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. |

| **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 LO  Icebreaker **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 outbreak  Outline 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** | |
| **Homework/research work:**   * **Worksheet 4** * **Activity 12** | |
| **Lesson evaluation** (delete as appropriate) | * Was the lesson better than expected * As expected * Worse than expected |
| **Lesson evaluation/comments:** | |
| **Suggestions/modifications for next lessons:** | |