



Module Descriptor

Handling Food Hygienically

Award Type: Minor
Award Level: 4
Award Code: 4N1119
Validation date: 11th April 2013
Revision 1.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with a basic knowledge skill and competence to prepare and handle food safely and hygienically in compliance with regulation, legislation and current best practice.

Module Duration: The learning effort required from a typical learner to successfully achieve the stated learning outcomes for the module is **50 hours**.

Learning Outcomes: By the end of this module, the learner will be able to:

1. State the role of the employee in food hygiene and safety including personal hygiene, legal responsibilities and the use of protective clothing.
2. Outline how food is put at risk by chemical, physical and microbiological hazards, cross contamination and allergens.
3. List food borne illness and the factors which contribute to their expansion.
4. Describe how pests can be controlled in and around a food premises.
5. Outline the reasons for ensuring that correct temperatures are used in food preparation and production including the limitations of temperature control and procedures for recording food temperatures.
6. Use safe hygienic food handling practices including HACCP, for food preparation, cleaning, waste disposal and pest prevention.
7. Refrain from unhygienic practices in food production.
8. Complete a range of basic food safety documents and records.

Key Learning Points

Learning Outcome 1:

State the role of the employee in food hygiene and safety including personal hygiene, legal responsibilities and the use of protective clothing

Key Learning Points

- Basic terms in food hygiene to include hygiene, safety, contamination, cross contamination, temperature, preparation, storage, refrigeration, freezing, hot holding, product recall.
- Role of the employee when working with food
- Legal responsibilities of the employee when working with food
- The importance of good personal hygiene
- Policies relating to wearing and laundering of uniform, personal hygiene, wearing of jewellery, nail and hair care.
- Consequences of non compliance with policies for the client, staff, manager
- The term Personal Protective Equipment (PPE) and examples of PPE used in food industry
- Function of protective clothing
- Correct wearing of PPE and identification of when PPE should be worn
- Safe disposal of PPE

Learning Outcome 2:

Outline how food is put at risk by chemical, physical and microbiological hazards, cross contamination and allergens.

Key Learning Points

- The terms 'risk' and 'hazard' within the food industry
- The types of hazards found in a kitchen environment to include chemical, physical and microbiological
- Examples of chemical, physical and microbiological hazards in the food industry.
- Description of how hazards can occur in relation to food, and control measures to prevent the occurrence of hazards
- The term allergen and examples of commonly occurring allergens in food to include peanuts, lactose, gluten, shellfish
- Ways of preventing exposure to allergens in food
- Differentiation between the terms contamination and cross contamination
- Ways of storing food to prevent cross contamination to include covered storage, separate areas for cooked and raw foods, colour coded equipment and areas, known suppliers.



Learning Outcome 3:

List food borne illness and the factors which contribute to their expansion.

Key Learning Points

- The terms food borne illness, food spoilage, high risk and low risk foods, pathogen, toxin, spores, incubation period and food poisoning
- Signs and symptoms of food borne illness
- Common food borne illnesses
- Common causes of food borne illness eg bacteria, virus, parasite
- Commonly occurring pathogens to include Escheridia coli, Salmonella, Clostridium botulinum, Staphylococcus aureus, Listeria monocytogenes, Campylobacter jejuni.
- Factors necessary for bacterial growth (time, warmth, oxygen, food and moisture)
- Factors which limit the growth of pathogens (salt, acid concentration, presence of inhibitors, susceptibility of client)
- Ways of preventing food borne illness to include temperature control, use by dates, correct storage, buying top quality food, cleaning schedules, regular monitoring and auditing

Learning Outcome 4:

Describe how pests can be controlled in and around a food premises.

Key Learning Points

- The term pest and examples of pests in relation to the food industry
- Signs of pest infestation
- Humane methods for controlling all types of pests to include insectocutors, fly screens, ensuring that all areas in food premises are kept clean, removal of food and shelter, closing up gaps and holes
- Explanation of how pest control is implemented in a food preparation and service area
- Explanation of how pest control fits into the Hazard Analysis of Critical Control Points (HACCP) system

Learning Outcome 5:

Outline the reasons for ensuring that correct temperatures are used in food preparation and production including the limitations of temperature control and procedures for recording food temperatures

Key Learning Points

- Explanation of HACCP, critical control points, probe, core temperature



- Stages of HACCP as used in the kitchen from selection of suppliers to service to customer
- The flow of a food item from delivery to service in a kitchen using HACCP
- The importance of temperature control and how it is used as CCP
- Procedure for measuring the core temperature of frozen, chilled and hot food using a temperature probe
- Procedure for reading thermometers on fridges and freezers and setting temperature for pre heat and cooking temperature on cookers
- Acceptable temperature ranges for frozen food, chilled food and hot food
- Importance of using correct temperatures for cooking and storing food
- Limitations of temperature control to include length of time before consumption, carvery foods, using a bains marie
- Understand how the temperatures are to be checked eg probe, when they are to be checked, time, how often, frequency and by whom signature and who will audit the system
- Documentation required by a HACCP system

Learning Outcome 6:

Use safe hygienic food handling practices including HACCP, for food preparation, cleaning, waste disposal and pest prevention.

Key Learning Points

- Colour coding of equipment
- First in first out food (FIFO) storage system
- Food labelling to include the difference between sell by, display until and use by dates on labels
- Differentiation between cleaning, sanitising, disinfecting and sterilising
- Demonstration of how each procedure is completed to include chemicals and equipment

Learning Outcome 7:

Refrain from unhygienic practices in food production.

Key Learning Points

- Practices which would be considered unhygienic to include nail biting, nose picking, poor personal hygiene, sneezing or coughing near food
- Correct technique for hand washing
- Identification of situations where hand washing should occur

Learning Outcome 8:

Complete a range of basic food safety documents and records.

Key Learning Points

- Completion of a range of documentation to include cleaning checklist forms, temperature control charts, hazard analysis sheets, HACCP summary sheets
- Purpose of the documentation
- Appropriate checking and signing off on documentation

Assessment Specification

Award Title:	Handling Food Hygienically
Award Type:	Minor
Framework Level:	4
Award Code:	4N1119
Credit Value:	5

Assessment No.	Duration	Assessment Details	Weighting	Stage at which assessment takes place
Skills Demonstration SD1	Depends on meal preparation time	Skills demonstration to assess food hygiene practices in preparation of food and maintenance of a hygienic working environment	20%	At the end of the module
Examination EX A or B	1.5 hours	Theory examination	80%	At the end of the module

Award Classifications

Grades	Standards
Pass Merit Distinction	50 - 64% 65 - 79% 80 -100%

Suggested Learning Methodologies

- Note taking
- Practical Work Training
- Simulated Work Environment
- Activities
- Exercises
- Role Plays
- Group Discussions
- Brainstorming
- Internet Research
- DVD
- Research Library and Textbooks
- Tutor led lectures

Module Requirements

This list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the module at the discretion of the Manager.

- Access to a working kitchen
- Computer with internet access
- Range of reading material and access to library

Suggested Learning Resources

- Environmental Health Officers Handbook (available from www.ehoa.ie)
- S.I. No. 205/1950: FOOD HYGIENE REGULATIONS, 1950.
- Chartered Institute of Environmental Health Food Hygiene, Health and Safety May 2010
- FSAI, Food Standards
- Keith Sleightholm, Food Hygiene Student Manual (ProTrainings Student Manuals)
- Susan Blanch, Food Hygiene.

Recommended by: _____
Manager Training Policy Development and Support

Approved by: _____
Director Training Policy Development and Support