Unit 306: Monitoring and supervision of food safety

# Sample lesson plan 4

**Course number:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Course title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Tutor’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Lesson length:** 2 hours **Room:** \_\_\_\_\_\_\_\_\_\_\_

 **Lesson topic:** Monitoring and supervision of food safety

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| **Aims**: * Understand the role of the supervisor in ensuring compliance with food safety legislation
 | **Learning outcomes**: To enable learners to:* understand the role of the supervisor in ensuring compliance with food safety legislation.
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| **Timing (mins)** | **Work to be covered** | **Teaching activity/assessment** | **Learner activity** | **Resources**  |
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| 10 minutes | Introduction. | Tutor-led presentation/discussion. Tutor to identify learner’s prior supervisory knowledge for the LOIcebreaker **Activity 10.**  | Learners to listen, observe, take notes and question appropriately. Question and answer session.Complete icebreaker **Activity 10.** | Activity 10 |
| 20 minutes | Legislation* Controlling / reducing outbreaks of food poisoning
* Registration of premises / vehicles
* Content and labelling of food
* Preventing manufacture and sale of food
* Food imports
* Prevention of food contamination and equipment contamination
* Training of food handlers
* Provision of clean water, sanitary and washing facilities.
 | Tutor-led presentation/discussion using **PowerPoint presentation 4.**  | Learners to listen, observe, take notes and question appropriately.  | **PowerPoint presentation 4.**  |
| 20 minutes | Role of the food safety enforcement authority* Offer advice and guidance on all food safety matters
* Advise on and deliver training
* Advise on legislation and compliance
* Investigate complaints
* Ensure food offered for sale is fit for purpose
* Monitor food operations and identify possible sources of contamination
* Observe the effectiveness of food management systems and records
* Deal with food poisoning outbreaks or other food related problems
* Deal with non-compliance of legislation.
 | Tutor-led presentation/discussion using **PowerPoint presentation 4.**  | Learners to listen, observe, take notes and question appropriately.  | **PowerPoint presentation 4.**  |
| 10 minutes | Enforcement measures:Hygiene Improvement Notice.  | Tutor-led presentation/discussion using **PowerPoint presentation 4.**  | Learners to listen, observe, take notes and question appropriately.  | **PowerPoint presentation 4.**  |
| 10 minutes | Enforcement measures:Hygiene Prohibition Notice. | Tutor-led presentation/discussion using **PowerPoint presentation 4.**  | Learners to listen, observe, take notes and question appropriately.  | **PowerPoint presentation 4.**  |
| 10 minutes | Enforcement measures:Hygiene Prohibition Order. | Tutor-led presentation/discussion using **PowerPoint presentation 4.**  | Learners to listen, observe, take notes and question appropriately.  | **PowerPoint presentation 4.**  |
| 10 minutes | Enforcement measures:Fines and penalties. | Tutor-led presentation/discussion using **PowerPoint presentation 4.**  |  | **PowerPoint presentation 4.**  |
| 20 minutes | Enforcement measures: Summary. | **Activity 11** | **Activity 11** | **Activity 11** |
| 10 minutes | Revision of lesson content | 1. Show *Safer food, better business* Food Standards Agency videos on YouTube:

[www.youtube.com/playlist?list=PLLTNCta7yiY-i9cQqXigCHnkd08Pn7SnC](http://www.youtube.com/playlist?list=PLLTNCta7yiY-i9cQqXigCHnkd08Pn7SnC)1. 1-minute paper: Task the learners to briefly summarise the key points from the presentation. Ask individuals to provide one point each to all the class.
2. Question and answer session: In pairs, learners to ask each other questions to consolidate their learning. Tutor to monitor and fill in any gaps.
 | Learners should think and write their key points down. Learners should communicate their thoughts with the rest of the class, recording their key point on the flip chart/whiteboard.Learner Q&A session to confirm the knowledge required to carry out the performance. | *Safer food, better business* Food Standards Agency videos on YouTube: [www.youtube.com/playlist?list=PLLTNCta7yiY-i9cQqXigCHnkd08Pn7SnC](http://www.youtube.com/playlist?list=PLLTNCta7yiY-i9cQqXigCHnkd08Pn7SnC) |
|  | Independent learning. | **Worksheet 4** | Complete the worksheet for the next session. | **Worksheet 4** |
|  | Stretch task. | Food poisoning outbreakOutline the main roles and responsibilities of a supervisor to assist in the investigation of an outbreak of food poisoning. | **Activity 12** | **Activity 12** |
|  | Look forward to your next lesson/any final questions. |  | Listen and ask questions as required.Learners to take notes if required. |  |

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| **How learning is to be measured:*** Q&A
* **Activities 10–12**
* **Worksheet 4**
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| **Homework/research work:*** **Worksheet 4**
* **Activity 12**
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| **Lesson evaluation** (delete as appropriate) | * Was the lesson better than expected
* As expected
* Worse than expected
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| **Lesson evaluation/comments:** |
| **Suggestions/modifications for next lessons:** |