personal hygiene ○ reporting of personal illnesses ○ following training ○ reporting of non-conformances
	1.3 Outline how the legislation is enforced	<ul style="list-style-type: none"> • Environmental Health Officers/Practitioners – roles and powers • Fines and imprisonment • Due diligence • Non-compliance and types of notices



2. Understand the application and monitoring of good hygiene practice	2.1 Explain the importance of, and methods for, temperature control	<ul style="list-style-type: none"> • Temperature control <ul style="list-style-type: none"> o danger zone o refrigeration o freezers o hot holding o cooking and reheating o thawing o cooling o displaying o dry stores o deliveries • Taking food temperatures
	2.2 Explain procedures to control contamination and cross-contamination	<ul style="list-style-type: none"> • Control of contamination <ul style="list-style-type: none"> o microbiological, e.g. purchasing from reputable suppliers, keeping ready to eat foods separate from raw foods. o physical, e.g. machinery kept in good working order, unpacking in non-food production area o chemical, e.g. separation of chemicals from food, training o allergenic, e.g. allergen control system, separate equipment for preparation, cooking of allergenic foods • Control of cross-contamination • Stock rotation and dates • Good design of workflow and layout
	2.3 Justify the importance of high standards of personal hygiene	<ul style="list-style-type: none"> • Personal hygiene • Protective clothing, e.g. provided by the employer, light coloured • Hand washing, e.g. when hands should be washed • Hair, e.g. head coverings • Jewellery, e.g. jewellery traps bacteria and should not be worn • Cuts, spots and boils, e.g. how they should be dealt with in a food handling area • Fitness to work, e.g. what a supervisor should do when a food handler reports they are suffering from food poisoning symptoms



	<p>2.4 Explain procedures for cleaning, disinfection and waste disposal</p>	<ul style="list-style-type: none"> • Cleaning and methods that should be used: <ul style="list-style-type: none"> o detergent o disinfection o sanitiser o sterilisation • Stages of cleaning and disinfection • Cleaning schedules • Safe use and storage of cleaning chemicals • Waste disposal
	<p>2.5 Outline requirements relating to the design of food premises and equipment</p>	<ul style="list-style-type: none"> • Design of food premises requirements: <ul style="list-style-type: none"> o floors, e.g. hard wearing, easy to clean o walls, e.g. smooth, impervious o ceilings, e.g. flake free, smooth o doors and windows, e.g. pest proof, easily cleaned o lighting, e.g. accessible for deep cleaning, suitable for the job purpose o ventilation, e.g. must be present o drains, e.g. able to cope with large amounts of waste o staff toilet areas, e.g. not lead directly into a food preparation area o workflow, e.g. linear o food preparation surfaces, e.g. smooth, in good condition o food equipment, e.g. fit for purpose, durable o large food equipment, e.g. in good working order
	<p>2.6 Describe the importance of, and methods for, pest control</p>	<ul style="list-style-type: none"> • Common food pests • Signs of pest infestation • Food safety hazards caused by food pests • Pest control: <ul style="list-style-type: none"> o physical o chemical o environmental • Role of employee in recognition and reporting of pests • Role of supervisor in dealing with reports of pest infestation



3. Understand how to implement food safety management procedures	3.1 Describe the importance to food safety of microbial, chemical, physical and allergenic hazards	<ul style="list-style-type: none"> • Microbiological hazards • Bacteriological hazards: <ul style="list-style-type: none"> o raw food o high-risk foods o low-risk foods o ready to eat foods o sources of contamination o bacterial spores o spoilage bacteria o pathogenic bacteria o toxins o viruses o foodborne disease o food poisoning • Causes of microbiological multiplication and survival • Physical contamination • Chemical contamination • Allergenic contamination
	3.2 Describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions	<ul style="list-style-type: none"> • Food safety management • 12 steps of HACCP
	3.3 Explain the requirements for monitoring and recording food safety procedures	<ul style="list-style-type: none"> • Establish a monitoring procedure for each critical control point-thorough, reliable, accurate • Determine corrective actions - regain control and make food safe again
	3.4 Describe methods for, and the importance of, evaluating food safety controls and procedures	<ul style="list-style-type: none"> • Establish verification procedures • Responsibilities of those involved in verification procedures • Reasons for carrying out verification procedures • Reasons for and benefits of record keeping • Safer Food, Better Business
4. Understand the role of the supervisor in staff training	4.1 Explain the requirements for induction and on-going training of staff	<ul style="list-style-type: none"> • Staff training • Induction training • On-going training • Training needs assessment • Staff training records
	4.2 Explain the importance of effective communication of food safety procedures	<ul style="list-style-type: none"> • Good communication skills • Raising and reporting issues • Monitoring staff • Staff training • Staff meetings

Note: Full and detailed qualification content is available to approved Centres in the form of lesson plans which are provided free of charge.



www.qualsafeawards.org

Tel: 0845 644 3305

Email: info@qualsafeawards.org