Unit Title:	**Food hygiene and safety**
OCR unit number:	D15
Life and Living Skill Area:	Home Management
Level:	Entry 3
Credit value:	2
Guided learning hours:	20

Unit purpose and aim

This unit aims to develop learners understanding of food hygiene and safety which can be applied in the home and possible work places. It aims to develop a learners understanding of why ‘sell by’ and ’use by’ dates are used, as well as looking at different ways of storing food items.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Know about basic food hygiene	**The Learner can:** 1.1 Identify ways of handling food safely	The learner shows they know about handling food safely. Example activities could include: producing a simple poster, leaflet or list containing 2 or more basic food safety points; taking part in a discussion and contributing 2 or more food safety points; using audio visual sources to watch others handling food in a variety of ways, using a discussion aid to identify good/ poor practice. Examples of good practice could include: washing hands before handling food, after handling meat, covering cuts on hands; making sure surfaces and equipment are clean, using different chopping boards to avoid cross contamination when preparing food.
	1.2 Outline why it is important to follow basic hygiene rules when dealing with food	Have a discussion with a group or on a 1:1 basis to demonstrate understanding of why it is important to follow basic food hygiene rules eg potential for food poisoning,

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		food contamination. Produce a summary statement. Create a poster to show the impact of not following basic food hygiene.
2 Know how food safety measures are implemented	2.1 Outline the meaning of 'use by' and 'sell by' dates on different products	Learners can outline the meaning of 'use by' and 'sell by' dates on food products. Example activities could include: having a discussion (group or 1:1) about the difference between 'sell by' and 'use by' dates and why we have them; identifying the use by/sell by date on packaging and explaining the differences; attending a presentation from a store manager/supervisor about how they manage their stock; answering questions on why it is important to look at 'use by' and 'sell by' dates.
	2.2 Identify ways of knowing whether food is safe to eat	Learner explains about ways of knowing if food is safe to eat, for example: are packages sealed or broken? Have they been stored appropriately? etc Examples of unsafe food could include: dented tins, damaged packaging, leaks, and mould on products, bad smell etc. The learner identifies examples and produces simple guidance notes, informs a tutor or supervisor, creates a poster etc.
	2.3 Identify ways of keeping food stored safely	Examples could include: how food is stored in the fridge, how excess food can be saved using food storage boxes, where tinned, fresh and frozen foods should be stored. This can be evidenced by using a reading/audio comprehension exercise relating to food storage. Use a worksheet that shows a picture of a fridge and food stored appropriately, asking candidates to put away shopping in the appropriate places. Look at food packaging labels to find out the best way to store foods. This could lead to a paper based sorting

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Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		exercise eg having pictures of different storage options and different food groups and asking candidates to match/ draw lines to the appropriate storage method.

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.

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