



QA Level 2 Award in  
**Food Safety in  
Catering (RQF)**

Qualification Specification

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## Key qualification information

Qualification number:	603/2594/X
Operational start date:	20 November 2017
Number of units:	1 mandatory unit
Total Qualification Time (TQT):	7
Guided Learning Hours (GLH):	6
Credit value:	1
Assessment methods:	• Theory assessment/multiple choice question paper: 1 x 30 mark question paper (minimum score 20)



## 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; Mental Health First Aid; 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 such as mental health, 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 of the importance of food safety and maintaining good practice so that they are able to produce safe food.

This qualification specification provides information for Centres about the delivery of the QA Level 2 Award in Food Safety in Catering (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

### Objective

The objective of the qualification is to introduce Learners to the principles and fundamentals of food safety in catering. It includes information about how individuals have a personal responsibility for food safety, the importance of personal hygiene, keeping work areas clean and tidy, safe food handling practices and keeping food safe.

### Intended audience

This qualification is for anyone who handles food, or plans to handle food, in the catering industry. It would also be beneficial for people who come into contact with food handling areas, e.g. pest control and delivery personnel.

### Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 7 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 4 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 6 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 1 hour

### Other units

No other units can be combined to count towards the QA Level 2 Award in 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 produce mappings 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 outcomes:

- Reduction or exemption of learning outcomes or Guided Learning Hours for the units

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

### Entry requirements

Learners must be at least 14 years old on the first day of the training.

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 1 in literacy.

### Progression

Some possible routes of progression are:

- Level 3 Award in Supervising Food Safety 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:

<b>One Trainer/Assessor</b>	Responsible for the delivery and assessment of qualifications
<b>One Internal Quality Assurer</b>	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 3 or above Food Safety qualification	Degree or Dip HE in a relevant subject such as Food Science and Nutrition or Food Technology
HNC/D in a related subject	Graduate Diploma in a relevant subject such as Food Science or Food Technology

Teaching Qualifications	
B.Ed, M.Ed	City and Guilds Teacher's Certificate or equivalent
PGCE, PCET, Cert Ed	Ofqual Regulated Level 3 Award or 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

All Internal Quality Assurers (IQAs) should have the skills, knowledge and experience to be able to carry out quality assurance activities. Each IQA must be approved by Qualsafe Awards and provide evidence of:

1. A relevant vocational qualification (see *Vocational qualifications* table above)
2. Holding (or be working towards) a formal IQA qualification or have attended QA approved IQA training relevant to this qualification (see *IQA qualifications* table)

IQA Qualifications	
Level 4 Award In Understanding the Internal Quality Assurance of Assessment Processes and Practice	Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	Conduct the Internal Verification Process SCQF Level 8 (SQA Unit)
V1 Conduct Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process	Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
IQA Training based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment e.g. QA Internal Quality Assurance CPD Training day	L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8 (SQA Accredited)

As a minimum Centre staff who hold a formal assessing qualification and are committed to following 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 through, for example, IQA experience) will be considered.

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

IQAs are expected to keep up to date with the subject area and provide evidence of CPD.

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:
<b>Training venue</b>	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.
<b>Audio visual (AV) equipment and training aids</b>	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
<b>Learning materials</b>	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 QA Customer Portal at:  
[www.qualsafeawards.org](http://www.qualsafeawards.org)

Centres will be given login details and guidance on using the QA 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 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 for face-to-face courses. 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.

While this ratio of 16 Learners to 1 Trainer for face-to-face courses is strongly recommended for the QA Level 2 Award in Food Safety in Catering (RQF) qualification, Centres may apply to QA to extend this ratio to 24 Learners to 1 Trainer if there are no practical assessments/skills tests. You must demonstrate that:

- Learners will not be disadvantaged
- The Trainer is experienced in this subject area with a low Trainer risk rating
- The venue has sufficient assessment space to allow Learners to sit at least 1 metre apart (to prevent collusion during the multiple choice question paper assessment)

All requests **must be approved** by Qualsafe Awards **before** any increase in Trainer/Learner ratio.

This qualification may be delivered and/or assessed digitally through Qualsafe at Home. To maintain the quality of training and assessment for remote/online courses, make sure the class ratio is no more than 8 Learners to 1 Trainer. The assessment session must be invigilated 'live' via an appropriate video conferencing facility. Learners must meet all the technical, equipment and invigilation requirements to sit the theory/multiple choice assessment via the QA e-Assessment platform.

Note: You should 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 6 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](mailto:info@qualsafeawards.org)

### Qualsafe at Home

This qualification can be delivered online using a virtual classroom. It can be delivered entirely online by combining remote training and an invigilated e-Assessment or Learners can complete the remote training and then attend a face-to-face assessment session. Further details about the requirements for delivering a Qualsafe at Home course are available to approved Centres in the 'Centre downloads' section of their QA Customer Portal. All Centres must seek approval for remote training and/or e-Assessment by completing the Qualsafe at Home Centre Application. All Centre staff involved in the remote delivery and/or assessment for this qualification must read and understand all guidance and requirements in advance of delivery.





## E-Learning

QA has devised e-Learning for this qualification. If choosing the e-Learning option, Learners must complete the QA e-Learning course first and then attend a regulated assessment session invigilated by their QA training provider.

## Learning materials

Centres must provide each Learner with suitable reference materials that cover the lesson plans and learning outcomes for this qualification. We recommend:

- *Level 2 Food Safety Made Easy* by Qualsafe.com

Centres can choose alternative books or other learning materials but these **must be approved** by Qualsafe Awards prior to use. Note: Charges may apply.

## Ongoing support

Qualsafe 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

# Assessment

## Methods

Qualsafe Awards has devised externally set, internally marked assessment tools for face-to-face assessments to make sure Learners are assessed against 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 QA Customer Portal in advance of the course.

Alternatively, Learners may complete an externally set, externally marked invigilated e-Assessment. The time allowed, number of questions and minimum mark requirements are the same as the face-to-face assessment.

For each unit there is a theory assessment/multiple choice question paper with 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 45 minutes
- The minimum mark is 20 out of 30 to be considered for an overall 'Pass':

## Access to assessment

Qualsafe 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 using the QA e-Assessment platform, Centres can apply additional time to a multiple-choice assessment for specific Learners who require a reasonable adjustment.



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.

### **Assessment language**

Assessment in British Sign Language (BSL) may be permitted for this qualification for the purpose of a Reasonable Adjustment. See QA Access to Assessment Policy.

Assessment in languages other than English may be permitted. However, the certificate issued could only be used to support a role in the workplace as long as proficiency in English is not required for the role supported by this qualification. See QA Language Policy.

Prior approval from QA is required before any assessment is delivered through BSL or a language other than English. Any request received will be considered in terms of viability and there may be charges depending on the work required to meet the request, e.g. translating assessment papers.

If a Learner passes the assessment process in another language or through BSL, their certificate will show extra information, including the language of assessment and if required, confirmation of the context in which the certificate can be used.

## **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**

QA operates a system of ongoing monitoring, support and feedback for approved Centres.

QA employs a risk-based model to decide the frequency of external quality assurance activity.

Further details of the QA external quality assurance programme are available in the *QA Centre Assessment Scrutiny (CASS) 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](mailto:info@qualsafeawards.org)

Tel: 0330 660 0899

### Useful addresses and websites

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



## Appendix 1 – Qualification Unit

The QA Level 2 Award in Food Safety in Catering (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

<b>Title:</b>	Food Safety in Catering	
<b>GLH:</b>	6	
<b>Level:</b>	2	
<b>Credit value</b>	1	
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>	<b>Indicative content</b>
<b>1. Understand how individuals can take personal responsibility for food safety</b>	1.1 Identify the importance of food safety procedures	<ul style="list-style-type: none"> <li>• Advantages of getting food safety right</li> <li>• Costs of poor practices</li> </ul>
	1.2 State how to report food safety hazards	<ul style="list-style-type: none"> <li>• The 7 principles of HACCP:               <ol style="list-style-type: none"> <li>1. Conduct a hazard analysis</li> <li>2. Identify Critical Control Points (CCPs)</li> <li>3. Set critical limits for each CCP</li> <li>4. Set up checks for each CCP</li> <li>5. Corrective action</li> <li>6. Verification</li> <li>7. Record keeping</li> </ol> </li> <li>• Enforcement e.g. Environmental Health Practitioners</li> </ul>
	1.3 Recognise the legal responsibilities of food handlers and food business operators	<p><b>Food Handlers:</b></p> <ul style="list-style-type: none"> <li>• Legal responsibilities</li> <li>• To maintain good levels of personal hygiene</li> <li>• To wear appropriate personal protective equipment</li> <li>• Reporting illnesses</li> <li>• Following organisational procedures</li> <li>• Reporting of food safety hazard</li> </ul> <p><b>Food Business Operators:</b></p> <ul style="list-style-type: none"> <li>• Legal responsibilities – risk to business including: reputational damage; types of notice; and consequences of not complying such as fines and prison sentence</li> <li>• Registering with local authority</li> <li>• Organisational procedures, e.g. record keeping; complying with temperature controls</li> <li>• Having an effective food safety management system</li> <li>• Due diligence</li> </ul>



<b>2. Understand the importance of maintaining personal hygiene</b>	2.1 Recognise the importance of personal hygiene in food safety including its role in reducing the risk of contamination	<ul style="list-style-type: none"> <li>• Legislation e.g. reporting illness</li> <li>• Reduction of contamination e.g. good design of food premises</li> <li>• Reduction of cross contamination e.g. good hand hygiene</li> </ul>
	2.2 Identify effective personal hygiene practices	<ul style="list-style-type: none"> <li>• Personal protective clothing</li> <li>• Hand washing</li> <li>• Hair</li> <li>• Jewellery</li> <li>• Personal illnesses</li> <li>• Cuts and wounds</li> </ul>
<b>3. Understand the importance of keeping the work areas clean and hygienic</b>	3.1 Identify how to keep the work area and equipment clean and tidy	<ul style="list-style-type: none"> <li>• When to clean</li> <li>• Cleaning schedules</li> <li>• Cleaning and disinfection methods</li> <li>• Safe use and storage of cleaning materials</li> <li>• Waste disposal</li> </ul>
	3.2 State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning	<ul style="list-style-type: none"> <li>• Work flow</li> <li>• Premises and equipment                         <ul style="list-style-type: none"> <li>◦ adequate lighting and ventilation</li> <li>◦ adequate hand washing facilities</li> <li>◦ work surfaces e.g. durable, smooth</li> <li>◦ colour coding</li> </ul> </li> </ul>
	3.3 Identify the importance of pest control	<ul style="list-style-type: none"> <li>• Common food pests</li> <li>• Signs of pests</li> <li>• Prevention</li> <li>• Reporting of signs of pests</li> <li>• Preventing contamination</li> <li>• Preventing damage</li> <li>• Consequences for the food business</li> </ul>



4. Understand the importance of keeping food safe	4.1 Identify the sources and risks to food safety from contamination and cross contamination	<ul style="list-style-type: none"> <li>• Microbial contamination e.g. bacteria, cross contamination</li> <li>• Chemical contamination e.g. cleaning materials, insecticides, pest poison</li> <li>• Physical contamination e.g. hair, insects, machinery parts, packaging, dirt</li> <li>• Allergenic hazards – 14 major allergens, the importance of controlling allergens</li> <li>• Food poisoning bacteria</li> <li>• Foodborne diseases</li> <li>• High risk foods</li> <li>• People at higher risk of food poisoning</li> </ul>
	4.2 State how to deal with food spoilage	<ul style="list-style-type: none"> <li>• Signs of food spoilage</li> <li>• Reporting food spoilage</li> <li>• Disposal of spoiled food</li> </ul>
	4.3 Identify safe handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food	<ul style="list-style-type: none"> <li>• Display units</li> <li>• Dry stores</li> <li>• Food preservation</li> <li>• Refrigeration</li> <li>• Freezer</li> <li>• Cooking and reheating</li> <li>• Hot holding</li> <li>• Cooling</li> <li>• Thawing</li> </ul>
	4.4 Recognise the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food	<ul style="list-style-type: none"> <li>• Temperature controls for:               <ul style="list-style-type: none"> <li>o cooking; reheating</li> <li>o hot holding</li> <li>o refrigerated deliveries; refrigerating and cold holding; chilled display and cold stores</li> <li>o frozen deliveries; deep freezing</li> </ul> </li> <li>• Danger zone</li> </ul>
	4.5 Identify stock control procedures	<ul style="list-style-type: none"> <li>• Deliveries</li> <li>• Storage</li> <li>• Date marking</li> <li>• Stock rotation</li> </ul>

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



[www.qualsafeawards.org](http://www.qualsafeawards.org)

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