**Component Specification**

**Food Hygiene**

**NFQ Level 5**

**5N2749**

**1. Component Details**

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|---|---|
| **Title** | Food Hygiene |
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| **Award Class** | Minor |
| **Code** | 5N2749 |
| **Level** | 5 |
| **Credit Value** | 15 |
| **Purpose** | The purpose of this award is to equip the learner with the knowledge, skill and competence to apply the basic principles of food hygiene while working as food handlers in a variety of settings. |
| **Learning Outcomes** | Learners will be able to: |

1  Explore a range of professional hygiene practices to include the reasons for good hygiene practice, the basic principles of infection control, the need for personal protective clothing for the food handler and the importance of ventilation and good lighting in the work place

2  Explore the health issues of concern to the food handler and the effects of food borne disease

3  Summarise the legal responsibilities of the food handler to include requirements governing waste disposal and pest control in the work area

4    Describe a range of environmental and hygiene work practices to include the principles of temperature control and cleaning

5    Examine the need for good pest-control measures to include the types of pests and how they cause contamination

6    Analyse the deployment of food handling personnel in the work place to include their duties and work-flow patterns

7    Discuss the nature of food safety hazards in a food operation to include how they can be prevented and controlled

8    Discuss rotation systems, ordering systems and requirements for the delivery and reception of foodstuffs

9    Implement a range of environmental and hygiene work practices to include the HACCP system, temperature control using probes and thermometers, the keeping of records, the safe use of appropriate cleaning materials in the workplace, the correct cleaning, storing and use of tools and equipment and the colour codes for refuse removal

10   Identify the correct environment for the preparation, cooking and holding of food

11   Suggest causes and means of control of accidents in the food handling workplace

12   Identify food safety controls for the selection of a range of food commodities to include meat, fish and dairy products

13   Execute the correct storage procedures for a range of food commodities to include meat, fish and dairy products and the correct storage methods for farinaceous products and tinned and other preserved foods

14   Maintain high standards of personal hygiene in the work place

15   Carry out food hygiene practices in compliance with appropriate current health and safety regulations and controls

**Assessment**

**General Information**     Details of FET assessment requirements are set out in
[Assessment Guidelines for Providers.](#)

All FET assessment is criterion referenced. Successful
achievement of the award is based on learners attaining the
required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum
approach to assessment for this component. In exceptional
circumstances providers may identify alternative assessment
techniques through the provider's application for programme
validation which are **reliable** and **valid** but which are more
appropriate to their context.

Assessment of a number of components may be integrated
across programmes for delivery, provided that the learning
outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided
each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part
of their application for programme validation. Assessment Plans
will include information relating to scheduling and integration of
assessment. See current FET validation guidelines at
[www.qqi.ie](#).

**Assessment Techniques**     In order to demonstrate that they have reached the standards of
knowledge, skill and competence identified in all the learning
outcomes, learners are required to complete the assessment(s)
below.

The assessor is responsible for devising assessment
instruments (e.g. project and assignment briefs, examination
papers), assessment criteria and mark sheets, consistent with
the techniques identified below and FETAC's assessment
requirements.

Programme validation will require providers to map each learning
outcome to its associated assessment technique. See current
FET validation guidelines at [www.qqi.ie](#).

All learning outcomes **must** be assessed and achieved

| | |
|---|---|
| Assignment | 60% |
| Examination - Theory | 40% |

**Description**

**Assignment**

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*An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.*

There are two assignments

**Examination - Theory**

*An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.*

*A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.*

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| **Recognition of Prior Learning (RPL)** | Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details. |

**Grading**

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|---|---|
| Pass | 50% - 64% |
| Merit | 65% - 79% |
| Distinction | 80% - 100% |

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|---|---|
| **Specific Validation Requirements** | There are no specific validation requirements |
| **Supporting Documentation** | None |
| **Access** | To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience. |
| **Transfer** | Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement. |

**2. FET Award Standards**

QQI award standards are determined within the National Framework of Qualifications (NFQ), http://www.nfq-qqi.com.  QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental  and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

| AWARD CLASS | STANDARDS | AWARDS |
|---|---|---|
| Major Award | Certificate Specification | Certificate (Levels 1 to 5) Advanced Certificate (Level 6) |
| Supplemental Award | Supplemental Specification | Supplemental Certificate (Level 3 to 6) |
| Special Purpose | Specific Purpose Specification | Specific Purpose Certificate (Levels 3 to 6) |
| Minor Award | Component Specification | Component Certificate (Levels 1 to 6) |

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

**3. FET Credit**

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

| NFQ Level | Major Awards Credit Values | Default Credit Values Minor Awards | Other Permitted Minor Award Credit Values | Special Purpose and Supplemental Award Credit Value Ranges |
|---|---|---|---|---|
| 1 | 20 | 5 | 10 | |
| 2 | 30 | 5 | 10 | |
| 3 | 60 | 10 | 5,20 | >5 and<60 |
| 4 | 90 | 10 | 5,15,20 | >5 and<90 |
| 5 | 120 | 15 | 5,10,30 | >5 and <120 |

| | | | | |
|---|---|---|---|---|
| 6 | 120 | 15 | 5,10,30 | >5 and <120 |

## Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

| Strand | Sub-strand | Nature of learning |
|---|---|---|
| Knowledge | Breadth | Broad range of knowledge |
| | Kind | Some theoretical concepts and abstract thinking, with significant depth in some areas. |
| Know How & Skill | Range | Demonstrate a broad range of specialised skills and tools |
| | Selectivity | Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems |
| Competence | Context | Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts |
| | Role | Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups |
| | Learning to Learn | Learn to take responsibility for own learning within a managed environment |
| | Insight | Assume full responsibility for consistency of self- understanding and behaviour |

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*