Higher Certificate
Food Premises Inspection

Higher Education

Programme Handbook

September 2017

Nescot Epsom's college of further and higher education	HE Assessment Schedule						
Academic year.2017-2018..		Programme title: HC Food Premises Inspection Level 5 .year: 2017					
date	Module title & assignment title	Module number	Assessor(s)	Assessment type e.g. essay, practical, presentation	Date set	Submission date	Date assessment returned (3 weeks after submission)
5.10.2017	Food Hazards 1 (A&B) The main food borne pathogens as a cause of food poisoning	1.1	Alice Bimpong	Presentation and Essay	5.10.2017	19.10.17 2.11.17	23.11.17
26.10.17		HALF TERM					
2.11.17	Food Law & Administration 1 schedule and notices for food safety contraventions	1.2	Alice Bimpong	Essay/Report	2.11.17	23.11.17	14.12.17
23.11.17	Food Hazards 2 Pesticides as Food Contaminants	1.1	Alice Bimpong	Essay/chosen format	23.11.17	14.12.17	25.01.18
25.01.2018	Food Law & Administration 2	1.2	Alice Bimpong	Timed Essay – open book	25.01.18		22.02.18
1.02.2018		Start of 2nd Semester					
8.02.2018	Food Tech. 1 Research Food Preserveration techniques.	1.3	Alice Bimpong	Essay	8.02.2018	1.03.18	22.03.18

Thurs 15th February 2018			HALF TERM				
01.03.18	Food Premises Inspection-1 Critiacally evaluate methods of training	1.4	Alice Bimpong	Essay	01.03.18	22.03.18	26.04.18
29th March 2018 – 12th th April 2018			Easter Break				
19.04.18	Food Technology - 2 Cook chill systems	1.3	Alice Bimpong	Essay/ practical	19.04.18	10.05.18	7.06.18
14.06.18	Food Premises Inspection-2	1.4	Alice Bimpong	Practical Timed essay	07.06.18 14.06.18		5.07.18

Programme Rationale

Course aims

This course aims to enable students, especially non-traditional learners i.e. those who may not previously have considered or had the opportunity to study for a higher education qualification, to gain a Certificate in Higher Education via both College-based and work-based learning.

Develop and extend the students knowledge and skills in both the academic content of their subject and in the professional and vocational skills necessary for current and future employment in Environmental Health/Food Premises Inspection.

Provide students with an intellectually challenging and satisfying programme to a standard appropriate to their development and training needs.

Enable students employed as Environmental Assistants or Technicians in Local Authority Environmental Health Departments to develop their careers by completing this Higher Certificate, and then, if they and their employers wish, by satisfying the further requirements of the EHRB for qualification as Food Premises Inspectors.

Advise and offer opportunities for students to develop study skills.

To ensure a close working relationship and partnership between academic staff and those responsible for work-based learning.

These aims will be achieved by means of high quality teaching and learning.

Programme specification

1	Awarding Institution	
2	Teaching Institution	Nescot
3	Accrediting Authority	CIEH
4	Final Award	Higher Certificate in Food Premises Inspection
5	Names of routes	Food Premises Inspection
6	UCAS code	n/a
7	QAA benchmark group	065 10/2004
8	Date of production	September 2013
9	Main Educational Aims	The programme aims to enable students to:- i. understand the principles of Environmental Health/Food Safety and the ways in which those principles have been developed;

		ii. successfully apply in the workplace the knowledge and skills learnt throughout the programme; iii. understand the main methods of enquiry in Food Premises Inspection and be able critically to analyse information and to consider and apply appropriate approaches to the solution of problems in a Local Authority Food Safety context; iv. understand the limits of their knowledge and the sources of advice and guidance in those aspects of problems that are outside their experience or field of study;
10	Programme outcomes	
	A knowledge and understanding of: Food Premises Inspections relevant to their work as Environmental Health Technicians/Food Safety Officer.	Teaching and learning strategies will include:- Lectures, case studies, practical exercises, vle and e-learning, resource based-learning, preparation for verbal and poster presentations, Assessments methods will include:- Essays, multi-choice papers, data-interpretation, work-place simulations, examinations and time-constrained assignments.
	Cognitive skills necessary:- To understand and apply relevant legislation with care and precision. Evaluate the outcomes of their work as Environmental technicians Demonstrate sound judgement in a work context Demonstrate critical thinking, problem solving and reflection Recognise their own abilities and limitations	Teaching and learning strategies will include:- Case-studies, seminars, discussion groups, presentations, question and answer sessions, tutorials Assessment methods will include:- Case-studies, work-place simulations, contributions to discussions, performance in seminars and tutorials and the use of personal development plans
	Practical skills e.g. An ability to perform inspections, conduct sampling and recording	Teaching and learning strategies will include:-

	apply routine procedures and techniques handle numerical data and conduct simple statistical tests Identify and recommend safe and effective practice.	Demonstrations, visits, discussions with visiting practitioners, practical exercises, written and verbal exercises involving simulated work situations. Assessment methods will include both observer and peer-group assessment of performance during the above plus: - case studies and tutorial exercises.
	Transferable skills Demonstrate knowledge of effective inter-professional working practices that respect and utilise the contributions of all working professionals in all aspects of Food Premises Inspection. Understand the need for change and participate in change management. Respect and utilise the contributions of other professionals	Teaching and learning strategies will include:- Joint exercises, discussions and work-simulations, visits and communal exercises Assessment will include peer and tutor evaluation of performance in the above.
	Key skills Demonstrate literacy Numeracy IT Problem solving Working with others.	Teaching and assessment of key skills in an integral part of all lesson planning and all class-based and work-based exercises.
11.	Route/Pathway	To provide a progression pathway to EHRB registration and hence to working as a Food Safety Officer/Environmental Health Technician

Programme structure/Unit map
Programme structure
Level 5 Higher Certificate in Food Premises Inspection

Course Structure for Part-Time Students			
	Sem 1	**Food Hazards (20 Credits)**	**Food Safety Law and Administration (20 Credits)**
	Sem 2	**Food Technology (20 Credits)**	**Food Premises Inspection (20 Credits)**

All modules must be passed in order to successfully complete the course.

Modules contributing to the programme
Food Premises Inspection

1.1 FOOD HAZARDS

20 Credits
200 notional learning hours
52.5 college taught hours
147.5 work-based and private study-based hours

Introduction
The safety of food may be prejudiced and/or its commercial value diminished by a range of factors including inadequate storage, contamination or by the growth and metabolism of microbiological agents. This module aims to enable students to identify the range of food safety hazards that may be encountered and to evaluate and assess the risks associated with these hazards.

Learning Outcomes
At the end of this module and following completion of an appropriate amount of independent study each student will be able to:

- recognise the range of hazards associated with food;
- evaluate the consequences of food safety hazards at individual and population level;
- define the characteristics of the range of food-borne pathogens and their toxins;
- detail the epidemiological, microbiological and clinical features of the significant and emerging food-borne pathogens;
- assess the role of food, food production methods and food handling techniques in the transmission of these pathogens as well as other relevant microorganisms;
- use current systems for the surveillance of food safety hazards and food-borne illness;
- describe the characteristics of chemical and physical contaminants associated with food;
- evaluate the mechanisms for the identifying and controlling of physical and chemical contamination and food-borne pathogens;
- derive the basic principles of food safety control and apply these to a range of situations.

Assessment
The module will be assessed by two pieces of coursework and by an examination. All assessment are equally weighted.

Indicative Reading
Adams, M. R. and Moss, M. O. (2008) Food microbiology. 3rd ed. Cambridge: Royal Society of Chemistry.
Bell, C. and Kyriakides, A. (2009) Campylobacter: a practical approach to the organism and its control in foods. Oxford: Wiley-Blackwell.
Bell, C. and Kyriakides, A. (2000) Clostridium botulinum: a practical approach to the organism and its control in foods. Oxford: Blackwell Science.
Bell, C. and Kyriakides, A. (1998) E. coli: a practical approach to the organism and its control in foods. London: Blackie Academic and Professional.

Bell, C. and Kyriakides, A. (2005) Listeria: a practical approach to the organism and its control in foods. 2nd ed. Oxford: Blackwell Science.
Bell, C. and Kyriakides, A. (2002) Salmonella: a practical approach to the organism and its control in foods. Oxford: Blackwell Science.
Cliver, D. O. and Riemann, N. P. (eds.) (2002) Foodborne diseases. 2nd ed. Amsterdam: Academic Press.
Engel, D. and MacDonald, D. (2007) Managing food safety. 2nd ed. London: Chartered Institute of Environmental Health.
Joint FAO/WHO Expert Consultation on Risk Assessment of Microbiological Hazards in Foods (2001) Joint FAO/WHO Expert Consultation on Risk Assessment of Microbiological Hazards in Foods: risk characterization of Salmonella spp. in eggs and broiler chickens and Listeria monocytogenes in ready-to-eat foods: FAO headquarters, Rome, 30 April-4 May 2001. Rome: FAO and WHO.
Labbe, R. G. and Garcia, S. (eds.) (2001) Guide to foodborne pathogens. New York: Wiley.
McLauchlin, J. and Little, C. (eds.) (2007) Hobbs' food poisoning and food hygiene. 7th ed. London: Hodder Arnold.
Pawsey, R. K. (2002) Case studies in food microbiology for food safety and quality. Cambridge: Royal Society of Chemistry.
Pennington Group (1997) The Pennington Group: report on the circumstances leading to the 1996 outbreak of infection with E.coli 0157 in Central Scotland, the implications for food safety and the lessons to be learned. Edinburgh: The Stationery Office.
Sprenger, R. A. (2015) Hygiene for Management: a text for food safety courses. 18th ed. Doncaster: Highfield.

1.2 FOOD SAFETY LAW AND ADMINISTRATION

20 Credits
200 notional learning hours
52.5 college taught hours
147.5 work-based and private study-based hours

Introduction

All commercial food premises function within tight legal constraints. This module aims to enable students to identify the legal controls on food production and sale, including any regional variations, explain the various sources and influences on this food safety law and describe the development and detail of all relevant statutes, regulations and codes of practice.

Learning Outcomes

At the end of this module and following completion of an appropriate amount of independent study, a student will be able to:

- discuss the various sources of law that operate within the British legal system as it applies to food safety;
- discuss the importance of political, public and consumer groups as a mechanism for legal change and development within food law in the UK and Europe;
- describe the role and functions of the Food Standards Agency, other relevant central government departments and non-governmental organisations;
- outline the structure of the European Union, in so far as it relates to the generation of EU law, and assess the influence of EU law and food policy on food safety in the UK;
- compare and contrast civil and criminal liability and determine the nature and extent of liability in respect of food safety, including an appreciation of the possible legal defences;
- outline the framework for food safety legislation including the principal EU decisions, Directives, Acts, Orders, Regulations, Approved Codes of Practice and Industry Guides impacting on food safety;
- describe the principal legal requirements of the Food Safety Act 1990 and associated general and product specific regulations;
- explain the duties and powers of an inspector responsible for enforcing the law relating to food safety. (In meeting this learning outcome detailed knowledge of the provisions of the Food Safety Act 1990, the Police and Criminal Evidence Act 1984 [PACE] and associated Codes will have to be demonstrated).
- describe the principal requirements of the Human Rights Act 1998 and evaluate its potential and actual impact on the enforcement of food safety law in the UK.

Assessment

The module will by be assessed by two pieces of coursework and by an examination which may be open book.

Indicative Reading

Food Law Code of Practice England 2015, Food Safety & Hygiene England Regs 2013
Anderson, D. (1997) Food Law and Consumer Health. London: HMSO.
Atwood, B. et al. (2009) Food law. 3rd ed. Haywards Heath: Tottel.

MacMaoláin, C. (2007) EU food law: protecting consumers and health in a common market. Oxford: Hart.
Schneid, T. D. et al. (1997) Food Safety Law. New York: Van Nostrand Reinhold.
Stranks, J. W. and Bernstein, W. (1996) Food safety law and practice. London: Sweet and Maxwell.

1.3 FOOD TECHNOLOGY

20 Credits
200 notional learning hours
45.5 college taught hours
154.5 work-based and private study-based hours

Pre-requisite
Module 2 must be completed satisfactorily before Module 3 can be completed.

Introduction
Methods available for reducing the risks associated with food hazards include hygienic food handling, effective sanitation, sterilization and disinfection and by the modification of the foods to reduce their suitability for the growth of spoilage or hazardous micro-organisms. This module aims to develop the ability of students to assess the adequacy of procedures and controls within commercial premises for the elimination of food safety hazards and to describe those aspects of food technology that relate directly to the production of safe food.

Learning outcomes
At the end of this module and following completion of an appropriate amount of independent study a student will be able to:

- explain the properties of foodstuffs in the context of associated hazards and their control;
- assess the implications for the ultimate safety and quality of foods, of foods as suitable ecosystems for the survival and growth of micro-organisms;
- discuss mechanisms by which foods may deteriorate;
- discuss the survival, growth, inhibition and destruction of microorganisms in foods;
- evaluate the range of current and developing food preservation techniques;
- outline the operation of the range of technologies applied to foods throughout the food chain from raw materials to finished commodities;
- apply the principles of hazard analysis to a range of food processes, identifying the critical control points in these processes;
- apply and interpret appropriate monitoring systems and corrective action procedures;
- describe cleaning and disinfection processes appropriate to the various food technologies;
- assess the effectiveness of sanitation systems;
- evaluate the safety and quality of finished products and their presentation for sale.

Assessment
The module will be assessed by two pieces of coursework and by an examination.

Indicative Reading

Belitz, H.-D et al. (2009) Food Chemistry. 4th rev. and extended ed. Berlin : Springer-Verlag.
Campbell-Platt, G. (ed.) (2009) Food science and technology. Chichester : Wiley-Blackwell.
Coultate, T. P. (2009) Food : the chemistry of its components. 5th ed. Cambridge : Royal Society of Chemistry.
Ellahi, B. and Nulty, M. (2004) Food technology and public health: a guide for effective food safety. London : Chadwick House.
Fellows, P. J. (2009) Food processing technology : principles and practice. 3rd ed. Oxford : Woodhead.
Forsythe, S. J. (2010) The microbiology of safe food. 2nd ed. Chichester : Wiley-Blackwell.
Hallam, E. (2005) Understanding Industrial Practices in Food Technology. Cheltenham : Nelson Thornes.
Hester, R. E. and Harrison, R. M. (2001) Food safety and food quality. Cambridge : Royal Society of Chemistry.
Jay, J. M. et al. (2005) Modern food microbiology. 7th ed. New York : Springer.
Lewis, M. J. (1996) Physical properties of foods and food processing systems. Cambridge : Woodhead.
Mountney, G. J. and Gould, W. A. (1992) Practical Food Microbiology and Technology. 3rd rev. ed. Krieger.
Proudlove, R. K. (2009) The science and technology of foods. 5th ed. London : Forbes.

1.4 FOOD PREMISES INSPECTION

20 Credits
200 notional learning hours
45.5 college taught hours
154.5 work-based and private study-based hours

Pre-requisites

Modules 1 to 3 must be completed satisfactorily before completing Module 4.

Introduction

This module aims to enable students to conduct an inspection, audit and hazard analysis on a range of food premises, in accordance with legislation, and to apply the relevant management techniques and tools to achieve the compliance necessary to ensure continued food safety.

Learning outcomes

At the end of this module and following completion of an appropriate amount of independent study, a student will be able to:

- review and discuss the methods of managing food safety utilised by a food authority;
- apply a range of audit and inspection techniques available for use by Authorised Officers and be able to explain the process of planning, executing and monitoring the audit process and the inspection of premises;

- state the criteria appropriate to the establishment and design, layout and construction of food premises and equipment in relation to food safety;
- detail the requirements for the safe handling of food and evaluate the purpose and adequacy of training and education for food handlers;
- propose and evaluate a range of methods to achieve the control of food hazards within food premises;
- explain all the stages of HACCP and be able to apply the principles to a range of food businesses including; the identification of hazards, controls, critical limits and critical control points and detail appropriate methods of verification and monitoring;
- identify defects in premises, equipment and management systems and suggest appropriate methods of control;
- identify the range of pests associated with food premises and products and describe appropriate methods for their prevention and control;
- detail and evaluate the range of quality management systems available for use by businesses;
- detail the methods for the assessment of microbiological standards related to foods and food premises and the evaluation of sample results;
- present information effectively in both written (i.e. inspection reports, notices) and oral form, and analyse the barriers to effective communication;
- describe and utilise the method of inspection rating to a range of premises;
- detail the role of the Food Examiner and Public Analyst in the assessment of food safety issues.

Assessment

This module will be assessed by ieces of coursework possibly including a case study and a supervised inspection.

There will also be an end of module examination.

Indicative Reading

Food Premises (Registration) Regulations1991 + Statutory Instrument 1997 No 723 www.hmso.gov.uk/acts.htm

Arduser, L. and Brown, D. R. (2005) HACCP and sanitation in restaurants and food service operations a practical guide based on the FDA Food Code. Ocala : Atlantic.

Bassett, W. H. (2007) Environmental health procedures. 7th ed. London : Taylor and Francis.

Chartered Institute of Environmental Health. Food Safety and Hygiene Working Group (1997) Industry guide to good hygiene practice : catering guide : Food Safety and Hygiene Regulations 2013, Food Safety (Temperature Control) Regulations 1995. London : Chartered Institute of Environmental Health.

Gaze, R. (ed.) (2009) HACCP : a practical guide. 4th ed. Chipping Campden : Campden BRI.

Forsythe, S. J. and Hayes, P. R. (2011) Food hygiene microbiology and HACCP. 3rd ed. New York : Springer.
Loken, J. K. (1995) The HACCP Food Safety Manual. New York : Wiley.
Mortimore, S. and Wallace, C. (1998) HACCP : a practical approach. 2nd ed. New York : Kluwer Academic.
Taylor, E. and Taylor, J. Z. (2007) HACCP for hospitality : the use of Menu-Safe and Safer Food Better Business in catering and food service. Manchester : HACCP Publishing.
Wareing, P. (2010) HACCP : a toolkit for implementation. 2nd ed. Cambridge : Leatherhead Publishing.

Programme teaching methods

Please insert a statement about the teaching and learning strategies as it appears in the validated document or use/amend the content below as appropriate

Teaching and Learning strategies

The teaching and learning strategies to be adopted will be determined by the context of the subject and the needs of the students.

In addition to subject specific skills and knowledge the teaching and learning strategies of the programme are designed to promote;

- a flexible approach to the learning experience
- an independent and investigative approach to learning
- the development of higher level and transferable skills
- a emphasis on enhancing employability skills such as presentation and communication
- a supportive environment in complementary to Nescot's strategy of widening participation and lifelong learning

A range of learning strategies are employed throughout the programme. Methods used may include; formal teacher centred delivery including lectures, tutorials, seminars, practical, workshop, case studies, self directed, group based discussion and interaction, individual research and study.

Lectures

Tutor-led presentations are used to introduce new topics, convey content or give overview of subject matter to be developed further through individual student work.

Practical

Practical sessions are designed to contextualise theoretical concepts and facilitate the development of practical skills. Practical sessions may involve individual or group work and may include following a series of instructions or using a problem solving approach in response to an assignment brief.

Seminars and Presentations

These sessions are likely to be student-led and chaired by either a member of staff or a student. Taking the form of a short talk followed by informal discussion the opportunity for exchange of thoughts on topics under investigation is valuable in developing subject knowledge. This method is also valuable in developing critical, analytical and investigative skills and in building communication skills and confident presentation skills.

Case Studies

Case studies may form the basis of seminars, group discussions or written assignments and may be used to consolidate aspects of learning. The development of analytical skills together with the requirement to apply subject knowledge to unfamiliar scenarios is valuable in developing confidence in the application of theoretical concepts.

Group Discussion

These sessions may involve review of assignment work produced, a problem solving scenario, or ideas generation related to a specified task. Group discussion is valuable in the development of critical thinking, facilitating interactive group working, interpersonal skills, team work and.

Tutorials

Students will have one-to-one and group sessions which provide opportunity for reflection, target setting and action planning of study and career targets. Group tutorials may also be organised to increase understanding of previously covered practical or theoretical concepts.

On-line learning materials

Where appropriate materials will be available on-line to support learning, in some cases these may be interactive and involve assessment opportunities. Access to such materials provides flexibility enabling students to learn at any time they choose.

Individual Research/Self-directed Study

All students will be expected to undertake self directed study as this is an essential part of their learning process. Students will be expected to undertake all the necessary background study from the book lists and references provided for each unit.

Visiting Speakers

Guest lecturers are invited to complement the expertise of the established programme team and may provide current views of industry or subject specialist knowledge.