



## Qualification Specification

# HABC Level 2 Award in Food Safety for Retail (QCF)

Qualification Number: 500/6780/1

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## HABC Level 2 Award in Food Safety for Retail (QCF)

### Introduction

This Qualification Specification is designed to outline all you need to know in order to offer this qualification in your centre. If you have any further questions, please contact your Account Manager.

### Qualification Details

The HABC Level 2 Award in Food Safety for Retail (QCF) has been accredited by the regulators of England and Wales (Ofqual and the Welsh Government) and is part of the Qualifications and Credit Framework (QCF).

It is supported by People1st the Sector Skills Council for the retail industry.

### Key facts

<b>QAN:</b>	500/6780/1
<b>Learning Aim Reference:</b>	50067801
<b>Guided learning hours (GLH):</b>	9
<b>Credit Value:</b>	1
<b>Assessment Method:</b>	Multiple-choice examination OR workbook

### Qualification Overview

The Level 2 Award in Food Safety for Retail (QCF) is a qualification aimed at food handlers working in a retail environment. The qualification is intended for learners already working with food in the retail industry, and those who are preparing to work with food in a retail environment.

Learners gaining this qualification will know that food safety is the responsibility of everyone involved in the storage, preparation and handling of food. Its topics are regarded by the Foods Standards Agency as being important to maintaining good practice in the production of safe food.

### Entry Requirements

There are no prerequisites for this qualification although it is advised that learners have a minimum of Level 1 in English and Maths or equivalent.

### Qualification Structure

This qualification is made up of one mandatory unit, the details of which are included at the end of this specification.

Learners must successfully complete the assessment for the unit to achieve the qualification.

The qualification can be taken as a free standing qualification or as part of a wider programme of training.

## Delivery and assessment ratios

In order to effectively deliver and assess this qualification, it is recommended that centres do not exceed the ratio of 1 qualified tutor/assessor to a maximum of 20 learners in any one instance if using the multiple-choice method of assessment.

If centres are using the learner workbook as the chosen method of assessment, it is recommended that the ratio of 1 qualified tutor/assessor to a maximum of 12 learners in any one instance is maintained.

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## Guidance on delivery

It is recommended that the qualification is delivered over a full day period. This delivery programme may be adjusted in accordance with learners' needs and/or local circumstances.

For more information and guidance on delivery, please see the Tutor, Assessor and IQA Support Pack which is available to download from the HABC website.

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## Guidance on assessment

The qualification can be assessed using *either* of the following methods:

### Multiple-choice question (MCQ) examination

This method of assessment is an end of course exam and must follow the HABC Security and Invigilation Guidelines. Learners are required to choose one of the prescribed options to answer a set examination question. The examination for this qualification contains 30 questions that must be completed within one hour. Successful learners will have to demonstrate knowledge and understanding across the qualification syllabus and achieve a minimum pass mark of 66%. Completed examination papers should be returned to HABC for marking and results will then be supplied to the centre afterwards.

### Open response learner workbook

This method of assessment is an ongoing assessment of learner knowledge throughout the duration of the course. This assessment model requires learners to provide a short response to prescribed questions within a workbook set by HABC. Successful learners will have to demonstrate knowledge and understanding across the qualification syllabus. This assessment is supported and assessed by the nominated tutor/assessor and records must be maintained and held at the centre for quality assurance purposes. There is a requirement for internal quality assurance of the learner workbooks to take place. For more information on this method of assessment, including quality assurance processes, please see the Tutor, Assessor and IQA Support Pack which is available to download from the HABC website.

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## Guidance on quality assurance

HABC require centres to have a robust mechanism for internal quality assurance in place for those wishing to use the open response learner workbooks as method of assessment.

Internal quality assurance must be completed by an appropriately qualified person and who must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring. EQS visits from HABC will take place until direct claim status is achieved. HABC will support Centre's with quality assurance by conducting engagement visits to ensure and verify the effective and efficient delivery and assessment of qualifications.

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For more information on internal quality assurance processes, please refer to the Tutor, Assessor and IQA Support Pack available to download from the HABC website.

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## Centre requirements

In order to effectively deliver this qualification, centres must have the following resources in place:

- Classroom with suitable seating and desks
  - A projector, if using a PowerPoint presentation (or similar)
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## Age ranges

These qualifications are approved for delivery to learners aged 16+

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## Geographical coverage

These qualifications are suitable for learners in England, Wales and Northern Ireland.

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## Tutor and assessor requirements

If centres choose the multiple-choice examination as the method of assessment, the role of tutor must be filled.

If centres choose the open response learner workbook as the method of assessment, the roles of tutor and assessor must be filled. These two roles may be carried out by the same person.

## Nominated tutors

HABC requires that nominated tutors hold a qualification in the relevant subject area and have either a teaching qualification or teaching experience

It is recommended that nominated tutors should have a minimum of a Level 3 Food Safety qualification from a recognised awarding body together with a training qualification.

### *Suitable subject area qualifications may include:*

- Degree of Dip.HE in a related subject such as:
  - Food Science
  - Environmental Health
  - Home Economics
  - Microbiology
  - or one that contains elements of these subjects
  - HNC/D in a related subject (as outlined above);
  - Level 3 or 4 qualification in Food Safety;
  - Graduate Diploma in Food Science and Technology of the Institute of Food Science and Technology; or
  - any other HABC approved qualification
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**Suitable teaching qualifications include:**

- HABC Level 3 Award in Delivering Training;
- HABC Level 3 International Award in Delivering Training (IADT)
- Level 3 PTLLS, or above;
- Level 3 Award in Education and Training, or above;
- Diploma or Certificate in Education;
- Bachelors or Masters Degree in Education;
- City and Guilds Teachers Certificate or equivalent;
- Level 3 or 4 NVQ in Training and/or Development; or
- Proof of at least 30 hours of training in any subject.

### Assessors

HABC requires that assessors of this qualification hold a qualification in the relevant subject area as specified in the 'nominated tutors' section above. It is not a requirement that assessors of this qualification hold a formal assessing qualification, however it is recognised as good practice.

Nominated tutors and assessors should also be able to demonstrate relevant experience and knowledge in a work context and provide evidence of engagement with the subject field and continuing professional development.

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### Internal Quality Assurance (IQA) officer requirements

HABC require that IQA officers of this qualification hold a qualification in the relevant subject area as specified in the nominated tutors section above. It is not a requirement that IQA officers of this qualification hold a formal IQA qualification, however it is recognised as good practice.

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### Reasonable Adjustments and Special Considerations

HABC has measures in place for learners that require additional support. Please see the HABC Reasonable Adjustments Policy.

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### ID requirements

All learners must be instructed to bring photographic identification to the assessment to be checked by the invigilator/assessor. This instruction should be given ahead of the course/assessment when the learner registers and/or with any pre-course materials.

It is the responsibility of the centre to have systems in place to ensure that the person taking an examination/assessment is the person they are purporting to be. All centres are therefore required to ensure that each learner's photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each learner on the Candidate List under "Identification Provided". HABC will accept the following as proof of a learner's identity:

- Valid passport (any nationality)
- Signed UK photo card driving licence

- Valid warrant card issued by HM Forces, police
- Other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card.

For more information on learner ID requirements, please refer to the HABC Examination and Invigilation Regulations within the Core Manual.

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## Progression

Progression and further learning routes include:

- Level 3 Award in Food Safety Supervision for Retail (QCF)
  - Level 3 food and drink qualifications
  - Retail competency-based qualifications (NVQs/Apprenticeships)
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## Useful Websites

- [www.people1st.co.uk](http://www.people1st.co.uk)
  - [www.food.gov.uk](http://www.food.gov.uk)
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## Recommended Training Materials

*The Food Safety Handbook (Level 2)*, Sprenger, R.A. Highfield International

*Hygiene Sense*, Sprenger, R.A. Highfield International

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**Unit 1: The principles of food safety for retail**

Unit number: K/502/0178

Credit: 1

GLH: 9

Level: 2

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Understand how individuals can take personal responsibility for food safety</b>	1.1 Outline the importance of food safety procedures, risk assessment, safe food handling, avoiding unsafe behaviour. 1.2 Describe how to report food safety hazards, infestations and food spoilage 1.3 Outline the legal responsibilities of food operatives and food business operators.
<b>2. Understand the importance of keeping him/herself clean and hygienic</b>	2.1 Explain the importance of personal hygiene in food safety including their role in reducing the risk of contamination. 2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds.
<b>3. Understand how the working areas are kept clean and hygienic</b>	3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning methods, safe use of chemicals, storage of cleaning materials. 3.2 State the importance of safe waste disposal. 3.3 Outline the importance of pest control.
<b>4. Understand the importance of keeping products safe</b>	4.1 State the risk to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards, vehicles of contamination. 4.2 State how contamination of food can cause illness or injury. 4.3 Describe safe food handling practices and procedures. 4.4 Explain the importance of temperature controls. 4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation. 4.6 Explain how to deal with food spoilage to include recognition, reporting and disposal.



## Unit Content: Assessment Guidance

This section of the specification expands on the assessment criteria defined in the above unit and includes suggested content that a training course should cover in order to adequately prepare learners for the assessment.

### LO1 Understand how individuals can take personal responsibility for food safety

- The importance of food safety procedures, risk assessment, safe food handling and behaviour:
  - Prevention of food poisoning
  - Ensuring safe food
  - Benefits to customers, food handlers and food businesses of effective food safety procedures
  - The costs of poor food safety practices to a business
- Reporting food safety hazards:
  - Examples of food safety hazards
  - When and how to report hazards to supervisors
- The legal responsibilities of food handlers and food business operators
  - The requirement for adequate training of food handlers commensurate with their role
  - The requirement for handwashing facilities
  - The requirement for food handlers to report personal illness
  - That enforcement officers have powers of entry, and can take samples, photographs and interview all food handlers
  - That accurate written records can assist in a due diligence defence
  - An awareness of the law regarding food safety management systems and temperature control

### LO2 Understand the importance of keeping him/herself clean and hygienic

- The importance of personal hygiene in food safety
  - Its role in reducing the risk of microbiological, allergenic, physical and chemical contamination
  - Why food handling should be kept to a minimum
  - The importance of reporting any personal illness or cuts/wounds to a supervisor
- Effective personal hygiene practices
  - Protective clothing
    - Examples of protective clothing appropriate to the worker's role
    - Characteristics of protective clothing
    - How jewellery and personal effects can cause a hazard

- Order of dress
- Hand washing
  - How to wash hands correctly
  - When critical and when important
- Personal illnesses
  - The term 'carrier'
  - Why persons who are, or are suspected of being 'carriers' of food borne illness may expose food to risk of contamination
  - When to come into work and when to call in sick
- Cuts and wounds
  - Characteristics of suitable wound dressings
  - Why people with open wounds should not enter or work in food production areas

### LO3 Understand the importance of keeping the work areas clean and hygienic

- How to keep the work area and equipment clean and tidy
  - Reasons for cleaning
  - Cleaning and disinfection methods, chemicals and equipment
    - Detergents, sanitisers, disinfectants
    - Cleaning and disinfection techniques
    - Contact time
    - Clear and clean as you go
    - Order in which to clean areas and equipment
    - The importance of using the correct equipment
  - Safe use of cleaning chemicals and materials
    - Use manufacturers' instructions
    - Never mix chemicals
    - The risk of chemical contamination of food if left uncovered whilst cleaning is taking place
  - Safe storage of cleaning chemicals and materials
    - Never store chemicals with food
    - Never store chemicals in food containers
    - Store chemicals in a lockable cupboard away from food
  - Waste disposal
    - Empty bins regularly throughout the day
    - Ensure internal and external bins have lids
- How work flow, work surfaces and equipment can reduce contamination risks and aid cleaning:

- Adequate ventilation and suitable light and heat
- Work surfaces to be in good repair and made of suitable materials
- Keep raw and cooked food areas separate
- Colour-coding of equipment and areas
- The need to report any damaged equipment or area of the food premises to a supervisor
  
- The importance of pest control:
  - Common food pests
  - Signs of food pests
  - The need to report any signs of food pests to a supervisor
  - Basic control measures for food pests
    - Removing food debris, food spillages and cleaning regularly
    - Good proofing
    - Flyscreens
    - Lids on waste bins
    - Removal of hiding places

#### LO4 Understand the importance of keeping food safe

- Sources and risks to food safety from contamination and cross-contamination
  - The meaning of the terms and examples of:
    - Contamination, multiplication and survival
    - Cross-contamination
    - Sources, routes and vehicles of contamination
    - Vehicles of contamination
    - The difference between contamination and multiplication, hazards and controls
  
  - Why it is important to separate raw and ready-to-eat foods
    - The terms and examples of: raw food, high-risk food, low-risk food, ready-to-eat raw food
  
  - Microbial hazards
    - The types of microbiological hazards e.g. bacteria, virus and mould
    - The main characteristics of food poisoning bacteria
    - Why spores and toxins are formed and the consequences these may have for food safety
    - The common sources of food poisoning bacteria
    - The main factors which influence the multiplication of food poisoning bacteria
    - The terms: raw food, high-risk foods, low-risk foods and ready-to-eat raw foods
    - The methods used to destroy food poisoning bacteria in food

- The methods of minimising and preventing bacterial multiplication in food
- Chemical hazards
  - Examples of chemical hazards
  - Risks associated with chemical hazards
  - Ways of preventing chemical contamination
- Physical hazards
  - Examples of physical hazards
  - Risks associated with physical hazards
  - Ways of preventing physical contamination
- Allergenic hazards
  - Common allergens
  - Risks associated with allergenic hazards
  - Symptoms of allergic reaction
  - Ways of preventing allergenic contamination
- How to deal with food spoilage including recognition, reporting and disposal:
  - Signs of spoilage
  - Preservation techniques
  - When to dispose of spoiled food
  - The need to report any spoiled food to a supervisor
- Safe food handling practices and procedures associated with:
  - Storing
    - The importance of correct temperature and conditions for storage of all foods
  - Preparing
    - Not to prepare food too far in advance
  - Cooking
    - To cook food thoroughly
  - Chilling
    - The need to cool food quickly
  - Reheating
    - To meet the required core temperature when reheating food
  - Holding
    - The amount of time hot food can be below the legal temperature
    - The amount of time cold food can be above the legal temperature
  - Serving and
  - Transporting food
- The importance of temperature controls
  - Minimum temperature for hot-holding

- Maximum temperature for holding cold foods
- The 'danger zone'
- Usual operating temperatures for refrigerators and freezers
  
- Stock control procedures
  - Deliveries
    - Selecting reputable suppliers
  - Storage
    - The importance of clear labelling of food
  - Date marking
    - The difference between 'use by' and 'best before' date codes
  - Stock rotation
    - The importance of stock rotation