

Unit 207: Food Safety

Sample scheme of work

This sample scheme of work covers both classroom and workshop based learning for Unit 207. It is based on 2/3 hours per session for 12 sessions. It is an example only of a possible scheme of work and is based on theory and practical within an FE centre, but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners' needs.

Unit 207 is designed as a stand-alone unit and should be used in conjunction with the standards set for the qualification to ensure full coverage of the learning requirements. However, aspects of the unit can be reinforced during practical sessions.

You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.

Reference is made within the scheme of work to **worksheets, handouts, activities, questions and PowerPoint presentations** (in **black bold**) that are available on SmartScreen.co.uk for tutors to use with learners. Any other resources listed are not provided on SmartScreen but provide guidance for the tutor as to others they may

produce. Delivery timings are given; however, these can be amended to suit the group. The content of presentations, discussions, explanations etc are left to the professionalism of the course tutor.

Also provided on SmartScreen.co.uk is revision guidance that may be used to prepare learners for the synoptic assessment for the whole qualification.

Centres should also incorporate the following themes, where appropriate, as strands running through each of the sections within the qualification. Although they are not specifically referred to in the section content section, City & Guilds regards these as essential in the teaching of the qualification:

- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- Core skills (mathematics, reading, writing, speaking and listening)
- extension tasks and differentiation, inclusion, entitlement and equality issues
- spiritual, moral, social and cultural issues
- environmental education
- use of information learning technology (ILT).

Unit 207: Food Safety

Sample scheme of work

Course/qualification: _____ Tutor's name: _____

Number of sessions: 12 Delivery hours: 2/3 hours Venue: _____ Group: _____

Aims

- Understand the importance of food safety and how to comply with legislation
- Understand the requirements and responsibilities of a food handler
- Gain sufficient knowledge to store, handle and serve food safely
- Gain sufficient knowledge to be able to identify the risks when preparing, cooking and serving food.

To enable learners to:

- know the importance of food safety procedures
- know how to keep self clean and hygienic
- know how to keep the working area clean and hygienic
- know how to store food safely
- know the food safety risks associated with food production and service.

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
1 2 hours	Learning outcome 1: Know the importance of food safety procedures. <ul style="list-style-type: none"> 1.1 Define food safety 1.2 Define food poisoning <ul style="list-style-type: none"> - sources of food poisoning bacteria - high risk foods 1.3 Outline control points of a food safety management system (HACCP) <ul style="list-style-type: none"> - hazards associated with food safety - critical control points - corrective actions - auditing 1.4 Identify the benefits of a food safety management system (HACCP) 1.5 Identify key food safety records used in a food safety management system 	Activities: <ul style="list-style-type: none"> Introduction to the unit. Class discussion to establish what is meant by food safety and food poisoning. Ask learners to complete Worksheet 1. Tutor to present PowerPoint presentation 1. Activity 1: General hygiene activity. Small group work to identify high-risk foods. Introduction to food management systems – HACCP exposition of the meaning of HACCP. Activity 8: Hazard identification activity. Group discussion to establish food safety records used to demonstrate due diligence. Recap of session/learner Q&A. Resources: <ul style="list-style-type: none"> Lesson plan 1 PowerPoint presentation 1 Handout 1 Worksheet 1 Activity 1 Activity 8 	Worksheet 1
2–3 4 hours	Learning outcome 2: Know how to keep self clean and hygienic	Activities: <ul style="list-style-type: none"> Class discussion to establish features of protective clothing. Tutor to present PowerPoint presentation 2. Small group activity to identify poor personal hygiene practices. Ask learners to complete Worksheet 2. 	Worksheet 2

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> 2.1 Identify the features of protective clothing for food handlers 2.2 Identify poor personal hygiene practices 2.3 Identify when handwashing should occur 2.4 Identify procedures for safe hand washing 2.5 Identify reportable illnesses and infections 2.6 Explain the term carrier 2.7 State the importance of being fit for work 2.8 State the features of plasters suitable for use by food handlers 2.9 Identify sources of pathogenic bacteria found in human beings 	<ul style="list-style-type: none"> Practical task for tutor to demonstrate correct hand washing procedure. Worksheet 3: Small group activity to identify types of illness and infections that must be reported by food handlers. Class discussion to establish the term carrier and the importance of being fit for work. Class discussion to establish the sources of pathogenic bacteria found in humans. Recap of session/learner Q&A. <p>Resources:</p> <ul style="list-style-type: none"> Lesson plan 2 PowerPoint presentation 2 Handout 2 Worksheet 2 Worksheet 3 	Worksheet 3
4–6 6 hours	<p>Learning outcome 3: Know how to keep the working area clean and hygienic</p> <ul style="list-style-type: none"> 3.1 Identify different types of cleaning resources needed to keep the work area clean and hygienic 3.2 State the practices used in a 'clean as you go' policy 3.3 State the correct order in which the six stages of cleaning is used 	<p>Activities:</p> <ul style="list-style-type: none"> Tutor to present PowerPoint presentation 3. Small group work to identify cleaning resources used in food production and service areas. Class discussion to establish the meaning of a 'clean as you go' policy. Individual task to establish the six stages of cleaning. Complete Worksheet 4. Class discussion to establish the information included on a cleaning schedule. Activity 9: Cleaning schedule activity completed individually. 	Worksheet 4

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> 3.4 State the key features of cleaning schedules 3.5 Describe the process for cleaning tools and equipment 3.6 Describe the safety requirements for handling and storing chemicals 3.7 List the features of equipment and surfaces suitable for use in food handling areas 3.8 Describe how waste should be managed safely 3.9 Describe the importance of keeping the waste storage area clean 3.10 Explain how common types of pests pose a risk to food safety 3.11 Identify signs of food pest infestation 3.12 State the different methods of pest control 	<ul style="list-style-type: none"> Class discussion to establish the process for cleaning tools and equipment. Small group activity to identify safety requirements when handling and storing chemicals, using Worksheet 5. Class discussion to establish key features of surfaces and equipment used in kitchens. Directed questioning on how waste should be managed safely. Class discussion to establish the importance of keeping waste areas clean. Activity 6: Bin rules activity to be completed individually. Activity 5 and Worksheet 6: Pest activities, to be completed individually. Small group activity to establish how each type of pest pose a risk to food safety, the signs of infestation and the control measures. Recap of session/learner Q&A. <p>Resources:</p> <ul style="list-style-type: none"> Lesson plan 3 PowerPoint presentation 3 Handout 3 and 4 Worksheet 4 Worksheet 5 Worksheet 6 Activity 5 Activity 6 Activity 9 	<p>Worksheet 5</p> <p>Worksheet 6</p>

<p>7–9</p> <p>6 hours</p>	<p>Learning outcome 4:</p> <p>Know how to store food safely</p> <ul style="list-style-type: none"> 4.1 Describe the checks that should be made when storing food 4.2 Describe the methods of storing food safely 4.5 Describe the storage conditions for food <ul style="list-style-type: none"> - ambient - chilled - frozen 4.6 Describe reasons why certain foods require refrigeration 4.10 State the best practice for thawing/defrosting foods 4.3 Describe stock rotation systems 4.4 Describe the differences between 'best before' and 'use by dates' 4.11 Identify the documents used for recording food storage and temperature control 4.7 Describe the types of food contamination 4.8 Define the term cross contamination 4.9 Describe ways of reducing cross contamination 	<p>Activities:</p> <ul style="list-style-type: none"> Small group activity to identify the methods used to store foods and the checks that should be carried out prior to storing foods. Learners to complete Worksheet 7. Tutor to present PowerPoint presentation 4. Class discussion to establish the types of foods that are classed as ambient, chilled and frozen. Directed questioning to identify the reasons for refrigerating foods. Class discussion to establish the best practices for thawing/defrosting foods. Directed questioning by tutor to establish what is meant by a stock rotation system. Class discussion to establish the differences between the terms 'best before' and 'use by dates'. Learners to complete Worksheet 8. Small group activity to identify the documents used in kitchens to record food storage and temperatures controls. Activity 3: Procedures for food safety to be completed individually. Directed questioning to establish what is meant by food contamination and the different types. Class discussion to establish what is meant by cross contamination. Small group activity to identify ways of reducing cross contamination. Complete Worksheet 9. Recap of session/learner Q&A. <p>Resources:</p> <ul style="list-style-type: none"> Lesson plan 4 PowerPoint presentation 4 Handout 5 	<p>Worksheet 7</p> <p>Worksheet 8</p> <p>Worksheet 9</p>
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	<ul style="list-style-type: none"> • 5.10 Define the term temperature danger zone • 5.11 Understand how temperature requirements for cooking, reheating and hot holding of food • 5.13 Identify the best practice for chilling food 	<ul style="list-style-type: none"> • Completion of Revision activity 4 individually. • Activity 7: Completion of quiz as a class activity or individually. <p>Resources:</p> <ul style="list-style-type: none"> • Lesson plan 5 • PowerPoint presentation 5 • Handout 6, 7 and 8 • Worksheet 10 • Worksheet 11 • Worksheet 12 • Activity 2 • Activity 7 • Revision activity 4 • Revision activity 1 	<p>Activity 7</p> <p>Revision activity 4</p> <p>Revision activity 1</p>
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