The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Food Hygiene

Level 4  L12207

www.fetac.ie
## Level 4 Module Descriptor

### Summary of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Describes how the module functions as part of the national vocational certificate framework.</td>
</tr>
<tr>
<td>Module Title</td>
<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td>Module Code</td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
</tr>
<tr>
<td>Level</td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
</tr>
<tr>
<td>Credit Value</td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
</tr>
<tr>
<td>Preferred Entry Level</td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td>Special Requirements</td>
<td>Usually ‘none’ but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.</td>
</tr>
<tr>
<td>General Aims</td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Units</td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td>Specific Learning Outcomes</td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Portfolio of Assessment</td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td>Grading</td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td>Individual Candidate Marking Sheets</td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td>Module Results Summary Sheet</td>
<td>Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements.</td>
</tr>
<tr>
<td>Appendices</td>
<td>Can include approval forms for national governing bodies.</td>
</tr>
<tr>
<td>Glossary of Assessment Techniques</td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td>Assessment Principles</td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
</tr>
</tbody>
</table>
Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
<table>
<thead>
<tr>
<th></th>
<th>Module Title</th>
<th>Food Hygiene</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Module Code</td>
<td>L12207</td>
</tr>
<tr>
<td>3</td>
<td>Level</td>
<td>4</td>
</tr>
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<td>4</td>
<td>Credit Value</td>
<td>1</td>
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<tr>
<td>5</td>
<td>Purpose</td>
<td>This module is a statement of the standards to be achieved to gain a FETAC credit in Food Hygiene at Level 4. Knowledge of the content of this module is mandatory for personnel working in the food industry. The module is designed to: Provide participants with the skills, knowledge and attitudes essential in the food industry. It is aimed at workers in the catering, manufacturing and retail sector who serve, prepare or handle food. It is designed to so that the participants can perform their job effectively in compliance with relevant Food Hygiene Legislation (I.S. 340, I.S. 341, I.S. 342); the Food Safety Authority of Ireland Food Safety Training Level 4 and 2 and in line with best practice.</td>
</tr>
<tr>
<td>6</td>
<td>Preferred Entry Level</td>
<td>Level 3 Certificate, Junior Certificate or equivalent qualifications and/or relevant life and work experiences.</td>
</tr>
<tr>
<td>7</td>
<td>Special Requirements</td>
<td>None.</td>
</tr>
</tbody>
</table>
General Aims

The aim of this module is to train food handlers and non-food food handlers, who can affect food safety, in the principles of food hygiene, in good hygiene practice and good manufacturing practice commensurate to their work and in compliance with relevant legislation.

Learners who successfully complete this module will:

8.1 appreciate why they should maintain a high standard of personal hygiene and safe handling practices

8.2 recognise how food can be put at risk by biological, chemical and physical hazards

8.3 develop good work practices to ensure the safety and wholesomeness of food from delivery to serving or offering for sale or supply to the consumer

8.4 work harmoniously and effectively as a member of a team

Units

The specific learning outcomes are grouped into 5 units.

Unit 1 Hygiene and Safety
Unit 2 Food Contamination
Unit 3 Cleaning and Pest Control
Unit 4 Legal Standards for Food Handlers
Unit 5 Design and layout of a food premises
10 Specific Learning Outcomes

Unit 1 Hygiene and Safety

*Learners should be able to:*

10.1.1 state the importance of personal hygiene
10.1.2 wear and maintain uniform/protective clothing hygienically
10.1.3 maintain a high standard of personal hygiene and hand washing
10.1.4 demonstrate correct hygienic practice if suffering from ailments and illnesses that may affect food safety
10.1.5 refrain from unhygienic practice in a food operation
10.1.6 demonstrate safe handling practice in relation to kitchen operations
10.1.7 maintain staff facilities a hygienic condition
10.1.8 avoid unnecessary handling of food, food utensils and surfaces
10.1.9 obey food safety signs
10.1.10 keep work areas clean
10.1.11 co-operate with authorised Enforcement Officers
10.1.11 take action when aware of unhygienic practices that may put the safety of food at risk
10.1.12 follow the procedure for dealing with recalled food products
10.1.13 deal with a food safety complaint effectively
10.1.14 co-operate with authorised enforcement officers and food safety auditors
10.1.15 deal with returns in a hygienic manner
Unit 2  Food Contamination

Learners should be able to:

10.2.1 know their legal responsibility in ensuring safe food for the consumer
10.2.2 recognise how food can be put at risk by chemical, physical and biological hazards
10.2.3 demonstrate an understanding of cross contamination and the hygiene practices necessary to prevent it
10.2.4 explain the difference between high risk and low risk activities
10.2.5 keep appropriate food safety records
10.2.6 list the requirements necessary for bacterial growth
10.2.7 identify sources of bacteria
10.2.8 list the controls for bacterial growth
10.2.9 list the limits for temperature control
10.2.10 use time/temperature controls to prevent and control bacterial growth
10.2.11 describe food borne illnesses and the factors which contribute to the incidences of it
10.2.12 take all reasonable care to prevent cross contamination of products by food allergens

Unit 3  Cleaning and Pest control

Learners should be able to:

10.3.1 apply correct and appropriate cleaning procedures in maintaining a clean food operation
10.3.2 operate a satisfactory waste disposal system
10.3.3 keep pests out of the food operation
Unit 4  Legal Standards for food handlers

*Learners should be able to:*

10.4.1 Outline their legal food safety responsibilities *(Where applicable to the job)*
10.4.2 check deliveries appropriately *(Where applicable to the job)*
10.4.3 ensure food safety during storage
10.4.4 ensure food safety during preparation
10.4.5 ensure food safety during cooking, cooling of food
10.4.6 ensure food safety during transportation
10.4.7 use hygienic procedures in storing raw/in-process/processed food items
10.4.8 use hygienic procedures when displaying/holding or serving food
10.4.9 record the temperatures of foods as required
10.4.10 implement the HACCP procedures in place
10.4.11 use hygienic procedures in storing ancillary items
10.4.12 apply the required heat treatment
10.4.13 label food correctly
10.4.14 take, label and store food samples for laboratory analysis
10.4.15 test raw, in-process and/or processed food items to ensure food safety

Unit 5  Design and Layout of a Food Premises

*Learners should be able to:*

10.5.1 state the requirements in a food operation with regard to
- structural hygiene
- ventilation
- lighting
- equipment
- water supply
- drainage facilities
- refuse disposal
11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations. Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary

Skills Demonstration 70%
Examination – Theory Based 30%

11.1 Examination

The internal assessor will devise a theory-based examination that assesses candidates’ ability to recall and apply theory and understanding, requiring responses to a range of true/false questions, multiple choice questions and short answers questions. The questions may be answered in different media which as in writing or orally.

The examination will be based on a range of specific learning outcomes and will be 1 hour duration.

*The format of the examination will be as follows:*

**Examination 1**
**Theory Based**
8 true/false questions 5 marks each 40 marks
8 multiple choice questions 10 marks each 80 marks
12 short answer questions 15 marks each 180 marks

Total …… .. 300 marks

11.2 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in a broad range of practical skills as outlined in the specific learning outcomes.

The Assessor or Manager/Supervisor of the food premises will devise a number of suitable tasks for assessment that is relevant to their job that include:

* Demonstration of good hygiene practices
* Demonstration of safe food handling and storage practices

As part of the skills demonstration(s), candidates will demonstrate their awareness and understanding of safety and hygiene issues and organisational skills and team work, as described in the specific learning outcomes.

12 Grading

Pass 50 - 64%
Merit 65 - 79%
Distinction 80 - 100%
Individual Candidate Marking Sheet 1

Food Hygiene
Code L12207
Examination (Theory-based) 30%

Candidate Name: _______________________________ PPSN: ________________________
Centre: ______________________________________ Centre No.: ____________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory based Examination 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 True/False Questions</td>
<td>5</td>
<td>5</td>
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<tr>
<td>8 Multiply Choice Questions</td>
<td>10</td>
<td>10</td>
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<td>12 Short Answer Questions</td>
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<td>15</td>
</tr>
</tbody>
</table>

**TOTAL MARKS**

*This mark should be transferred to the Module Results Summary Sheet*

300

Internal Assessor’s Signature: ____________________________ Date: ____________

External Authenticator’s Signature: ____________________________ Date: ____________
### Unit 1: HYGIENE and SAFETY

**Mandatory Skills**
- Wear and maintain uniform/protective clothing hygienically: 20
- Maintain a high standard of personal hygiene and hand washing: 20
- Demonstrate correct hygienic practices if suffering from ailments & illnesses that may affect food safety: 20
- Refrain from unhygienic practices in a food operation: 20
- Demonstrate safe handling practice in relation to kitchen operations: 20
- Maintain staff facilities in a hygienic condition: 20
- Avoid unnecessary handling of food, food utensils and surfaces: 20
- Obey food safety signs: 20
- Keep work areas clean: 20
- Take action when aware of unhygienic kitchen work practices: 20

### Unit 2: FOOD CONTAMINATION

**Mandatory Skills**
- Identify how food can be put at risk by chemical, physical & biological hazards: 20
- Demonstrate an understanding of cross contamination and the hygiene practices necessary to prevent it: 20
- Identify high risk and low risk activities and explain the difference: 20
- Keep appropriate food safety records: 20
- Outline the requirements necessary for bacterial growth: 20
- Use time/temperatures controls to prevent and control bacterial growth: 20
- Take all reasonable care to prevent cross contamination of products by food allergens: 20

### Unit 3: CLEANING and PEST CONTROL

**Mandatory Skills**
- Apply correct and appropriate cleaning procedures in maintaining a clean food operation: 40
- Operate a satisfactory waste disposal system: 40
- Apply pest control in the work place, monitor and record: 20
## Unit 4: LEGAL STANDARDS for Food Handlers

### Mandatory Skills
Implement the HACCP system in place 60

### Optional Skills (10 skills to be completed successfully)
*Where applicable to the job*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use hygienic procedures in receiving deliveries</td>
<td>20</td>
</tr>
<tr>
<td>Ensure food safety during storage</td>
<td>20</td>
</tr>
<tr>
<td>Ensure food safety during preparation</td>
<td>20</td>
</tr>
<tr>
<td>Ensure food safety during cooking, cooling of food</td>
<td>20</td>
</tr>
<tr>
<td>Ensure food safety during transportation</td>
<td>20</td>
</tr>
<tr>
<td>Follow the procedure for dealing with recalled food products</td>
<td>20</td>
</tr>
<tr>
<td>Deal with a food safety complaint effectively</td>
<td>20</td>
</tr>
<tr>
<td>Co-operate with food safety auditors</td>
<td>20</td>
</tr>
<tr>
<td>Co-operate with authorised Enforcement Officers</td>
<td>20</td>
</tr>
<tr>
<td>Deal with a returns in a hygienic manner</td>
<td>20</td>
</tr>
<tr>
<td>Use hygienic procedures when displaying/holding or serving food</td>
<td>20</td>
</tr>
<tr>
<td>Use hygienic procedures in storing ancillary items</td>
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</tr>
<tr>
<td>Record the temperatures of foods as required</td>
<td>20</td>
</tr>
<tr>
<td>Apply the required heat treatment</td>
<td>20</td>
</tr>
<tr>
<td>Label food correctly</td>
<td>20</td>
</tr>
<tr>
<td>Take, label and store samples for laboratory analysis</td>
<td>20</td>
</tr>
<tr>
<td>Test raw, in-process and/or processed food items to ensure food safety</td>
<td>20</td>
</tr>
</tbody>
</table>

**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet 700

*Internal Assessor’s Signature: ___________________________ Date: ____________*

*External Authenticator’s Signature: ___________________________ Date: ____________*
## FETAC Module Results Summary Sheet

**Module Title:** Food Hygiene  
**Module Code:** L12207

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>300</td>
<td>700</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mark Sheet 1

### Mark Sheet 2

### Total 100%

### Grade *

- **D:** 80 - 100%
- **M:** 65 - 79%
- **P:** 50 - 64%
- **U:** 0 - 49%
- **W:** candidates entered who did not present for assessment

**Signed:**

**Internal Assessor:** ____________________________

**Date:** ____________________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.
Glossary of Assessment Techniques

Examination

A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations will be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as true/false, multiple choice and short answer. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal training and assessment record. The training and assessment record will cover specified aspects of the learner’s experience.

Skills

Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor and /or the supervisor/chef/manager of the kitchen in a restaurant, deli, takeaway, coffee shop or hotel, nursing home etc for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: performance skills
FETAC Assessment Principles

1  Assessment is regarded as an integral part of the learning process.

2  All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3  The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4  Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5  The reliability of assessment techniques is facilitated by providing support for assessors.

6  Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7  To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8  Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9  Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.